Interpreting Theory & Practice for Deaf Interpreters

Module 5

Overview of Module & Related Units

Overview

This module applies theoretical models of interpretation to the work of Deaf interpreters. Learners explore the theory and practice of consecutive interpreting, simultaneous interpreting, and sight translation. Learners also engage in observation and role-play activities whereby they gain experience with a variety of approaches and discourse styles.

Purpose

Learners examine the benefits of applying theoretical models of interpretation to improve Deaf interpreter effectiveness. Decision-making is central to the task of interpretation and translation. Learners also analyze decision-making process/es to enhance their skills as Deaf interpreters. This module also stresses the importance of staying current in the field by reading, analyzing and synthesizing the growing body of research on interpreting and Deaf interpreter practice.

Competencies

- 2.0 Language, Culture & Communication Competencies (2.4, 2.5, 2.6.3, 2.6.4)
- 3.0 Consumer Assessment Competencies (3.3)
- 4.0 Interpreting Practice Competencies (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
- 5.0 Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this module, learners will:

1. Demonstrate the application of interpreting models to analyze and improve interpretation and translation skills.
2. Relate theories to competencies for Deaf interpreting practice.
3. Demonstrate strategies for decision-making as a process of critical thinking and moral philosophy.
4. Demonstrate effective interpreting and translating strategies, including elicitation strategies and contextual strategies.

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Prior Knowledge & Skills

Module 1: Deaf Interpreters–Past, Present & Future
Module 2: Ethnic & Cultural Diversity within the Deaf Community
Module 3: Consumer Assessment–Identifying Culture, Language & Communication Styles
Module 4: Ethical Considerations & Challenges for Deaf Interpreters

Approach & Sequence

The four units in this module taught in sequence (recommended) include readings, videos, presentation slides, and activities involving in-class exercises and open dialogue. These enable trainers to support learners in understanding essential concepts for effective Deaf interpreter practice, supplemented by resources assigned in advance as well as homework assignments.

Unit 1: Models of Interpretation
Unit 2: Translation
Unit 3: Consecutive Interpreting
Unit 4: Simultaneous Interpreting

Unit 1: Models of Interpretation

Purpose

This unit provides an overview of key models useful in understanding the interpretation process and improving Deaf interpreter practice. These include the Cokely Sociolinguistic Model of Interpretation, the Colonomos Integrated Model of Interpreting (IMI), the Gile Effort Model, and the Gish Information Processing Model.

Competencies

2.0   Language, Culture & Communication Competencies (2.2, 2.3, 2.4, 2.5, 2.6)
3.0   Consumer Assessment Competencies (3.2, 3.3, 3.4)
4.0   Interpreting Practice Competencies (4.2, 4.3. 4.4. 4.5, 4.6, 4.7, 4.8)
5.0   Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1.   Articulate key features of the Cokely Sociolinguistic Model of Interpretation, the Colonomos Integrated Model of Interpreting, the Gile Effort Model, and the Gish Information Processing Model.
2.   Provide one or two examples of the application of each model for interpreting skills development and decision-making.

Key Questions

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

Activity 1

As preparation for this activity, have learners review The Interpreting Process in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007).

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Unit 1

Review and discuss Glossary definitions of interpretation and translation in Appendix D, and engage learners in dialogue:

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

Activity 2

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Unit 1

View and discuss the Introduction and Overview in *Teaching Modules for the Classroom: Deaf Interpreter/Hearing Interpreter Teams* (NCIEC, 2013). Engage learners in dialogue:

1. What are the differences between intra-lingual and inter-lingual interpreting tasks that Deaf interpreters undertake?
2. Review and expand on examples of intra-lingual interpreting tasks.
3. What are learners' experiences with inter-lingual interpreting?
4. Are any learners in the class fluent in a second or third signed language?

Engage learners in dialogue for Activities 3 and 4 using videos from the *Medical Appointment 1 & 2 Series* (NCIEC, 2014) as a stimulus for language assessment and discussion. Through dialogue, encourage learners to:

1. Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual).
2. Ascertain the mode of interpreting required.
3. Determine challenges that the consumer's language or communication needs may present within the context of the model of interpretation being discussed, and share ideas for resolving these challenges.

Activity 3

As preparation for this activity, have learners view an explanation of the *Cokely Sociolinguistic Model of the Interpreting Process* (Solow, n.d.) and review *Interpretation: A Sociolinguistic Model* (Cokely, 1992). Review each stage of the Cokely Model:

1. Message reception—Perceive source language
2. Preliminary processing—Recognize
3. Short-term memory retention—Chunk
4. Semantic intent realized—Understand
5. Semantic equivalent determined—Analyze
6. Syntactic message formulation—Rehearse
7. Message production—Produce target language

Activity 4

As preparation for this activity, have learners review the *Integrated Model of Interpreting* (Colonomos, 1989, rev. 2015). Review and discuss the Concentrating-Representing-Planning (CRP) elements of this model:

1. Concentrating—Understanding source message (attending, analyzing, releasing)
2. Representing—Source frame/target switch (visualizing)
3. Planning—Constructing target message (composing, modifying, delivering)

Lead learners in dialogue, comparing the Cokely and Colonomos models. How does each model support interpreters in assessing interpretation work, and in giving and receiving feedback?

