





Module 5


Slides 7-12


 **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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 **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



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