



Improving Rural Interpreter Skills

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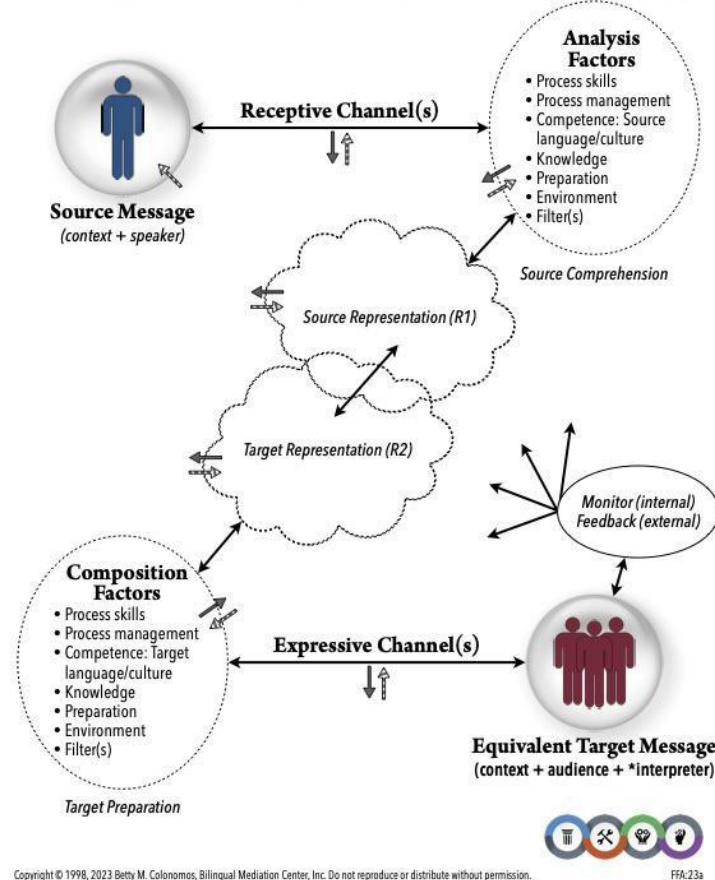
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Module 6: IMI

Integrated Model of Interpreting



Module content developed by UNC-Project CLIMB & Betty Colonomos
[ASL lecture](#) by Su Kyong Isakson, Chris McQuaid & Kelly Decker

Module Overview & Objectives

Overview: This module will cover the Integrated Model of Interpreting (IMI) as developed by Betty Colonomos. This module further introduces the IMI as the model that the IRIS Project uses to discuss the process and product of interpreting work. Elements of this model have been, and will continue to be, expanded upon in this training.

Learning Outcomes and Objectives

Upon Completion of this module participants will be able to:

1. Relate Comprehending, Representing, and Preparing (CRP) to the IMI model
2. Identify areas needing further examination and practice
3. Describe ways this training is impacting one's work and/or framework
4. Identify commonalities, patterns, and differences in colleagues' responses
5. Analyze reasons for incorporating/not incorporating IMI principles

Pre-Test

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

1. The acronym IMI means:

- A. Interpreting Meaningful Interactions
- B. Interpreting Model Integrated
- C. Integrated Model of Interpreting

2. The reason for calling this model Integrated is:

- A. it includes all parts of the process
- B. it is suitable for interpreters of all backgrounds and cultures
- C. it draws from many disciplines

3. The cognitive portion of the IMI is shown in:

- A. analyzing main point, goal, register, and affect
- B. CRP
- C. consecutive interpreting

4. What is the goal of interpretation?

- A. to get all the information to the audience
- B. to convey a message with the same intent
- C. to convey what the speaker/signer said

5. What is the purpose of examining one's process?

- A. to find out where there are problems
- B. to be able to keep up with the speaker/signer
- C. to help manage my own process better



Introduction

Theoretical Framework

Derived from the work of Danica Skeleskovitch (1978) the Integrated Model of Interpreting (IMI), previously known as the Colonomos Model, was developed by Betty Colonomos in the early 1980's. Colonomos was first introduced to the work of Skeleskovitch while teaching interpreting at Gallaudet University (then Gallaudet College) in 1979.

