

Activity 4

As preparation for this activity, have learners review the *Integrated Model of Interpreting* (Colonomos, 1989, rev. 2015). Review and discuss the Concentrating-Representing-Planning (CRP) elements of this model:

1. Concentrating—Understanding source message (attending, analyzing, releasing)
2. Representing—Source frame/target switch (visualizing)
3. Planning—Constructing target message (composing, modifying, delivering)

Lead learners in dialogue, comparing the Cokely and Colonomos models. How does each model support interpreters in assessing interpretation work, and in giving and receiving feedback?

Activity 5

As preparation for this activity, have learners review:

1. Comprehension in Translation and Interpretation and The Effort Models of Interpreting in *Basic Concepts and Models for Interpreter and Translator Training* (Gile, 2009)
2. Deaf Interpreting Processes: Comprehension, Knowledge Acquisition, Effort Model in Interpreting and Translation in *Deaf Interpreter Institute: Critical Issues Forum 2006* (NCIEC, 2012)

Review and discuss key elements of the Gile Model—C (comprehension) = KL (knowledge of the language) + ELK (extra-linguistic knowledge) + A (interpreter’s analysis):

1. Emphasize how KL and ELK contribute to the effectiveness and quality of comprehension of the content.
2. Explain how not having KL and ELK increases comprehension effort necessary for effective translation and interpretation and how preparation is critical to decrease the amount of comprehension effort, thus preserving mental energy required for interpreting.

Select one or more videos from trainer’s collection for group viewing and dialogue, as follows:

1. Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting required.
2. Discuss how the consumer’s language use or communication style may tax comprehension, according to the Gile Model. What KL and ELK can learners identify to support analysis of the consumer’s message?



Module 5

Unit 1