Activity 5

As preparation for this activity, have learners review:

1. Comprehension in Translation and Interpretation and The Effort Models of Interpreting in *Basic Concepts and Models for Interpreter and Translator Training* (Gile, 2009)
2. Deaf Interpreting Processes: Comprehension, Knowledge Acquisition, Effort Model in Interpreting and Translation in *Deaf Interpreter Institute: Critical Issues Forum 2006* (NCIEC, 2012)

Review and discuss key elements of the Gile Model—C (comprehension) = KL (knowledge of the language) + ELK (extra-linguistic knowledge) + A (interpreter's analysis):

1. Emphasize how KL and ELK contribute to the effectiveness and quality of comprehension of the content.
2. Explain how not having KL and ELK increases comprehension effort necessary for effective translation and interpretation and how preparation is critical to decrease the amount of comprehension effort, thus preserving mental energy required for interpreting.

Select one or more videos from trainer's collection for group viewing and dialogue, as follows:

1. Assess the language of the Deaf or DeafBlind consumer (e.g., ASL dominant, semi-lingual) and determine the mode of interpreting required.
2. Discuss how the consumer's language use or communication style may tax comprehension, according to the Gile Model. What KL and ELK can learners identify to support analysis of the consumer's message?

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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.

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.

Gish, S. (1996). The Gish approach to information processing. In S. Boinis, P.G. Mickelson, P. Gordon, L.S. Krouse, & L. Swabey, *MRID self-paced modules for educational interpreter skill development.* (pp. 52-89). Little Canada, MN: Minnesota Educational Services.

Solow, S.N. (n.d.). *Mentoring toolkit: Cokely's model 1: The importance of models and Cokely's model 2: Cokely's model.* [Videos]. Boston, MA: National Consortium of Interpreter Education Centers. Retrieved from http://www.interpretereducation.org/aspiring-interpreter/mentorship/mentoring-toolkit/mentoring-toolkit-videos/

National Consortium of Interpreter Education Centers. (2014). *Medical appointment series.* [Videos]. Boston, MA: NCIEC.

- ○ Medical appointment 1: Meeting with Deaf patient. [Video]. Retrieved from https://vimeo.com/104156339

- ○ Medical appointment 2: Meeting with Deaf patient and doctor-patient appointment. [Video.]. Retrieved from https://vimeo.com/104494172

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–Deaf interpreter/hearing interpreter teams.* [Requires account login]. Retrieved from http://interpretereducation.org/teaching/classroom-modules

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National Consortium of Interpreter Education Centers. (2014). Medical appointment 2: Hearing interpreter reflections in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from https://vimeo.com/104177981

National Consortium of Interpreter Education Centers. (2014). Medical appointment 1: Meeting with Deaf patient in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from https://vimeo.com/104156339

National Consortium of Interpreter Education Centers. (2014). Medical appointment 2: Doctor-patient appointment in *Medical appointment series*. Boston, MA: NCIEC. Retrieved from https://vimeo.com/104494172

Unit 2: Translation

Purpose

This unit has the dual purpose of providing exposure to translation strategies commonly practiced by Deaf interpreters (including sight translation) and providing opportunities to practice translation strategies as a foundation for building consecutive and simultaneous interpretation skills.

Competencies

2.0   Language, Culture & Communication Competencies (2.2, 2.4, 2.5, 2.6)

3.0   Consumer Assessment Competencies (3.2, 3.4)

4.0   Interpreting Practice Competencies (4.2, 4.3. 4.4. 4.5, 4.6, 4.7, 4.8)

5.0   Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:

1. Perform sight/text translation of written communication, including letters, standard forms, and instructions into ASL or other appropriate target language forms.
2. Perform written translation of Deaf or DeafBlind consumer's signed messages into English.
3. Identify strategies for translating ASL texts into English and vice versa, as they are applicable to consecutive and simultaneous interpreting.

Key Questions

1. How does written translation differ from sight/text translation?
2. How does sight/text translation differ from consecutive and simultaneous interpreting?
3. What are possible situations where it would be appropriate for Deaf interpreters to provide sight/text translation?
4. What type of knowledge and preparation is necessary for translation?

Activity 1

As preparation for this unit, have learners review the Glossary in *Toward Effective Practice: Competencies of the Deaf Interpreter* (NCIEC, 2010) and translation steps outlined in *The Effective Interpreting Series: Translating from English* (Patrie, 2001).

Review and discuss the definitions below:

1. Written/Recorded Translation—Refers to the rendering of written text in one language to comparable written text in another language (also known as translation). In the case of ASL, which has no written form, translation may be rendered from a written text to video format, either live or recorded.