Through her teachings, she realized that Skeleskovitch's work, focused on spoken language interpreters, was also applicable to the work of sign language interpreters. Colonomos' goal was to frame the process sign language interpreters experience explicitly while outlining the factors that influence the work. The IMI focuses on the cognitive processes and decision making an interpreter experiences while interpreting.

The model is useful in helping us think about each step we go through when we create an interpretation. We will use the IMI throughout this program to help us analyze our interpreting work and the choices we make.

You will see a breakdown of each component of the model on the following pages. To help you follow along, we suggest printing out the model and the notes that go with, that have been provided to you.

Introduction Con't.

Pedagogy

The most notable part of the IMI is its accompanying pedagogy. Rooted in the work of Lev Vygotsky, IMI is premised on the belief that each learner is exactly where they need to be in their own development. With learner-centric and activity-based learning, participants are scaffolded to further mastery of their own innate skills.

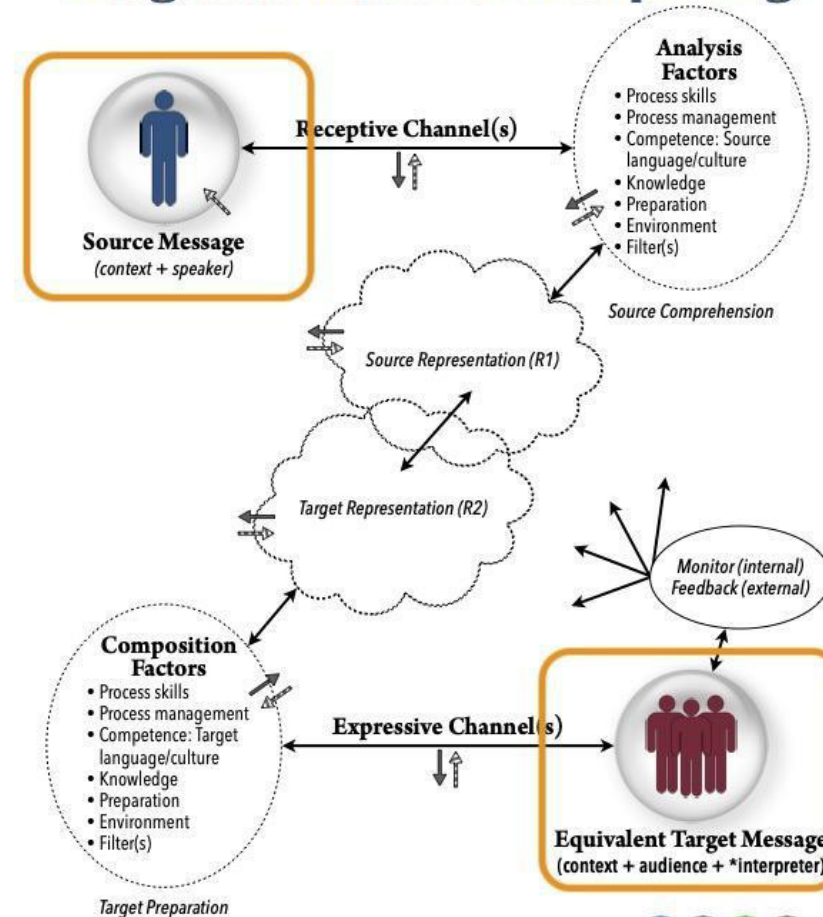
Throughout your journey with the IRIS Project you will engage in both synchronous (sessions in real time) and asynchronous (on your own time) facilitated learning. Both approaches designed to be engaging and dialogic.

Embrace where you are and enjoy the experience, your facilitators and mentors are here to support you along the way!

IMI: Source/Target

- **Source message:** can be signed or spoken and include any information in the environment
- **Target message:** The message that we have heard or seen, comprehended, analyzed, and prepared for delivery to a consumer

Integrated Model of Interpreting



IMI: Arrows

Before we continue, you will notice that in the image of the model, there are **two-sided arrows** between phases of the process. These arrows show that each of the stages is not separate and strictly sequential. In other words, there may be an interaction between the analysis and representation (message) stages before the interpreter moves on to composition.

