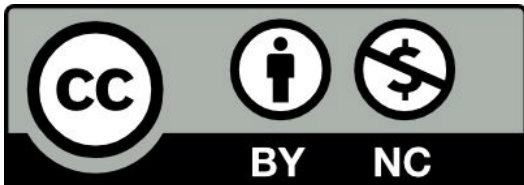




Improving Rural Interpreter Skills

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Module 1: Analysis & Collaboration in Interpreting



Module content developed by Betty Colonomos and Naomi Sheneman
[ASL lecture](#) by Chris McQuaid

Module Overview & Objectives

Overview: This module provides opportunities for participants to collaborate with others in the analysis of ASL and English texts and the creation of interpretations. In this module participants will collaboratively work on an analysis of source text(s) and on the creation of target texts influenced by different cultures, lenses, and personal attributes. This will expose participants to differing perspectives and frames and expand possible options during interpreting assignments.

Learning Outcomes and Objectives

Upon Completion of this module participants will be able to:

1. Analyze source and target texts for main point, theme, goal, affect and register.
2. Formulate target texts in collaboration with peers.
3. Identify perspectives different from one's own framework.
4. Describe the impact of setting on register.

Pre-Test

NOTE: You have to log into Canvas to complete this pre-test

1. Register refers to:

- A. vocabulary people use in specific settings
- B. psychological distance between speaker and audience
- C. rules for using language in different contexts

2. Identifying the goal helps interpreters know:

- A. why people are producing a signed or spoken utterance
- B. what people are producing in a signed or spoken utterance
- C. how people are producing a signed or spoken utterance

3. Why is collaboration important in learning to interpret?

- A. it helps interpreters learn to make the correct choices
- B. it helps to see where people's skills are
- C. it reveals ones own biases and filters



Definitions, Part I

Throughout your time with IRIS you will notice the following words used, with intention. We suggest should you be curious to learn more, see the additional references and resources provided.

deaf

The term “deaf”, with a lowercase, is used to encapsulate the multitude of identities and experiences of all people who identify as d/Deaf. This includes people who are; DeafBlind, deaf disabled, late deafened, hard of hearing, and culturally Deaf. Kusters & Friedner (2015) argue, “We write *deaf* with a lowercase ‘d’ because we see *deaf* as more encompassing, less politicized, and less context-dependent than *Deaf*,” (p. ix).

There is an exception you may notice throughout this curriculum. “In the sign language interpreting profession, Deaf interpreters are labeled with the capitalized letter, D to represent their linguistic and cultural expertise.” (Sheneman, 2018, p. 1).

- Additional Resources:
 - [What Does Deaf Mean?](#) by the National Deaf Center (2018)
 - [Deaf Identity](#) by Morpheyes Studio (2024)

Definitions, Part II

Throughout your time with IRIS you will notice the following words used, with intention. We suggest should you be curious to learn more, see the additional references and resources provided.

Coda

The term “Coda” is used to reference those who are hearing that grew up with one or more deaf parents. CODA (in all caps) refers to [CODA International](#) an organization whose mission is to celebrate the unique heritage and multicultural identities of adult hearing individuals with deaf parent(s).

- Additional resources:
 - [Cost of Invisibility: Cudas and the Sign Language Interpreting Profession](#) by Williamson, A. (2012)
 - [The Case for Heritage ASL Instruction for Hearing Heritage Signers](#) by Isakson, S.K. (2018)
 - [A Short Introduction to Heritage Signers](#) by Pichler, D.C., Lillo-Martin, D., & Palmer, J.L. (2018)
 - [Lost in the Shuffle: Deaf-Parented Interpreters and Their Paths to Interpreting Careers](#) by Williamson, A. (2016)

Collaboration in Interpreting

Why collaboration?

The collaborative approach to analyzing source texts for meaning and constructing equivalent target texts provides a window into different cultural and experiential lenses of colleagues. This broadens the repertoires and resources of people who may have limited access and exposure to a broad range of diverse populations. Collegial collaboration allows the space to examine and reveal one's own biases and filters.

Intentional collaboration provides:

- Pathways to externalize one's own thinking
- Fosters dialogue amongst colleagues
- Encourages listening to various perspectives
- Normalizes talking about the work apart from the person

GoReact Discussion: Collaboration in Interpreting



NOTE: You have to log into Canvas to complete this assignment

Original post directions:

Share your thinking and experiences based on the following question:

- What benefits do you see in talking about your interpreting work with others?

Response post directions:

Respond to the post of one of your colleagues by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

How do we describe our work?

In 1992, Front Range Community College hosted this first-of-its-kind class with Betty Colonomos. In this broadcast, Betty presents her work, *Processes in Interpreting and Transliterating: making them work for you*. She creates opportunities for participants to explore the act of interpreting, using the lens of the Integrated Model of Interpreting (IMI), formerly known as the Colonomos Model, the term she uses in the recording.

In this class, a studio audience participated in activities and discussion, and remote audiences watched simultaneously, participating in their own locales. The core tenets of this program remain relevant, and have only become richer over the years.