   Two key skills are central to written/recorded translation:
   ○ Reading or ASL comprehension skills (e.g., the ability to comprehend written text in one language)
   ○ Writing or ASL performance skills (e.g., the ability to produce a comparable rendition in written or recorded form in a second language.

   Most professional translators provide only unidirectional translation when working into their dominant language. Unlike spoken or signed language interpreters, translators often have the luxury of time and other resources to come up with the best way to capture the nuances of meaning in the original text.

2. Back Translation—Refers to the process of translating a text that has already been translated into a foreign language back into the original language. Back translation is carried out by a different person from the one who does the original translation. The back translator uses only the translated text and her/his subjective expertise to identify unclear areas and note/recheck where a content is ambiguous.

3. Back Translation Check—Refers to the action of a person who is knowledgeable or an expert in the subject of text content, who then compares the back translation with the front translation. Depending on the results of this check, fine-tuning is done as necessary to rework the text content.

4. Sight translation—Refers to the provision of spontaneous spoken or signed translation of written text.

Three key skills are central to sight translation:
- ○ Reading skills (e.g., comprehending written text in one language)
- ○ Speaking or signing skills (e.g., producing an oral or signed rendition in another language)
- ○ Analytical skills (e.g., reading for content, chunking, paraphrasing, expanding)

Identify and discuss situations that call upon Deaf interpreters to translate from written or print text into ASL or another form of visual communication.

Activity 2

As preparation for this activity, have learners review Efforts in Sight Translation & Comprehension in Interpretation & Translation in *Basic Concepts and Models for Interpreter and Translator Training* (Gile, 2009).

View and discuss examples of translation from print English to ASL:
1. Frozen text—U.S. Preamble to the Constitution or U.S. Bill of Rights
2. Procedural text—Sight translation on Eye Care After Laser Surgery (Beldon, 2006)
3. Explanatory text—Sight translation (Morales) in *Examples of a Deaf Interpreter's Work* (Hollrah, 2012)

Engage learners in dialogue, as follows:
1. Elements involved in the Gile Comprehension and Effort Models when translating from printed English to ASL and vice versa
2. Extra-linguistic knowledge (ELK) required to translate various documents (e.g., script from a play, bank overdraft letter, SSI/SSDI application form, medical consent form for treatment, and apartment lease)
3. Preparation, specialized terminology, and processing time required for each of the above texts

Activity 3

Provide an example of printed English text (e.g., medical history form, email from a work colleague, postoperative care instructions, job application form). Guide learners through the ASL translation process, as follows:
1. Prediction—Predict possible topics, the speaker's goal, and the target audience based on the title and information given for the source text

2. Content Mapping —Read the text thoroughly and create an outline or map. If necessary, review again to complete the outline or map

3. Feature Analysis—Identify salient linguistic features and their functions within the source text

4. Create Visual Representation—Use drawings to represent source text concepts, to focus attention on meaning or intent of the source text, apart from words or signs

5. Prediction of Target Language Features—Predict equivalent features in target language by using glosses while mapping

6. Retell in Target Language—Retell based on the visual representation of the source language

7. Comparative/Contrastive Analysis—Compare and contrast features used in ASL and English to assess predictions in Step 5

8. Translation—Create target language translation of the source text, using insights from the analysis of ASL-English texts

Activity 4

Working in pairs or small groups, have learners perform a step-by-step analysis using the discourse analysis process above with trainer-selected English texts or texts in other languages (e.g., Spanish, French).

Be creative in providing learners with source language documents such as applications, recruitment, or registration forms that can be easily found online or in print format. Challenge learners to produce translations using tactile ASL, a combination of ASL and gestures, or gestures and drawings.

Videotape learners as they carry out their translations; have classmates view and analyze the translations using their choice of an interpreting model.

TRAINER NOTE *Ensure that learners make use of all four theoretical models of interpretation during the Activity 4 translation process.*

Activity 5

Have learners view selected chapters from *Interpreter Discourse: English to ASL Expansion/ASL to English* (Finton & Smith, 2009) to familiarize themselves with the concepts of ASL compression and expansion techniques. Review and discuss these concepts and their application to Deaf interpreter practice.

Select two videos from *The Pursuit of ASL: Interesting Facts using Classifiers* (Stratiy, 1999). Have learners identify and discuss expansion features used.

Activity 6

Have learners role-play a real-life situation using an English-to-ASL sight/text translation of a patient intake questionnaire or similar trainer-selected form.

Arrange learners into small groups and have them take on the following roles: sight/text translator, Deaf or DeafBlind consumer, and observers/note takers. The sight/text translator takes a few minutes to review the questionnaire/form and determine which preparatory steps from Activity 3 to apply.