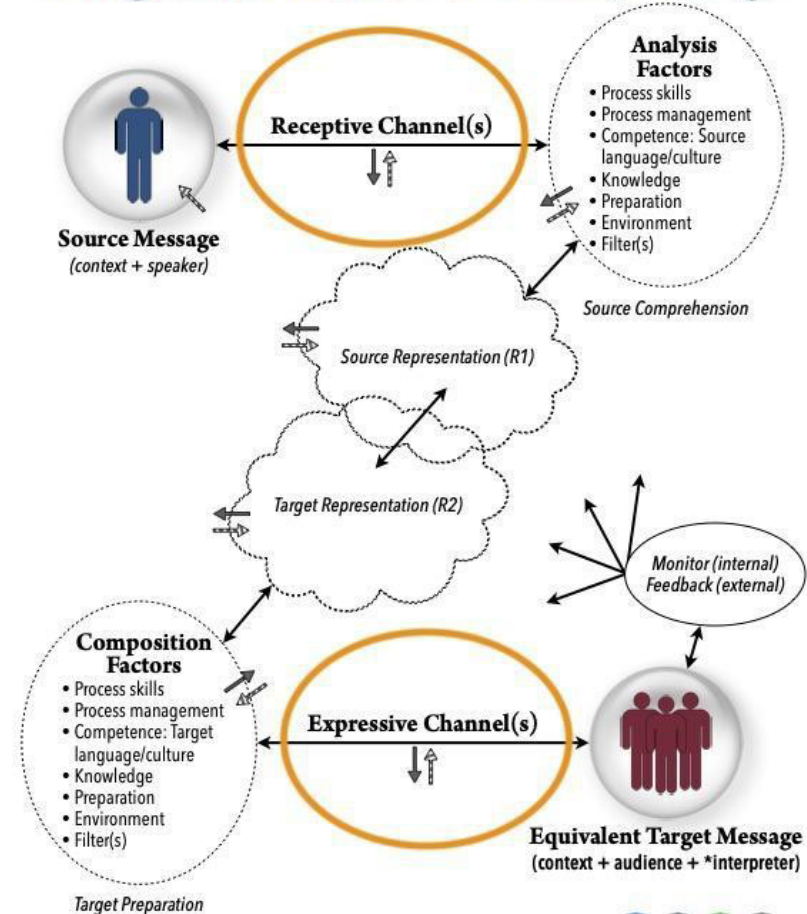
At any stage in the process, the interpreter may access an earlier stage.

- The solid gray arrows indicate that the interpreter has chosen to exit the process at that point and access an earlier stage.
- The striped arrows indicate access to a particular part of the process. For example, if the interpreter knows they did not see/hear something the speaker signed/said, they would exit at the receptive channel (gray arrow) and access the speaker (striped arrow) or their team member (not shown) for the information that was missed.

IMI: Receptive/Expressive

These areas refer to the channel(s) of transmission from the speaker (receptive) or expression from the interpreter (expressive). For example, the speaker may be speaking English (auditory channel to the interpreter), but may also be pointing/gesturing/ posturing (which conveys meaning) through the visual channel. For these reasons, it is important to hear and see the speaker whenever possible. Practicing interpreting from audiotape limits the interpreter's ability to discern meaning.

