



3. Discuss potential challenges to memory and production efforts inherent to working with the consumer's language or communication.
4. Engage in dialogue about professional development resources that would be helpful to increase KL and ELK for comprehension of the content for translation or interpretation.
5. Determine methods available to the Deaf interpreters that would help to reduce comprehension effort.

## Module 5

### Unit 1

#### Activity 6

As preparation for this activity, have learners read the *Gish Approach to Information Processing* (Gish, 1996). Review and discuss the structure of the model: Speaker goal, theme, objective/s, unit/s, and data/details.

Select a video text and using the mapping activity (see Module 5 presentation slides in Appendix F) and the Gish structure, guide learners in developing a discourse map using appropriate structural elements.

Guide learners in analyzing the similarities and differences between the Gish Model and the other three interpreting process models (Cokely, Colonomos, and Gile).

#### Assessment

Formative evaluation:

1. Analysis of readings and videos, as applicable
2. Knowledge shared in group dialogue and responses to trainer questions
3. Active participation during in-class activities, including role-play and group exercises
4. Delivery of written and video assignments, as applicable

#### Resources

Cokely, D. (1992). *Interpretation: A sociolinguistic model*. Burtonsville, MD: Linstock Press.

Colonomos, B.M. (1989, rev. 2015). *Integrated Model of interpreting*. College Park, MD: Bilingual Mediation Center. <http://www.diinstitute.org/wp-content/uploads/2016/01/IMI-Supplemental-Colonomos-2015.pdf>

Gile, D. (2009). *Basic concepts and models for interpreter and translator training (Rev. ed.)*. Amsterdam/Philadelphia: John Benjamins Publishing.