Begin role-play. Next, have learners reconvene as a large group and discuss observed examples of the following:
1. Elicitation strategies—Aimed at drawing out information and seeking clarification of meaning (e.g., prompting, probing, questioning, referencing previous comments, paraphrasing, verifying interpreter's comprehension of the Deaf or DeafBlind consumer's message)
2. Production strategies—Aimed at a target language/communication form consistent with the consumer's experiential and linguistic framework. Includes adapting syntactic form (e.g., temporal sequencing, spatial representation, temporal referencing, pronominal referencing, constructed action, restructuring of question forms to narrow possible responses, adjusting register)
3. Contextual information strategies—Aimed at visual description, linkages among concepts discussed, added redundancy, reframing, analogies, examples, definitions, cultural information, and explanation of the situational protocol

Activity 7

Introduce a real-time English-to-ASL sight/text translation exercise using a trainer-selected DVD of a captioned movie or television show. Select a popular or common program that most learners have already seen.
1. Engage learners in prediction of possible topics that may arise, speakers' goals, salient linguistic features, and content. Have each pick a three- to five-minute portion of the captioned dialogue.

2. Have learners translate simultaneously with observers making note of English intrusion in translation efforts.
3. Next, have learners perform the same activity, this time translating consecutively and controlling the video feed by stopping the DVD when they have taken in a manageable chunk of dialogue.

Engage learners in dialogue comparing their experiences and perspectives on use of simultaneous and consecutive translation.

Activity 8

Have learners review Sight Translation in *Teaching Modules for the Classroom: To Your Future Health–Contemplating Interpreting in Healthcare* (NCIEC, 2014).

Discuss appropriate times and circumstances for Deaf interpreters to:
1. Sight/text translate with Deaf consumers in the absence of health care providers
2. Sight/text translate with Deaf consumers in the presence of health care providers
3. Interpret instead of sight/text translate

Have learners share their reactions via in-class dialogue, as written or video homework assignments, or a combination of both.

Activity 9

For learners who wish to attempt a longer translation assignment that builds on Activity 7, use a trainer-selected five- to eight-minute procedural or expository video in spoken English that includes a transcript. Similarly, select a three- to five-minute procedural or expository video in ASL for translation into written English.
Have learners share their reactions via written or video homework assignments.

TRAINER NOTE *Procedural and expository texts in spoken English and their transcripts are available at* http://www.ehow.com/videos. html. *This website features a search engine for "how-to" videos. Trainers are encouraged to select a variety of procedural/ expository texts for this activity.*

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

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Resources

Beldon, J. (2006). *Eye care after laser surgery.* [Tied to sight translation/instructions, source unknown]. Personal collection. St. Paul, MN.

Finton, L. & Smith, R.T. (2009). *Interpreter discourse: English to ASL expansion/ASL to English compression.* Rochester, NY: Rochester Institute of Technology/National Technical Institute for the Deaf Educational Materials.

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

Hollrah, B. (2012). *Examples of a Deaf interpreter's work.* [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from http://digitalcommons.unf.edu/asleimats/50/

National Consortium of Interpreter Education Centers. (2014). *Teaching modules for the classroom: To your future health-Contemplating interpreting in healthcare.* [Requires account login]. Retrieved from http://interpretereducation.org/online; see also http://healthcareinterpreting.org/faqs/fg-sight-translation/ [Curriculum Resource]

National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Patrie, C.J. (2001). *The effective interpreting series: Translating from English, Teacher's set.* San Diego, CA: DawnSignPress.

Straitiy, A. (1999). *The pursuit of ASL: Interesting facts using classifiers.* [DVD]. Edmonton, Alberta, Canada: Interpreting Consolidated.

Gallaudet University. (2012). *Commencement ceremony. Honorary degree recipient and commencement speaker, Markku Juhani Jokinen, then-president, World Federation of the Deaf.* [Video]. Retrieved from http://www.youtube.com/watch?v=zNRNw9Cc49Q &feature=relmfu

National Consortium of Interpreter Education Centers. (2013). Helen Keller conference in *Teaching modules for the classroom–Deaf Blind interpreting.* [Requires account login]. Retrieved from http://interpretereducation.org/online/ Also retrieved from http://vimeo.com/user5994566/hknc-conference

Unit 3: Consecutive Interpreting

Purpose

This unit enables learners to understand and practice the tasks involved in consecutive interpreting, including identification of appropriate uses of, and provide the rationale for, consecutive interpreting. Learners also begin to employ targeted elicitation, context, and production strategies that are appropriate to consumer needs and preferences in given settings.

Competencies

   3.0   Consumer Assessment Competencies (3.2, 3.3, 3.4)
   4.0   Interpreting Practice Competencies (4.2, 4.3. 4.4. 4.5, 4.6, 4.7, 4.8)
   5.0   Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:
1. Describe the tasks involved in consecutive interpreting.
2. Identify situations in which consecutive interpreting may be the most effective method.
3. Practice consecutive interpreting in various scenarios, using targeted strategies to facilitate effective communication.
4. Explain to a variety of stakeholders in an articulate, professional manner the rationale for using consecutive interpreting.