Integrated Model of Interpreting

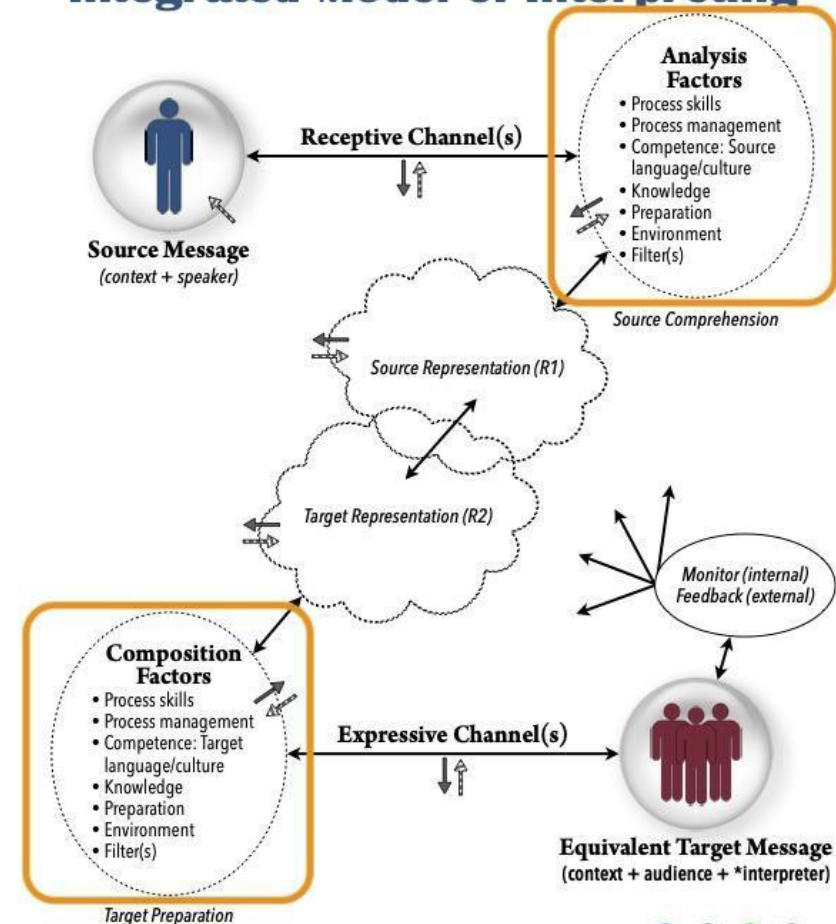


IMI: Analysis & Composition Factors

The next slides are an explanation of the items which are listed under **Analysis Factors and Composition Factors** in the process model, to assist you in understanding the scope of each factor.

These factors significantly affect (perhaps determine) the degree to which successful interpretation can be accomplished.

Integrated Model of Interpreting



IMI: Process Skills and Management

This element of the process is responsible for "**supervisory**" functions and overseeing numerous sub-tasks, such as:

- allotting and modifying process (lag) time to allow for analysis/composition
- chunking message units into manageable sections
- monitoring the sequence of operations
- making decisions about obtaining clarification/restatement from the speaker (in Analysis stage)
- making decisions about repairing a portion of the target message (in Composition stage)
- making decisions about reliance on an external monitor (team member)

IMI: Competence in Source/Target Language Culture

- Language refers to both knowledge about grammatical rules, vocabulary repertoire, discourse styles, and phonological constraints as well as the ability to perform functions in these languages appropriate to context.
- Culture refers to both knowledge about norms, values, rules, traditions, and beliefs held by members of the culture as well as the ability to behave in culturally appropriate ways in various contexts.
- In addition to the individual languages/cultures, it is necessary for the interpreter to have an understanding of the ways in which the languages and cultures are similar and are different (cross linguistic/cultural competence). This knowledge assists the interpreter in "flagging" particular linguistic or cultural elements which may need to be acted upon (e.g. recognizing that an item is uninterpretable) by the supervisor (see Process Management).

IMI: Knowledge, Preparation & Environment

Knowledge

This term refers to the stored (long-term memory) experiences and learning that the interpreter has accumulated in all sensory and intellectual contexts. Knowledge may be stored non-linguistically, some in only one language/culture, and sometimes knowledge is stored cross-linguistically/culturally. For any given assignment, this refers specifically to knowledge relevant to the message being interpreted.

Preparation

This item refers to any means the interpreter has used to prepare for the task at hand, either prior to the assignment or during it. It includes:

- physical dimensions (e.g. sleep, exercise, nourishment)
- emotional/psychological dimensions (e.g. confidence, stress management)
- content-related dimensions (e.g. meeting with speaker, researching topic)
- contextual dimensions (e.g. finding out about the participants, environment)
- task-related dimensions (e.g. meeting with team members, coordinator)

IMI: Knowledge, Preparation & Environment Con't.

Environment

This refers to any and all conditions that exist at the time of the interpretation.

