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## Deaf Interpreter Curriculum

### Module 5: Interpreting Theory & Practice for Deaf Interpreters

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## Module 5: Interpreting Theory & Practice for Deaf Interpreters

### Unit Titles & Sequence

- Models of Interpretation
- Translation
- Consecutive Interpreting
- Simultaneous Interpreting

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## Unit 1: Models of Interpretation

### Key Questions

- How do the four models of interpretation help Deaf interpreters clarify the process of interpreting?
- How can Deaf interpreters use these models to identify their strengths and areas needing improvement?
- How do these models help Deaf interpreters identify and resolve underlying causes of breakdowns in interpretation?
- How can Deaf interpreters use the models of interpretation to make effective interpreting decisions?

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## Unit 1: Models of Interpretation

### Interpretation & Translation

- What does interpretation mean, and what does it involve?
- What does translation mean, and what does it involve?
- What are the goals of translating and interpreting content?
- Provide an overview of the translation process.

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## Unit 1: Models of Interpretation

### Introduction & Overview in *NCIEC Teaching Modules for the Classroom*

- What are the differences between intra-lingual and inter-lingual interpreting tasks that Deaf interpreters undertake?
- Review and expand on examples of intra-lingual interpreting tasks.
- Describe individual experiences with inter-lingual interpreting.
- Are you fluent in a second or third signed language?

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## Unit 1: Models of Interpretation

### Cokely Sociolinguistic Model

- Message reception – Perceive source language
- Preliminary processing – Recognize
- Short-term memory retention – Chunk
- Semantic intent realized – Understand
- Semantic equivalent determined – Analyze
- Syntactic message formulation – Rehearse
- Message production – Produce target language

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**Unit 1: Models of Interpretation**

**Cokely Sociolinguistic Model, cont'd**
- □ View trainer-selected video
- □ Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- □ Discuss challenges that the consumer's language or communication needs might present within the context of the Cokely Model, including ideas for resolving these challenges

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**Unit 1: Models of Interpretation**

**Colonomos Integrated Model of Interpreting (IMI):**
**Focus on CRP (See Graphic) portion of IMI**
- □ Concentrating: Understanding source message – attending, analyzing, freeing the message from the form
- □ Representing: Source frame/target switch
- □ Preparing Delivery: Contextual protocols, coherence of content, affect, register, access resources: team member(s), supervisor (process management issues)
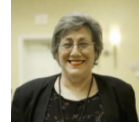
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**Unit 1: Models of Interpretation**

**Colonomos Integrated Model, (IMI) cont'd**
- □ View trainer-selected video
- □ Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- □ Discuss challenges that the consumer's language or communication needs might present within the context of the Integrated Model of Interpreting, including ideas for resolving these challenges

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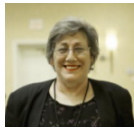
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**Unit 1: Models of Interpretation**

**Gile Comprehension & Effort Models**
- □ C (comprehension) = KL (knowledge of the language) + ELK (extra-linguistic knowledge) + A (interpreter's analysis)
- □ KL and ELK contribute to the effectiveness and quality of comprehension of content

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**Unit 1: Models of Interpretation**

**Gile Comprehension & Effort Models, cont'd**
- □ Not having KL and/or ELK increases comprehension effort
- □ Preparation is critical to decrease the amount of comprehension effort, thus preserving mental energy required for interpreting

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**Unit 1: Models of Interpretation**

**Gile Comprehension & Effort Models, cont'd**
- □ View trainer-selected video and assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine interpreting mode to be used
- □ Discuss challenges that the consumer's language or communication needs might present within the context of the Gile Models, including ideas for resolving these challenges

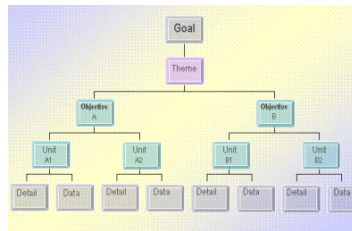@ 2016 Digital Edition• Deaf Interpreter Curriculum •National Consortium of Interpreter Education Centers **NCIEC**

## Unit 1: Models of Interpretation

**Gish Information Processing Model**

**Mapping Elements:**
- Speaker goal
- Theme
- Objective/s
- Unit/s
- Data & details

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## Unit 1: Models of Interpretation

**Gish Information Processing Model, cont'd**
- View trainer-selected video
- Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting to be used
- Discuss challenges that the consumer's language or communication needs might present within the context of the Gish Model, including ideas for resolving these challenges
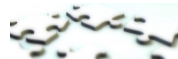
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## Unit 1: Models of Interpretation

**Group Dialogue: Comparison**
- Cokely Model – message reception, preliminary processing, and semantic intent realization
- Colonomos Model – concentrating, representing, and planning
- Gile Model – information processing
- Gish Models – comprehension and effort

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## Unit 1: Models of Interpretation

**Group Dialogue: Comparison, cont'd**
- How do the four models help Deaf interpreters clarify the process of interpreting?
- How can Deaf interpreters use the four models to identify their strengths and areas for improvement?
- How do the four models help Deaf interpreters identify and resolve underlying causes for interpreting breakdowns?
- How can Deaf interpreters use the four models to make effective interpreting decisions?