Key Questions

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

Activity 1

As preparation for this unit, have learners review the following:
- Glossary definition of consecutive interpreting in Appendix D

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- ○ History and Uses of Consecutive Interpreting in *The Effective Interpreting Series: Consecutive Interpreting from English* (Patrie, 2004)
- ○ *Relay Interpreting in the 90s* (Bienvenu & Colonomos, 1992)

Guide learners in discussion of consecutive interpreting history, benefits, skills, and techniques. View trainer-selected videos to demonstrate consecutive interpreting in action.

Have learners view the following:
- ○ *Examples of a Deaf Interpreter's Work* (Hollrah, 2012)
- ○ *Deaf Interpreting: Team Strategies for Interpreting in a Mental Health Setting* (Hollrah, 2012)
- ○ *Deaf Interpreters at Work: Mock Trial* (NCIEC, 2011)

Next, have learners identify how the tasks below are carried out in the above videos:

1. Listening
2. Chunking
3. Short-term memory
4. Note-taking
5. Analysis of meaning
6. Co-construction of meaning
7. Application of interpreting model/s
8. Delivery

Activity 2

Review with learners the *Application of the 10-Step Discourse Analysis Process* (Bonni, 2007). Discuss each step and provide examples:

Step 1—Prediction
Step 2—View and Recall
Step 3—Content Mapping
Step 4—Salient Linguistic Features (source language)
Step 5—Abstraction
Step 6—Retell in Source Language
Step 7—Salient Linguistic Features (target language)
Step 8—Visualization Mapping
Step 9—Retell in Target Language
Step 10—Interpretation

Activity 3

Arrange learners into small groups. Each group is to have a Deaf interpreter and a Deaf or DeafBlind consumer. Assign one of the four case studies below to each group. Guide learners through the discourse mapping process in Activity 2 using How Do Bruises Form? in *The Pursuit of ASL: Interesting Facts Using Classifiers* (Stratiy, 1999) and allow for repeated viewings, as needed. The Deaf interpreter is to interpret the video segment.

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

Case Study 2 (Mainstream Eighth Grade Human Biology Class)—Deaf student in mainstream day program since first grade. Spanish and ASL are L1 and L2; English is L3. Has hearing parents, both speak Spanish and know basic ASL and a 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 form. Students must write an essay about blood systems, bruises, and how the blood system prevents more bleeding from broken blood vessels.

Case Study 3 (Doctor's Office)—Deaf patient from another country, late 30s. Fluent in their native sign language. Has lived in the U.S. for two years and has picked up ASL from other immigrants as well as the American Deaf community. Third visit with the doctor to learn results of blood tests. The doctor's goal is to explain how bruises form and why the patient may be breaking out in so many bruises, possibly due to blood disease. The doctor is very concerned.

TRAINER NOTE *For this activity, trainers can develop additional case studies that reflect the immigrant Deaf community in their geographical areas.*

Case Study 4 (Doctor's Office)—Young hearing child with Deaf or DeafBlind mother whose L1 is ASL (monolingual). Graduated from a Deaf school after attending a mainstream day program for a few years. Third visit with the doctor to learn results of blood tests. The doctor's goal is to explain how bruises form and why the patient may be breaking out in so many bruises. The doctor is very concerned and suspects the child has leukemia, a blood disease. The child's mother is very emotional.

Have each small group discuss their assigned case study using specific elements of Gish's model, as follows:

1. Prediction (strategies, techniques or props needed to work with consumer)
2. Preparation
3. Speaker
4. Audience (consumer and language assessment)
5. Setting
6. Goal
7. Theme
8. Objectives
9. Units
10. Details

As wrap-up for Activity 3, have learners use each step of the ASL discourse structure and features:

1. Interpretation framing techniques
2. Appropriate register/s and discourse genre/s
3. Salient language features
4. Contextualization (expansion) techniques

TRAINER NOTE *Emphasize to learners that interpretation must be different from the ASL version on the video segment and that this activity requires Deaf interpreters to use short-term memory.*

Activity 4

Engage learners in dialogue on their interpretation decision-making processes in Activity 3, as follows:

1. Features used to enhance the effectiveness of the interpretation
2. Features missing from the interpretation
3. Examples of linguistic and cultural mediation in the interpretation (this is a critical area, tied to Deaf interpreter competencies)

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.

3. Planning—Constructing target message (composing, modifying, delivering)
   ○ Adapt syntactic form for delivery, (expansion, compression, temporal sequencing of events, restructuring of question forms, adjusting register).
   ○ Use contextual information to make the target language form more intelligible to the consumer or interpreting team (reframing, added redundancy, analogies, examples, cultural information, and explanation of situational protocols).
   ○ Monitor comprehension and adjust communication mode (gesture, home signs, props, drawing, pantomime) to the needs of the consumer.