External environmental factors include:

- physical factors (e.g. lighting, temperature, time of day, proximity to speaker/ audience/team member, noise)
- psychological factors (e.g. stress, emotional displays)
- cultural factors (e.g. conflicting behaviors and/or expectations)

Internal environmental factors include:

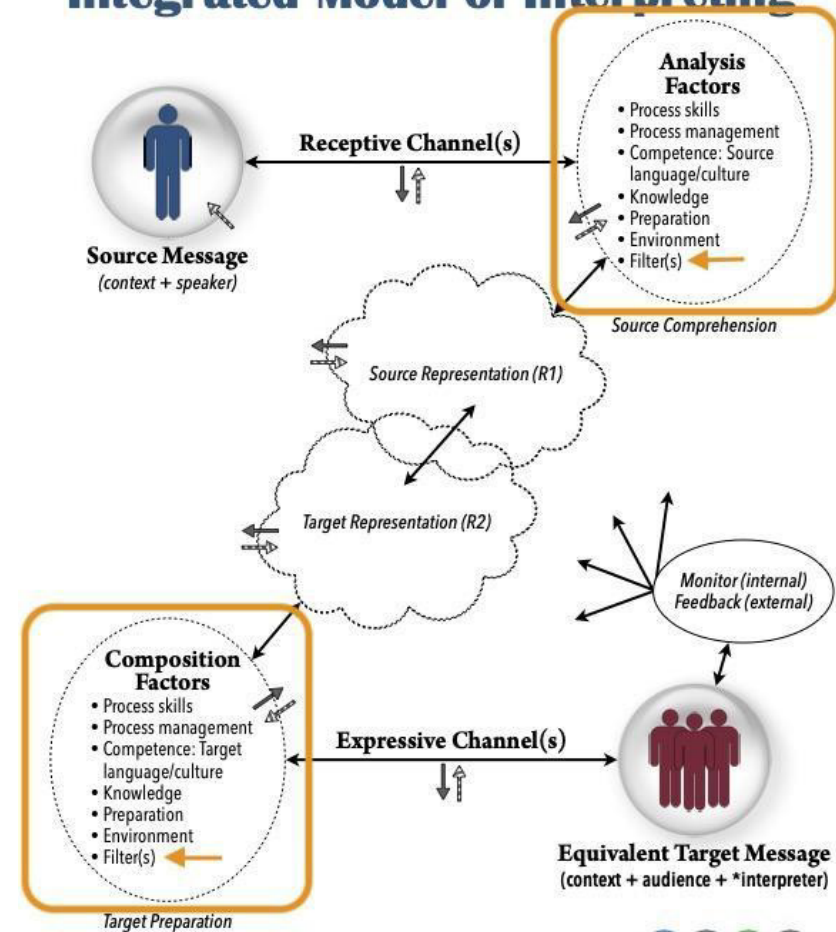
- physical (e.g. fatigue, illness)
- psychological (e.g. perceived evaluation, bonding with speaker)
- emotional (e.g. reaction to speaker/topic, audience) state(s) of the interpreter

IMI: Filters

This item refers to the interpreter's own "baggage" which may filter in, filter out, or distort any aspect of the message as well as process factors listed above. Despite claims to the contrary, interpreters (as human beings) have their own biases, beliefs, personalities, and habits that do affect how they perceive people, situations, and meaning.

The ability to recognize when filters may be hindering one's own performance and accessing the resources necessary to intervene (or make some other decision), may be crucial to the outcome.