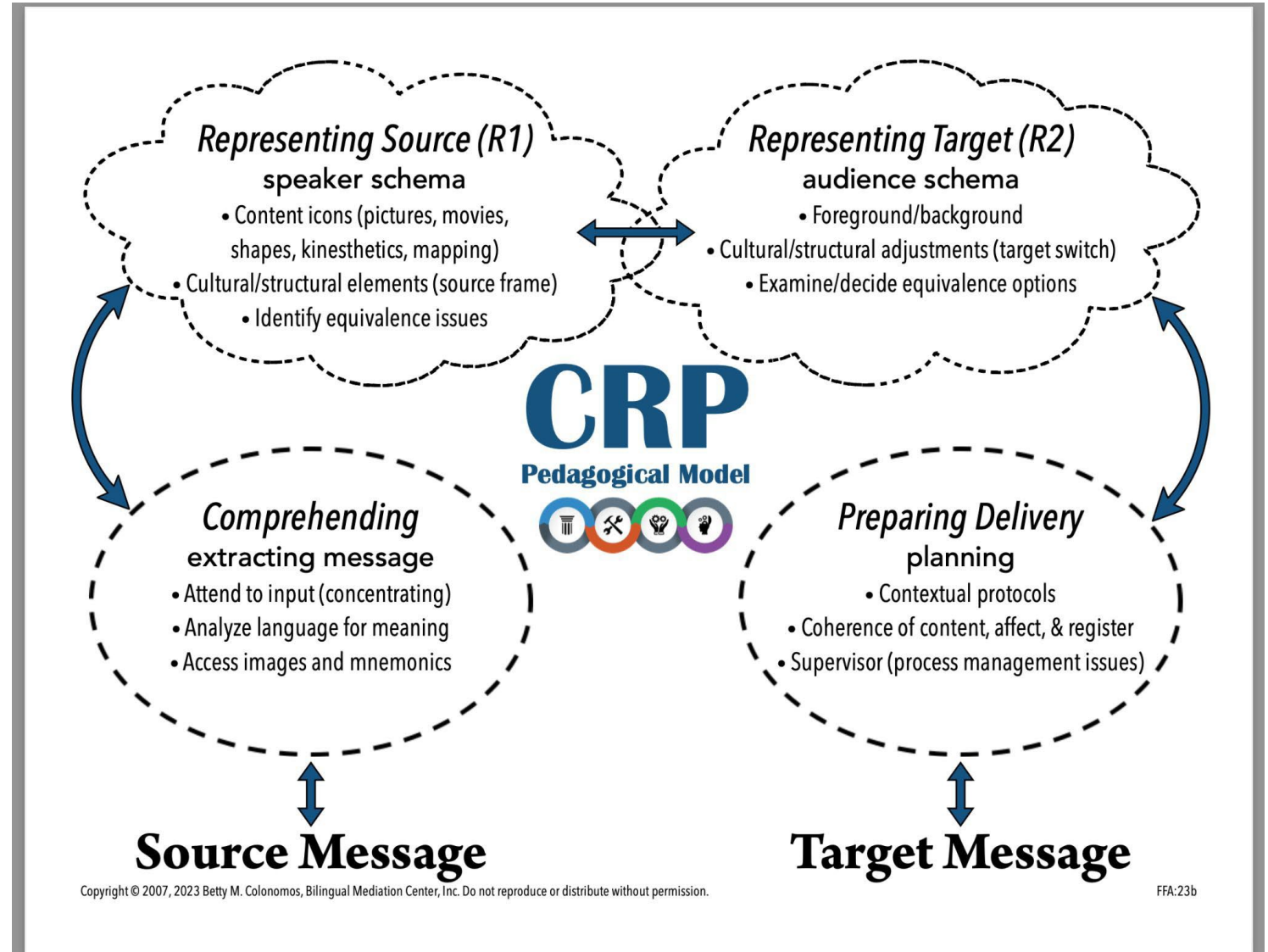
Describing our work: CRP

Watch this 9-minute [Front Range Community College Teleclass \(1992\) video](#), between time marker 1:18:06-1:27:29, of Betty Colonomos outlining CRP (Comprehension, Representation and Preparing) from the Integrated Model of Interpreting.



CRP: Comprehending, Representing and Preparing

Updated graphic (2023) from the one shown in the Teleclass.



Review: Tools of the IMI

As a review:

As we progress further into our understanding of the IMI, we will need to have common language to describe the things we are talking about. With this common language, we can identify the items in a text that contribute to the overall meaning and intent of the speaker.

- **Goal** - The overarching purpose/why of the text. Expressed as a verb: to (verb) Examples: to persuade, to complain, to call to action.
- **Main point** - A one-sentence summation of what the text is about.
- **Affect** - The overall feeling of the person delivering the message. Expressed by basic feeling types (i.e., mad, sad, happy, angry, passionate, etc.).
- **Person Affect** - The emotions of a person. Examples: facial expressions, how words/signs are emphasized or not emphasized, repetition, and speed of delivery.
- **Lexical Affect** - Strictly the lexical item (word/sign) used, given the context and register. Speaker intonation, expressions, gestures, etc. are not included. A list of words from the text.

