“Deaf Interpreting Process”

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Deaf Interpreting:
Critical Issues Forum

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Comprehension in interpretation and translation

-Daniel Gile

- The important of comprehension in source language are:
  - Recognition of words
  - Linguistic structure
- Transcoding (word-for-word translation) is often caused by:
  - clumsy
  - Erroneous
  - nonsensical in target-language text or discourse

- Comprehension requires translator to:
  - express clearly information with linguistic rules in target-language
  - not given in the source-language text
- Stresses the importance of extralinguistic knowledge and analysis.

- The Comprehension equation
  - The 2 keys on comprehension are:
    - Knowledge of the words and grammar of the ASL/English language.
    - Outside world
      - Extralinguistic knowledge
      - World knowledge
      - Encyclopedia

- C = KL + ELK
  - C stands for comprehension
  - KL stands for ‘knowledge of the language’
  - ELK stands for ‘extralinguistic knowledge’
  - = does not mean ‘equality’, but refers of the interaction between KL and ELK
  - + means ‘addition by interaction’ rather than arithmetic addition

(Gile, 1995, p. 78)

Knowledge Acquisition in interpretation and translation

- CDI
- No knowledge in legal setting
- Agencies beg me to interpret at the court

- A reflection of reality!

- Should I? Why? Why not?
  - KL? ELK?
  - KL - yes ELK? - no

- Knowledge Acquisition in written translation (usefulness of sources: 5 major variables)
  - Information source
    - Classification of sources
      - Paper, electronic sources
  - Source variables in translation work
    - Existence: certain types of sources that are important or not
    - External access: translator do not want to become owner of the document
    - Internal access: time and effort to organize the source
    - Coverage: cover information but benefits the client?
    - Reliability: degree of information found in the source:
      - Linguistic reliability, extralinguistic reliability, age of the source

- The three steps of preparation
  - Advance preparation
    - All information about the conference
  - Briefings
    - 1/2 to a few hours of meeting with conference interpreters
  - Last-minute preparation
    - Conference or speakers will not give papers in advance
    - Arrive at last minute to read and prep
  - In-conference preparation
    - Much information gain during conference from:
      - The conference party
      - Documents
      - Participants

- Differences between interpretation and translation
  - Linguistic information
    - Terminological information
      - Knowledge of appropriate terminology
    - Stylistic information
      - Match native speaker
    - Extralinguistic information
      - Understand the source

The Effort Models in interpretation

- Introduction
  - Problem with interpreting does not only happen in fast, dense information or high technical speeches
  - Also happens in clear, slow speech with no obstacles

- Case study by Gile (1989, chapter 4):
  - Segment of 70 seconds of speech, more than 10 incorrect, clumsy found in slow non-technical target language made by experienced and well reputation interpreters.
  - Why? Fatigue? No.
  - How do you explain this to students?
    - Ideas and methods set up Effort Models for simultaneous and consecutive interpreting

- Processing capacity and interpretation Efforts
  - “The development of the Models originated in two ideas:”
    - “Interpretation requires some sort of mental “energy” that is only available in limited supply.”
    - “interpretation takes up almost all of this mental energy, and sometimes requires more than is available, at which times performance deteriorates.”

    -(Giles, 1995, p. 161)

- Deterioration and “overload” are not new in interpreting process
- Short term memory
  - Attention
  - Nonautomatic
  - automatic

- Nonautomatic operation require attention
- Automatic does not

- Nonautomatic takes processing capacity (“brain full”) and others from limited available supply that cause insufficient and performance deteriorates
    - OSHA, SHA

- Cognitive psychology said that with nonautomatic operations, those can not be automated because of:
- Detecting a brief stimulus
  - Identifying a nonfamiliar stimulus or familiar stimulus presented under poor conditions
  - Storing information in memory for later use

Automatic is opposite of nonautomatic.

- Simultaneous interpreting
  - Three main Efforts:
    - Listening and analysis components
    - Speech production components
    - Short-term memory components

- Listening and Analysis Effort
  - Comprehension-oriented operations
    - Source-language speech reaches the interpreter’s ears (eyes) through the identification of words to final decision about the “meaning” of the utterance.

- The Production Effort
  - Output part of interpretation
  - Set of operation from:
    - the mental representation of the message
    - deliver to speech planning
    - the performance of the speech plan
  - Simultaneous and consecutive interpreting are different

- The Memory Effort
  - Short-term operations
    - Take time to produce:
      - Speech (lecture)
      - Information in memory
    - Need more time for dense information?
      - need more time to understand and it will create problem

- An Effort Model of simultaneous interpretation
  - “Simultaneous interpretation can be modeled as a process consisting of the three Efforts describe below:
    - the Listening and Analysis Effort L,
    - the Short term memory Effort M,
    - the Speech production Effort P,
    - Coordination Effort C which is required to coordinate the three other Efforts.”

      - SI = L + P+ M + C

(Eysenck and Keane 1990) as quote by Gile

- Processing capacity-related problems
  - Operational requirements
    - How much is required to listen, hold memory, produce the message and manage the process

    - LR = capacity requirements for L
    - MR = capacity requirements for M
    - PR = capacity requirements for P
    - CR = capacity requirements for C

    - TR = LR + MR + PR + CR

- How much the interpreters have available capacity in listening, memory, production and coordination
  - TR ≤ TA
  - LR ≤ LA
  - MR ≤ MA
  - PR ≤ PA
  - CR ≤ CA

- Problem triggers
  - Models above help us see what is problem and explain the reason
    - High density of speech
    - High rate of delivery of speech
    - High density of information of speech
      - OSHA, SHA

- Other problems:
  - Names, numbers and acronyms
  - Less capacity
  - Not familiar, short duration and low redundancy
  - Long name and bad pronunciation

- An Effort Model of consecutive interpretation
  - Consecutive interpretation is carried out into two phases: the listening and note-taking phase and the speech production phase.
  - Phase one:
    - Interpretation = L + N + M + C
    - L Listening and Analysis
    - N Note-taking
    - M Short term memory operations
    - C Coordination
  - 1 to 1 interpreting

- Phase two:
  - Interpretation = Rem + Read + P
    - Rem Remembering
    - Read Note-reading
    - P Production
    - Phase two seems more complex because it has long term memory operations: Rem and Read
    - Two interpreters

- Efforts in sight translation
  - Reading a source language
  - Listening and Analysis becomes a Reading Effort
  - Production Effort remains, not seems to be a Memory Effort
  - Information is available on paper at any time