UNIVERSITY OF NORTHERN COLORADO

IRIS
Improving Rural Interpreter Skills

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Module 11: Product & Process: A Closer Look

Module content developed by Betty Colonomos and Naomi Sheneman
ASL lecture **by Chris McQuaid**

Module Overview & Objectives

Overview: The interpreting field has been labeling the work interpreters perform as belonging to one of two types of activities: interpreting and transliterating. This module will examine the processes and operations involved.

Learning Outcomes and Objectives

Upon Completion of this module participants will be able to:

1. Interpret a text for two different deaf audiences
2. Analyze target text differences
3. Identify decisions made in creating target text
4. Compare message equivalents in each version

Pre-Test

1. Interpreting is:

A. The act of conveying meaning between people who use signed and/or spoken languages

B. Facilitating communication

C. Conveying what the speaker/signer says

2. Coding is:

A. representing form

B. representing meaning

C. representing ideas

3. According to the field of interpreting, transliterating is:

A. a product-based division

B. a process-based division

C. None of the above

Differences in Processing

As we progress thru this module we will examine differences in processing for interpreting and transliterating. In IMI, we use the word coding for the concept of transliterating.

As an interpreter, our goal is to create an interpretation that conveys message equivalence. For example, if the target language is ASL and if the target output is controlled by insufficient comprehension, linguistic gaps, and/or insufficient depth of processing, this goal may be compromised.

To get us started, let's practice with an activity . . .

GoReact Interpreting Activity: Part I

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

You are interpreting at a large company's quarterly Human Resources (HR) department workshop. In the past, these workshops have covered a variety of different topics (eg, health tips, money management, and stress reduction). This particular session is addressing mental health and well-being. This video is shown and will be followed by an employee small group discussion.

Video: Christine Hong's *The Art of Managing Life's Transitions*

Part I original post directions:
- In GoReact record your interpretation with a Deaf audience in mind, whose natural language is ASL.

Note: Only you and your facilitators will be able to view your submission for this assignment.

GoReact Interpreting Activity: Part II

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

You are interpreting the **same** quarterly meeting (**and the same video**) as described on the previous page, however now you have a different audience.

Part II original post directions:

Using the same video: Christine Hong's *The Art of Managing Life's Transitions*

- In GoReact record your interpretation with a deaf employee in mind who is asking for transliteration (English based signing).

Note: Only you and your facilitators will be able to view your submission for this assignment.

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

Reflecting on Part I & II of this interpreting activity, in GoReact, post your responses to the following questions:

Part III original post directions:

- What was different about your product in parts I & II?
- What were you thinking about when deciding to sign differently?

Note: All COL members will be able to view your submission for this assignment.

Response post directions:

React 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.
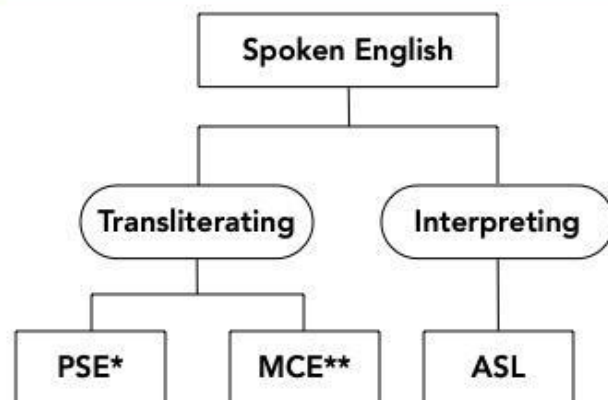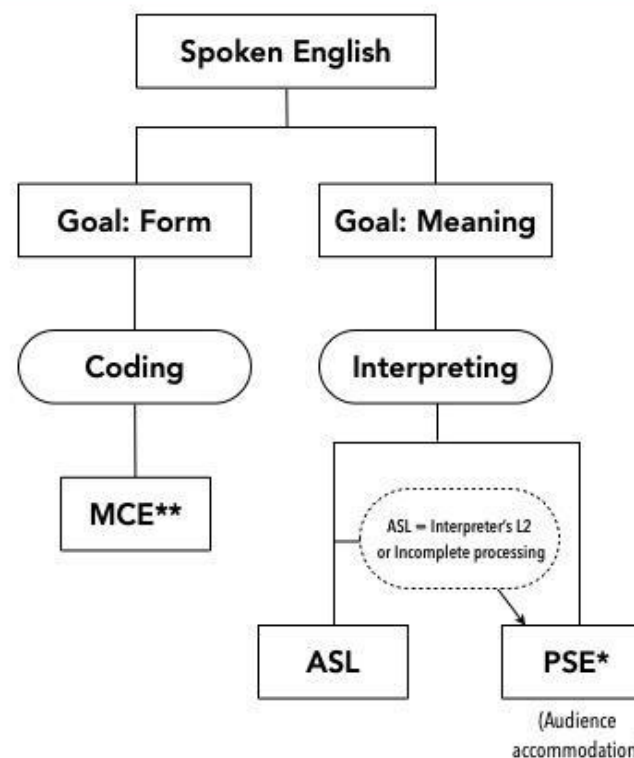
Interpreting/Transliterating

Interpreting/Transliterating Cont.