Note: Downloadable IMI handouts available on Canvas.

An Additional Tool of the IMI: Theme

Theme

The theme of a text is the macro view of the message. Expressed as a generalizable statement like an idiom, slogan, adage or proverb. For example “It takes a village”.

We have an understanding that “It takes a village” means many people must cooperate to achieve a common goal. Understanding this as the theme of a text gives us another tool was a way to understand the content (i.e. the details) of the what the person is saying.

As an interpreter, thinking about texts in this way can support how you organize your thoughts while preparing an interpretation.

Another example the [An Experience with an Interpreter](#) video by the CATIE Center could have the “Nothing about us without us” as its theme. What other possible themes do you see for this text?

Review: Register

As a review:

Register is the way people communicate differently in different settings. It thought of as the psychological distance between the parties engaged in that setting. Linguist Martin Joos defines 5 main types of register: frozen, formal, consultative, casual, and informal.

Supplemental register resources

- [ASL Registers](#)
- [Additional Descriptions for ASL Registers](#)



Review: Register Continued

Registers of Language

Intimate	Casual/Informal	Consultative	Formal	Frozen
<ul style="list-style-type: none"> • private • idiosyncratic • ellipsis • nonverbal 	<ul style="list-style-type: none"> • familiarity • peers/family • assimilation • narrative 	<ul style="list-style-type: none"> • unequal status • question/answer • technical in nature 	<ul style="list-style-type: none"> • psychological distance • planned text • precise articulation 	<ul style="list-style-type: none"> • symbolic • archaic • ritualistic • rhythmic
<ul style="list-style-type: none"> • quality/type of relationship • affective • personal 	<ul style="list-style-type: none"> • preparation • role boundaries • cultural differences • social protocol 	<ul style="list-style-type: none"> • power & alliance issues • preparation • education 	<ul style="list-style-type: none"> • language experience and/or competence • possible media 	<ul style="list-style-type: none"> • form/meaning • lack of equivalents • music/visual art
Interpreting challenges				



Non-evaluative language

How we talk about the work

Non-evaluative language is a way that we can be deliberate about *how* we talk about interpreting work apart from the person. Non-evaluative language is objective evidence, based on what we see from both the source and target texts. Placing evaluation (i.e. good/bad, right/wrong, clear/unclear) ascribes value on the person versus looking at the work.

As you engage in challenging yourself to look deeper about decisions that are made that affect the work product, we encourage you to reframe the language you use.

Non-evaluative language Continued

Evaluative	Non-evaluative
<ul style="list-style-type: none"> • I would have... 	<ul style="list-style-type: none"> • What led you to _____ choice/decision?
<ul style="list-style-type: none"> • You could have/should have... 	<ul style="list-style-type: none"> • How have you seen other Deaf people/interpreters discuss this concept?
<ul style="list-style-type: none"> • Clear/unclear • I like the way... • A better way to communicate that would be... 	<ul style="list-style-type: none"> • How have you seen other Deaf people/interpreters/attorneys/etc. discuss this concept?
<ul style="list-style-type: none"> • Good/bad, Right/wrong • Same/different, Match/didn't match • Equivalent/not equivalent 	<ul style="list-style-type: none"> • What signs/words did you see/hear that impacted your decision making in that moment? • When you saw/heard _____ what did you understand that to mean?

Colonomos, B. (2001 & 2013).

GoReact Discussion: IMI Tools Refresh



NOTE: You have to log into Canvas to complete this assignment

Original post directions:

You are interpreting a workshop at a conference on Communication Skills. The audience is a varied group of professionals working in vocational rehabilitation and human services. One of the presenters gives the following presentation “[2 Minute Therapy- Positive Communication with I Statements](#)”.

Utilizing the handouts provided to you, analyze the main point, theme, goal, affect type, and degree (person and lexical), and register for this text. Share your analysis with your COL.

Response post directions:

Respond to one of your colleagues by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

GoReact Discussion: Incorporating Perspectives



NOTE: You have to log into Canvas to complete this assignment

Original post directions:

After completing the *IMI Tools Refresh* activity and attending your COL's Zoom session answer the following questions:

- What different perspectives did you notice from the meeting or via the online discussions? (Give examples)
- What did you learn from these collaborative activities?
- Why is it important to collaborate with colleagues?

Response post directions:

Respond to the post of one of your colleagues by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.

Post-Test

NOTE: You have to log into Canvas to complete this post-test

1. Register refers to:

- A. vocabulary people use in specific settings
- B. psychological distance between speaker and audience
- C. rules for using language in different contexts

2. Identifying the goal helps interpreters know:

- A. why people are producing a signed or spoken utterance
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- C. how people are producing a signed or spoken utterance

3. Why is collaboration important in learning to interpret?

- A. it helps interpreters learn to make the correct choices
- B. it helps to see where people's skills are
- C. it reveals ones own biases and filters

Correct responses: 1.B, 2.A, 3.C



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