

## Activity 5

Engage learners in sharing their experiences (using Activity 3 as a guide):

1. Discourse analysis
2. Discourse mapping
3. Application of interpreting process models
4. Learning experiences
5. Areas for skill development and future application



## Activity 6

Have learners review Activity 3, provide feedback and discuss the decisions they made during interpretation, considering the various factors involved in the four case studies.

## Activity 7

Guide learners through the discourse mapping process in the same manner as Activity 2. Select video segments from *An Appointment in Gastroenterology* (CATIE Center, 2003) and *Hurry Up and Wait* (Bowen-Bailey, 2005).

## Activity 8

Have learners create various interpreting scenarios for consecutive interpreting practice (e.g., interviewing for a job, registering for a college course, teaching self-advocacy, searching for a place to live, explaining a cooking recipe). The situations and participants should pose challenges at each of the CRP components of the Colonomos Integrated Model of Interpreting:

1. Concentrating—Understanding the source message (attending, analyzing, releasing)
  - Use elicitation and clarification strategies needed for the interpreter to understand the source message (probing, questioning, verifying comprehension).
  - Control the flow of information in manageable chunks.
2. Representing—Source frame/target switch (equivalence, visualizing)
  - Consider linguistic, cultural, experiential, or situational factors that influence source frame and target switch.

## Module 5

### Unit 3