Interpreting/Transliterating

Product-based division (RID) | **Process-based division (BMC)**

Product-based division (RID):
- Spoken English
  - Transliterating
    - PSE*
    - MCE**
  - Interpreting
    - ASL

Process-based division (BMC):
- Spoken English
  - Goal: Form
    - Coding
      - MCE**
  - Goal: Meaning
    - Interpreting
      - ASL = Interpreter's L2 or Incomplete processing
        - ASL
        - PSE* (Audience accommodation)

* The term "PSE" is used here to be consistent with RID terminology; it refers to varieties of signing that contain features of English and ASL. These varieties vary across signers and within signers, depending on English/ASL proficiency, audience, and other sociolinguistic factors.

** The term "MCE" here refers to English-based signing including invented codes, which are intended to model or reflect English.

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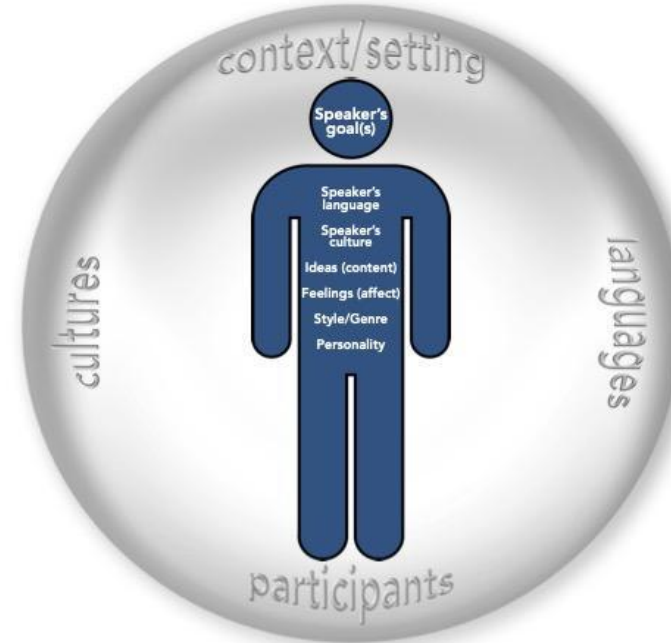
Describing our work?

In Module 1 you saw a clip from the 1992 Front Range Community College *Processes in Interpreting and Transliterating: making them work for you* by Betty Colonomos. Here is another clip from that same teleclass regarding the language interpreters use to describe their work.

[Front Range Community College Teleclass (1992) video](#), between time marker 9:36-23:31.

Constructing Meaning (message)

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

Constructing Meaning (Message)

context/setting

Speaker's goal(s)

Speaker's language
Speaker's culture
Ideas (content)
Feelings (affect)
Style/Genre
Personality

cultures

languages

participants

Context/setting *Type:* school, office, conference. *Location:* rural, urban. *Milieu:* stressful, relaxed.

Languages Similarities and/or differences between speaker and audience.

Participants *Relationship to the speaker:* familiar, peer, power differentials.

Cultures *Match to speaker's culture(s):* norms, behaviors, expectations.

Speaker's language Community language plus individual's form of language, which is affected by age, gender, ethnic background, social class, geographic area, education, occupation, race, and other factors.

Speaker's culture Primary affiliation and individual's identification with other groups (e.g. ethnic or racial, LGBTQ+, religious, vocational, recreational, and others) that may modify behaviors, norms, and values.

FFA:23a

Modes of Interpretation, Part I

There are three modes of interpretation. While it is important to construct meaning in all of our interpreting work, processing and preparation are different for each mode.

- **Simultaneous interpretation**: In this mode, the interpreter process information and renders the interpretation all while the speaker is expressing new information. The processing in this mode requires the interpreter to have the skill to maintain speed of processing and accuracy of information.

- **Consecutive interpretation**: In this mode, the interpreter processes entire chunks of information at a time. The speaker will express an entire idea before the interpreter renders the interpretation. This mode is often used in dialogic interpreting situations in which the interpreter has greater control of turn-taking. The processing in this mode requires the interpreter to have robust comprehension and representation (*think CRP*) as to the meaning of the message. An additional tool utilized in this mode, is note-taking (NAJIT 2006).

Modes of Interpretation, Part II

- **Translation**: This allows time to study the source text before rendering the translation into the target language. There are two kinds of translation.
  - *Sight translation:* This involves quickly reviewing written material and providing the translation on the spot. NAJIT (2006) emphasizes that the interpreter doing a sight translation needs to be able to understand the document, including the vocabulary contained within to render an accurate translation.
  - *Translation:* This is for all other translations that are not done on the spot. The translator is given extended time to review the source text in a specific language/modality and prepare a target translation into a different language/modality. This approach gives the interpreter the most processing and preparation time.

Looking ahead: In module 14, we will explore more about how our supervisor (module 9) impacts modes of interpretation (module 11) via depths of processing.

References

Bilingual Mediation Center. (2022, June 2). *1992 Colonomos teleclass processes in interpreting part 1 of 2* [Video]. YouTube. https://youtu.be/Wpnh-WZuXUs

Colonomos, B. (1998; 2021). *Constructing meaning (message)* [Handout]. College Park, MD: The Bilingual Mediation Center, Inc.

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Colonomos. B., (2022, March 11) *Transliteration: Ball of confusion* [Video]. YouTube. https://youtu.be/qKBj9M5nhzg

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

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