TRAINER NOTE *Provide opportunities for learners to role-play the scenarios they created. Use a fishbowl approach in which classmates observe "actors." Observers should note how the acting interpreter uses the various strategies. Follow this with group dialogue on the strategies and their effectiveness from the standpoint of the acting interpreters, consumers, and observers.*

Activity 9

As preparation for this activity, view *Consecutive Interpreting, Or…Time is On My Side* (Russell, 2013) and read *A Comparison of Simultaneous and Consecutive Interpreting in the Courtroom* (Russell, 2003).

Review and discuss key points of Russell's research comparing simultaneous and consecutive interpreting in the courtroom.

Using scenarios from Activity 4, have learners practice providing justification for using consecutive interpreting. Provide feedback and encourage group dialogue on the content, manner, and persuasiveness of the justification.

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 appropriate

Resources

Bienvenu, M., & Colonomos, B. (1992). Relay interpreting in the 90s. In L. Swabey (Ed.), *The challenge of the 90s: New standards in interpreter education* (pp. 69-80). United States: Conference of Interpreter Trainers. Also retrieved from http://www.diinstitute.org/wp-content/uploads/2012/07/Bienvenu.pdf

Bonni, E. (2007). *Application of the 10-step discourse analysis process.* [DVD]. Denver, CO: University of Northern Colorado DO IT Center.

Bowen-Bailey, D. (2005). *Hurry up and wait: Interpreting a visit to an emergency department.* [DVD and study guide]. Retrieved from http://healthcareinterpreting.org/for-interpreters/video-resources/hurry-wait/

CATIE Center at St. Catherine University. (2003). *Internal discussions: An appointment in gastroenterology.* [CD and study guides]. Retrieved from http://healthcareinterpreting.org/appt-gastroenterology/

Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting.* [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from http://www.diinstitute.org/resources-2/annotated-bibliography/#H

Hollrah, B. (2012). *Examples of a Deaf interpreter's work.* [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from http://digitalcommons.unf.edu/asleimats/50/

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National Consortium of Interpreter Education Centers. (2010). *Toward effective practice: Competencies of the Deaf interpreter*. Retrieved from http://www.interpretereducation.org/wp-content/uploads/2011/04/DC_Final_Final.pdf

Patrie, C.J. (2004). *The effective interpreting series: Consecutive interpreting from English, Teacher's set.* San Diego, CA: DawnSignPress.

Russell, D. (2013). A comparison of simultaneous and consecutive interpreting in the courtroom. In *International Journal of Disability, Community, and Rehabilitation.* Volume 2, No. 1. Retrieved from http://www.ijdcr.ca/VOL02_01_CAN/articles/russell.shtml

Module 5
Unit 3

Russell, D. (2013) *Consecutive interpreting or…time is on my side* [Video]. Retrieved from http://www.youtube.com/watch?v=f7g7vZOyRH8&feature=youtu.be

Straitiy, A. (1999). *The pursuit of ASL: Interesting facts using classifiers.* [DVD]. Edmonton, Alberta, Canada: Interpreting Consolidated.

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Hollrah, B. (2012). *Deaf interpreting: Team strategies for interpreting in a mental health setting.* [DVD]. Washington, DC: Gallaudet University Regional Interpreter Education Center. Retrieved from http://www.diinstitute.org/resources-2/annotated-bibliography/#H

National Consortium of Interpreter Education Centers. (2013). Modifications to mode-close vision and tracking in *Teaching modules for the classroom–Deaf Blind interpreting.* [Requires account login]. Retrieved from http://interpretereducation.org/online/. Also retrieved from http://vimeo.com/30374306

Unit 4: Simultaneous Interpreting

Purpose

This unit enables learners to understand and practice the tasks involved in simultaneous interpreting. Learners identify appropriate uses of, and provide the rationale for, simultaneous interpreting or blended consecutive and simultaneous methods. Learners also differentiate mirroring from processed simultaneous interpretation. The unit includes activities on interpreting with DeafBlind individuals to provide authentic practice with simultaneous interpreting.

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DID YOU KNOW? *Simultaneous interpretation is an inaccurate phrase. You cannot interpret what you do not understand. This form of interpreting requires processing time, which does not occur simultaneously when interpreting between languages.*

Competencies

3.0   Consumer Assessment Competencies (3.2, 3.3, 3.4)
4.0   Interpreting Practice Competencies (4.2, 4.3. 4.4. 4.5, 4.6, 4.7, 4.8)
5.0   Professional Development Competencies (5.1, 5.2, 5.3, 5.4)

Objectives

Upon completion of this unit, learners will:
1. Describe the tasks involved in simultaneous interpreting.
2. Practice simultaneous interpreting in various scenarios, continuing to employ targeted strategies to facilitate effective communication.
3. Identify situations in which simultaneous interpreting, or a blend of consecutive and simultaneous interpreting, may be the most effective method.
4. Define mirroring as distinct from simultaneous interpreting.
5. Explain to a variety of stakeholders in an articulate, professional manner the rationale for chosen interpretation methods.