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## Unit 2: Translation

**Key Questions**
- How does written translation differ from sight/text translation?
- How does sight/text translation differ from consecutive and simultaneous interpreting?
- What are possible situations that would call for Deaf interpreters to provide sight/text translation?
- What kinds of knowledge and preparation are necessary for translation?

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## Unit 2: Translation

**Review**
- Written/recorded translation
- Back translation
- Back translation check
- Sight translation

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## Unit 2: Translation

### Sight Translation

- Identify and discuss situations in which Deaf interpreters might be called upon to translate from written or print text into ASL or another form of visual communication

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## Unit 2: Translation

### Sight Translation, cont'd

- Frozen text
- Procedural text
- Explanatory text

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## Unit 2: Translation

### Sight Translation, cont'd

Using the Gile Model, what ELK is required to translate:

- Frozen text
- Bank overdraft notice
- Television captions
- Medical consent form
- Apartment lease

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## Unit 2: Translation

### Sight Translation Steps

- Prediction
- Content mapping
- Feature analysis
- Visual representation
- Prediction of target language features
- Re-tell in target language
- Comparative / contrastive analysis
- Translation
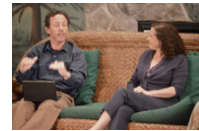
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## Unit 2: Translation

### Interpreter Discourse Review

- English to ASL Expansion
- ASL to English Compression

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## Unit 2: Translation

### Group Dialogue

- View *Pursuit of ASL: Interesting Facts Using Classifiers*
- Identify application of ASL expansion
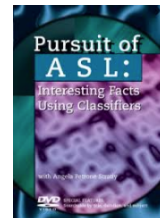
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## Unit 2: Translation

### English to ASL Sight/Text Translation Activity

- Preparation: patient intake form or other print document
- Divide into groups of three
  - Sight translator
  - Deaf or DeafBlind consumer
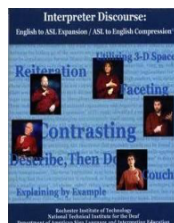  - Observer

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## Unit 2: Translation

### English to ASL Sight/Text Translation Activity, cont'd

- Discuss observed examples of the following:
  - Elicitation strategies
  - Production strategies
  - Contextual information strategies
- Application to Deaf interpreter practice

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## Unit 2: Translation

### Simultaneous Translation Activity

- Trainer-selected captioned movie, television show, or video
- Predictions
  - Possible topics that may arise
  - Speakers' goals
  - Salient linguistic features
  - Content
- Translation Practice

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## Unit 2: Translation

### Simultaneous Translation Activity, cont'd

- English intrusion in translation efforts
- Application to Deaf interpreter practice

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## Unit 2: Translation

### *NCIEC Teaching Modules for the Classroom: To Your Future Health–Contemplating Interpreting in Healthcare*

- Appropriate times for Deaf Interpreters to:
  - Sight/text translate independently
  - Hold off until healthcare providers are present
  - Take on the interpreting role

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## Unit 3: Consecutive Interpreting

### Key Questions

- What factors go into Deaf interpreters' decision to interpret consecutively?
- How can Deaf interpreters explain the rationale for using consecutive interpreting?
- How do Deaf interpreters employ consecutive interpreting to their greatest advantage?

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**Unit 3: Consecutive Interpreting**

**Concept Review**
- History
- Benefits
- Skills
- Techniques

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**Unit 3: Consecutive Interpreting**

**Concept Review, cont'd**
- *Examples of a Deaf Interpreter's Work*
- *Deaf Interpreting: Team Strategies for Interpreting in a Mental Health Setting*
- *Deaf Interpreters at Work: Mock Trial*

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**Unit 3: Consecutive Interpreting**

**Concept Review: Procedural Steps**
- Listening
- Chunking
- Short term memory
- Note-taking
- Analysis of meaning
- Co-construction of meaning
- Application of interpreting model/s
- Delivery

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**Unit 3: Consecutive Interpreting**

**Discourse Analysis Process**

1. Prediction
2. View & Recall
3. Content Mapping
4. Salient Linguistic Features
5. Abstraction
6. Retell in Source Language
7. Salient Linguistic Features
8. Visualization Mapping
9. Retell in Target Language
10. Interpretation

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**Unit 3: Consecutive Interpreting**

**Case Study 1—Sixth Grade Health Class**
- Deaf student has Deaf parents. ASL is L1, English is L2. Exposed to SEE through mainstream school. Struggles with fingerspelling (mild cerebral palsy). Teacher's goal is for students to understand how bruises are formed and be familiar with vocabulary. There will be a test on bruises next week, with multiple choice and fill-in questions. For the test, students must be able to answer questions on how bruises are formed, in full sentences.