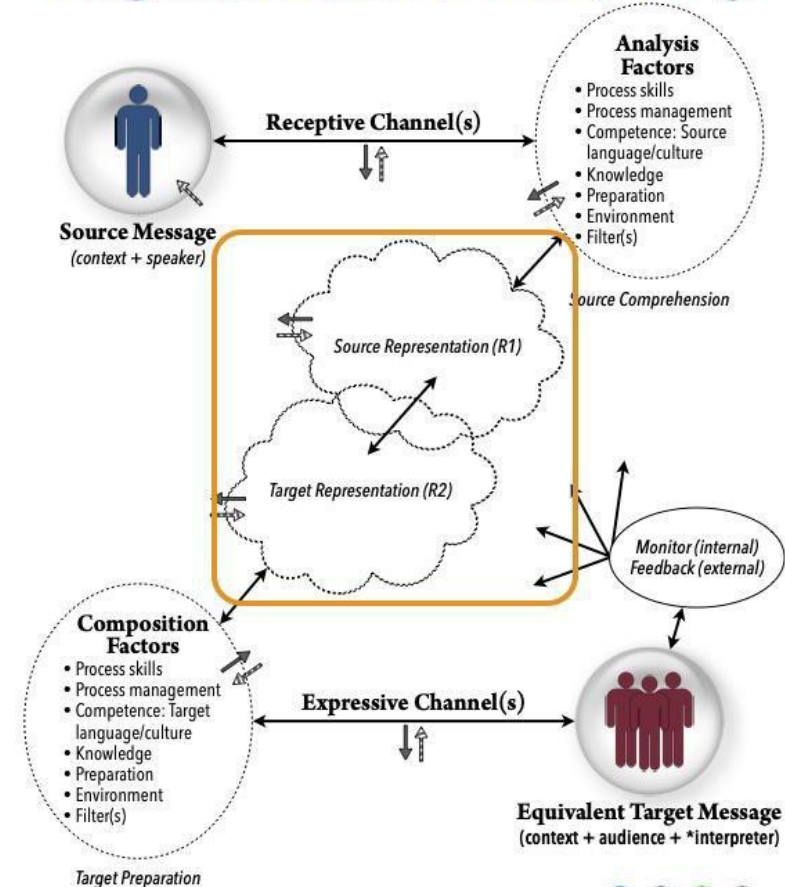
Integrated Model of Interpreting



IMI: Representation

Representation refers to the meaning of the speaker's message, represented ideally through non-linguistic means, which has been extracted by the interpreter during the analysis phase of the process. The absence of linguistic symbols frees the interpreter from the constraints of language meanings so that they may optimally recreate the message using target language forms that most appropriately convey message equivalence. Certain language forms, however, cannot be separated from their meanings (such as proper names).

Integrated Model of Interpreting



IMI: Source/Target Representation

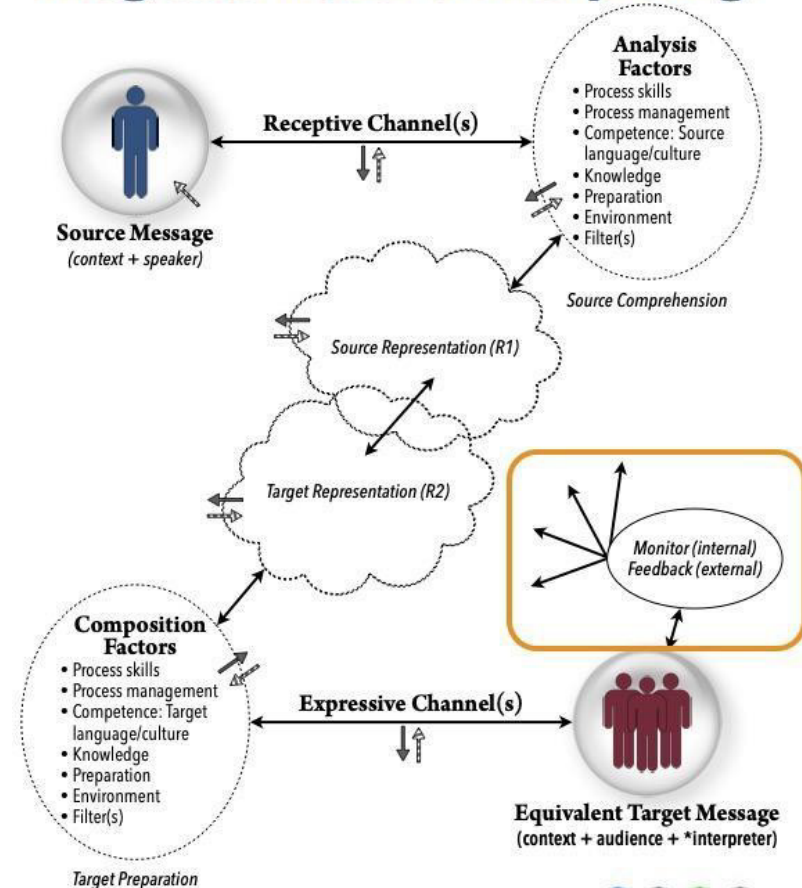
- **Source Representation (R1)** refers to the non-linguistic representation from the source message perspective. Keeping the message in the speaker's frame of reference prevents the interpreter from prematurely representing the message from the target audience's point of view, which may result in a loss of meaning. It also helps the interpreter more readily identify which aspects of the speaker's meaning may need modification or adjustment.
- **Target Representation (R2)** refers to the non-linguistic representation from the perspective of the target audience. Shifting the message to the audience's frame of reference facilitates the interpreter in composing an equivalent message into the target language. This switch in representation may also help to identify aspects of the speaker's message that need expansion or clarification. For example, if the English speaker is describing an accident they may be using prepositions such as "near" or "across from" without providing enough spatial information to allow an accurate rendition into ASL. This stage of the process allows the interpreter to recognize the need for more information and obtain it from the speaker.