Key Questions

1. What factors and considerations go into Deaf interpreters' decision to use simultaneous interpreting?
2. In what settings do Deaf interpreters typically practice simultaneous interpreting?

3. What is the difference between mirroring and simultaneous interpretation?
4. What is the rationale for using simultaneous, consecutive, or a blend of interpreting methods in some situations?

Activity 1

As preparation for this activity, have learners read and review the following:

1. Glossary definition of simultaneous interpreting in Appendix D
2. History and Uses of Simultaneous Interpreting in *The Effective Interpreting Series: Simultaneous Interpreting from English* (Patrie, 2005)
3. Colonomos and Gile models (see Module 5, Unit 1)

Engage learners in discussion of their experiences as consumers of simultaneous interpreting by Deaf interpreters.

1. In what settings have they seen Deaf interpreters at work?
2. Why was simultaneous interpreting the method of choice?
3. In settings where learners had the opportunity to observe a "feed" interpreter, what did they notice about the interpreter's language use (e.g., ASL, signed English) and signing behaviors?
4. Share observations on the performance of Deaf interpreters in simultaneous interpreting settings.

Have learners define mirroring. Using the Colonomos and Gile Models, differentiate between mirroring and simultaneous interpreting in terms of depth of processing, form and meaning, and effort.

DID YOU KNOW? *The terms mirroring and shadowing do not adequately describe the work of Deaf interpreters–for instance, when they interpret remarks by audience members. Shadowing applies more to theatrical interpreting, hence the usage of the term mirroring for lack of a better label.*

Activity 2

Review and discuss the *Relationship of Simultaneous & Consecutive Interpreting* (Bowen-Bailey, 2005).

1. What considerations go into decision-making whether to use simultaneous or consecutive interpreting?

2. When is it appropriate to flow between simultaneous and consecutive interpreting?

Review the results of Russell's research on the accuracy of simultaneous compared to consecutive interpreting (Russell, 2013 & 2013).

Provide learners with a variety of trainer-assigned scenarios describing situations, consumer profiles, and challenging factors. For each scenario, have learners discuss how Deaf interpreters employ consecutive and simultaneous methods, and provide clear justification for their decisions.

Activity 3

Introduce the concept of registers in The Importance of Communication in *So You Want to be an Interpreter?* (Humphrey & Alcorn, 2007). Have learners provide examples.

Discuss a variety of settings and audiences that illustrate each of the five registers below and their functions, followed by a video assignment:
1. Frozen—Refers to when a text is presented in the same way each time (e.g., Pledge of Allegiance, Gallaudet Bison song)
2. Formal—Refers to when a speaker addresses a fairly large group of listeners, with virtually no turn-taking or linguistic interaction between the speaker and audience (e.g., keynote presenter, president, minister)
3. Consultative—Refers to when the speaker involved in the interchange has expert status or an enhanced command of the topic at hand (e.g., lawyer/client, doctor, patient)
4. Informal or casual—Refers to when all participants are of equal status (i.e., neighbors, church members)
5. Intimate—Refers to when individuals have a shared history or experiential base (e.g., deaf joke: please but, 2-5-8)

Activity 4

Have learners view the resources below, which demonstrate simultaneous interpreting by Deaf interpreters using informal, consultative, and informal registers:
1. *Gallaudet Commencement Speaker, Markku Juhani Jokinen, President, World Federation of the Deaf* (2012)
2. *Gallaudet Deaf Way II Presentation Series: Video Conference Interpreting Project* (Gallaudet, 2002)
3. *Helen Keller National Center Conference* (NCIEC, 2013)

Discuss observations of each interpretation sample, including audience, language and modality, register and setting. Have learners describe how interpreters prepare for each of the settings.

TRAINER NOTE *For this activity, trainers can draw upon their personal collections for additional videos that demonstrate simultaneous interpreting by Deaf interpreters using informal, consultative, and informal registers.*

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Activity 5

Have learners view *ASL Registers* (Gallaudet, 2010) and then develop two presentations, one consultative and one informal, that are 5-10 minutes each on topics of their choice. Explain to learners that their presentations will be used as stimulus material for Activities 6 and 7. See also the Linguistic Registers worksheet in Appendix B.

Activity 6

TRAINER NOTE *Learners will need access to the internet to prepare for this activity. Have video equipment on hand to record learners in action, using the playback feature for presentation analysis and feedback.*

Have learners practice mirroring, using the presentations they developed in Activity 5. Arrange learners into small groups. Have learners choose the topic s/he wishes to mirror.

Before the presentations begin, allow each learner 20 minutes to research the topic they are to mirror. If time does not permit for in-class research, the preparation phase may be assigned as homework.

For each presentation, the non-active members of the group serve as audience and observers. The goal is to mirror the presentation exactly as provided. The learner doing the mirroring task may stop the presenter as needed. Observers record both the presenter and the learner doing the mirroring, and compare the two.