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**Unit 3: Consecutive Interpreting**

**Case Study 2—Eighth Grade Biology Class**
- Deaf student in mainstream day program since first grade. Spanish and ASL are L1 and L2, English is L3. Has hearing parents, all speak Spanish and know basic ASL. Small group of Deaf friends who use ASL and some signed English. Teacher's goal is to teach about blood and its systems. One unit is related to how bruises are formed. Students must write an essay about blood systems, bruises, and how the blood system prevents more bleeding from broken blood vessels.

## Unit 3: Consecutive Interpreting

### Case Study 3—Doctor's Office

- □ Patient from another country in late 30s. Fluent in their native signed language. Has lived in USA for two years and is picking up ASL from other immigrants as well as American Deaf community. Third visit with doctor to learn results of blood tests. Doctor's goal is to explain how bruises are formed and why the patient may be breaking out in so many bruises, possibly due to blood disease. Doctor is very concerned.

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## Unit 3: Consecutive Interpreting

### Case Study 4—Doctor's Office

- □ Young hearing child with Deaf or DeafBlind mother whose L1 is ASL (monolingual), who graduated from a Deaf school after attending day mainstream program for a few years. Third visit with doctor to learn results of blood tests. Doctor's goal is to explain how bruises are formed and why the patient may be breaking out in so many bruises. Doctor is very concerned and suspects the child has leukemia, a blood disease. Mother is very emotional.

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## Unit 3: Consecutive Interpreting

### Case Study Analysis Process

- □ Draw pictures or symbols, no words
- □ Use ASL discourse structure and features
  - □ Framing the interpretation
  - □ Register/s and discourse genre/s
  - □ Salient language features
  - □ Contextualization (expansion) techniques

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## Unit 3: Consecutive Interpreting

### Case Study Analysis Process, cont'd

- □ Interpret
  - □ Appropriate target language
  - □ Different from ASL version
- □ Demonstrate interpretation
  - □ Deaf interpreter
  - □ Deaf or DeafBlind consumer
  - □ Hearing consumer

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## Unit 3: Consecutive Interpreting

### Case Study Analysis Process, cont'd

- □ Debriefing
  - □ Features assisted in effectiveness
  - □ Features were missing
  - □ Examples of linguistic and cultural mediation

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## Unit 3: Consecutive Interpreting

### Case Study Analysis Process, cont'd

- □ Decision making processes
- □ Discourse analysis & mapping
- □ Application of interpreting process models
- □ Learning experiences
- □ Areas for skill improvement and future application

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## Unit 3: Consecutive Interpreting

**Group Dialogue**

- How do Deaf interpreters explain the rationale for using consecutive interpreting?
- What factors go into the decision for Deaf interpreters to interpret consecutively?
- How do Deaf interpreters use consecutive interpreting to their greatest advantage?

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## Unit 4: Simultaneous Interpreting

**Key Questions**

- What factors and considerations go into Deaf interpreter's decision to use simultaneous interpreting?
- In what settings do Deaf interpreters typically practice simultaneous interpreting?
- What is the difference between mirroring and simultaneous interpretation?
- What is the rationale for using simultaneous, consecutive, or a blend of interpreting methods in some situations?

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## Unit 4: Simultaneous Interpreting

**Review**

- Definition
- History and Uses in *The Effective Interpreting Series: Simultaneous Interpreting from English*
- Colonomos and Gile Interpreting Process Models
- Application to Deaf interpreter practice

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## Unit 4: Simultaneous Interpreting

**Deaf Interpreter Experiences**

- Where have you seen Deaf interpreters at work?
- View trainer-selected videos
- Why was simultaneous interpreting the method of choice?
- When observing the "feed" interpreter, what did you notice about their language use (e.g., ASL, signed English) and signing behaviors?
- Share observations on the performance of Deaf interpreters in simultaneous interpreter settings.

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## Unit 4: Simultaneous Interpreting

**Deaf Interpreter Experiences, cont'd**

- Define and discuss mirror interpreting
- Overlay Colonomos and Gile Models
- Contrast mirror vs. simultaneous interpreting
  - Depth of processing
  - Form and meaning
  - Effort

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## Unit 4: Simultaneous Interpreting

**Relationship of Simultaneous & Consecutive Interpreting**

- Russell's research on accuracy of simultaneous vs. consecutive interpreting
- What considerations go into decision making whether to use simultaneous or consecutive?
- When would it be appropriate to flow between simultaneous and consecutive?

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**Unit 4: Simultaneous Interpreting**

**ASL Registers**
- Types
  - Frozen
  - Formal
  - Consultative
  - Informal/Casual
  - Intimate
- Settings & Audiences

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**Unit 4: Simultaneous Interpreting**

**Examples of Simultaneous Approach**
- Gallaudet Commencement Speaker–WFD President
- Gallaudet Deaf Way II Presentation Series–Video Conference Interpreting Project, International Sign
- Helen Keller National Center Conference–DeafBlind Focus

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**Unit 4: Simultaneous Interpreting**

**DeafBlind Considerations**
- *Teaching Modules for the Classroom: DeafBlind Interpreting*
- *Pro-Tactile: Understanding Touch Techniques to Facilitate Communication with DeafBlind People*
- *Pro-Tactile: The DeafBlind Way*

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