IMI: Monitor/Feedback

After the segment of text is interpreted, there are both internal and external forces that may prompt the interpreter to act on their just-completed production. The internal one is called the Monitor (which operates throughout the process as well), and it may signal the interpreter that repair is needed.

For example, if the interpreter realizes that their English interpretation was not a complete thought, the Monitor may revert to the composition stage and complete the sentence.

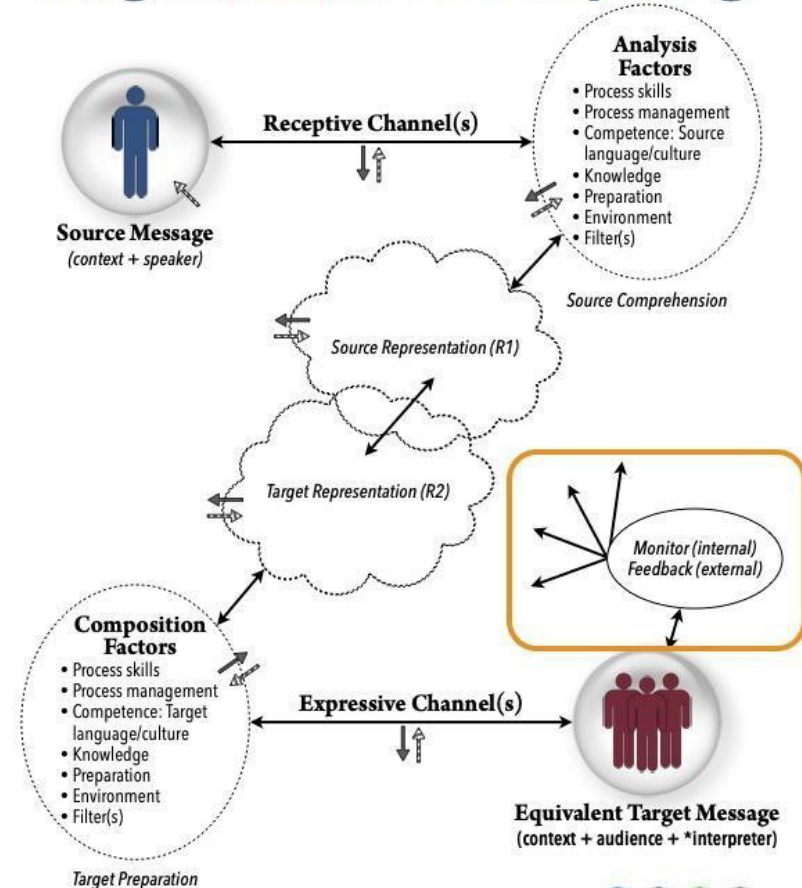
Integrated Model of Interpreting



IMI: Monitor/Feedback Con't.

Another way this may be accomplished is through external feedback. This feedback may come from the interpreter's team member or the audience. For example, the interpreter fingerspells a name and a Deaf person in the audience corrects it for the interpreter. The interpreter may repair the spelling, if the internal monitor decides that is appropriate or possible to do (e.g. if the interpreter is falling too far behind or is preoccupied with a processing a difficult segment of the text, they may decide not to repair).

Integrated Model of Interpreting



GoReact Discussion: CRP Identification



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

Original post directions:

Identify where C (comprehending), R (representing), and P (preparing delivery) are located in the IMI, be as descriptive as you can.

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.

GoReact Discussion: IMI Further Exploration



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

Original post directions:

Answer the following two questions:

- How have the IMI sessions (while onsite) impacted your work or the way you are thinking about your work?
- What parts of the IMI do you want further clarification about?

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.

References

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