Have learners consider the interpreting process models discussed thus far. Although the goal of mirroring is for target language form to essentially match source language form, ask learners if the models can

still help give clues as to the areas they need to work on for effective interpreting practice?

DID YOU KNOW? *The term mirroring does not adequately describe the work of Deaf interpreters when they interpret remarks by audience members. More dialogue is needed to develop terminology that includes the act of processing information from a signed language user into a precise or parallel rendition.*

Activity 7

Have learners practice simultaneous paraphrasing from the same presentations used in Activity 5. This time, learners will paraphrase using their own sign choices.

TRAINER NOTE *Mirroring for the above activity is not allowed! Activities 5 and 6 can be expanded by requiring additional learner-developed texts or by using trainer-selected videos.*

As in Activity 6, engage learners in discussion on how the interpreting process models discussed thus far can give clues as to individual learner strengths and areas needing improvement.

Activity 8

TRAINER NOTE *Resources for Activities 7, 8, and 9 are available in Teaching Modules for the Classroom: DeafBlind Interpreting (NCIEC, 2013).*

Trainers are encouraged to take advantage of the full six hours of instruction available in the abovementioned *Teaching Modules* and then make use of the resources in working with learners.

Have learners read, view, and discuss Modifications to Your Interpreting in the abovementioned *Teaching Modules* and view *Pro-Tactile: The DeafBlind Way* (Granda & Nuccio, n.d.). Pro-Tactile is a touch technique created by DeafBlind people for DeafBlind people.

Activity 9

Have learners read, view, and discuss the following:

○ Environmental and Ergonomic Considerations in *Teaching Modules for the Classroom: DeafBlind Interpreting* (NCIEC, 2013)

○ *Pro-Tactile: Understanding Touch Techniques to Facilitate Communication with DeafBlind People* (Collins & Pope, 2014)

Activity 10

For this activity, trainers prepare materials that encourage learners to experience simulated vision loss. The following resource is helpful: Suggestions for Simulating Vision and Hearing Loss in *Teaching Modules for the Classroom: DeafBlind Interpreting* (NCIEC, 2013).

Activity 11

Have learners view the Helen Keller National Center conference video in the abovementioned *Teaching Modules* and discuss their observations and reactions.

Work with learners to create a community meeting simulation on a topic of interest, with the inclusion of Deaf and DeafBlind participants. Ideally, invite DeafBlind individuals to come to the class—if this is not possible, members of the class may play the roles of DeafBlind participants. Suggested roles include a hearing presenter who is not fluent in ASL, a Deaf platform interpreter, a Deaf feed interpreter, and Deaf interpreters working with DeafBlind participants who use a variety of communication modes.

Next, have learners share and discuss their experiences:
1. What were the main challenges? What worked well and why?
2. How did working from an English-based sign system impact processing effort as in the Gile model?
3. What was it like to work as a member of a Deaf interpreter/Deaf interpreter team?

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

ment [DVD and studyfrom http://healthcareinterpreting.org/faqs/
relationship-simultaneous-consecutive-interpreting/

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

Gallaudet GSR 103. (2010). *ASL registers.* [Video]. Retrieved from https://www.youtube.com/watch?v=rhMU2PqMitg

Gallaudet University. (2012). *Commencement ceremony. Honorary degree recipient and commencement speaker, Markku Juhani Jokinen, then-president, World Federation of the Deaf.* [Video]. Retrieved from http://www.youtube.com/watch?v=zNRNw9Cc49Q&feature=relmfu

Gallaudet University. (2002). T*he Deaf Way II presentation series: Video conference interpreting project–Revolutionizing services for deaf.* [Video]. Retrieved from http://videocatalog.gallaudet.edu/?video=13868

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

Granda, AJ & Nuccio, J. (n.d.). *Pro-Tactile: The DeafBlind way.* [Videos with transcripts]. Retrieved from https://youtu.be/l11lahuiHLA

Humphrey, J. & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting (4th ed.).* Everett, WA: H&H Publishing Co., Inc.

National Consortium of Interpreter Education Centers. (2013). *Teaching modules for the classroom–DeafBlind interpreting.* [Requires account login]. Retrieved from http://interpretereducation.org/online/

○ Modifications to your interpreting mode. [Video and PDF]. Also retrieved from http://vimeo.com/30801444

○ Modifications to mode-close vision and tracking. [Video]. Also retrieved from http://vimeo.com/30374306

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○ Environmental and ergonomic considerations for DeafBlind interpreting. [Videos & PDF].

○ Helen Keller conference. (DeafBlind interpreting). [Video]. Also retrieved from http://vimeo.com/user5994566/hknc-conference

○ Suggestions for simulating vision and hearing loss. [PDF].

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Russell, D. (2013). A comparison of simultaneous and consecutive interpreting in the courtroom. In *International Journal of Disability, Community, and Rehabilitation.* Volume 2, No. 1. Retrieved from http://www.ijdcr.ca/VOL02_01_CAN/articles/russell.shtml

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