

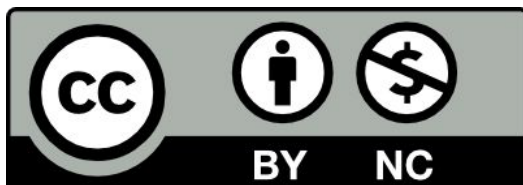


Improving Rural Interpreter Skills

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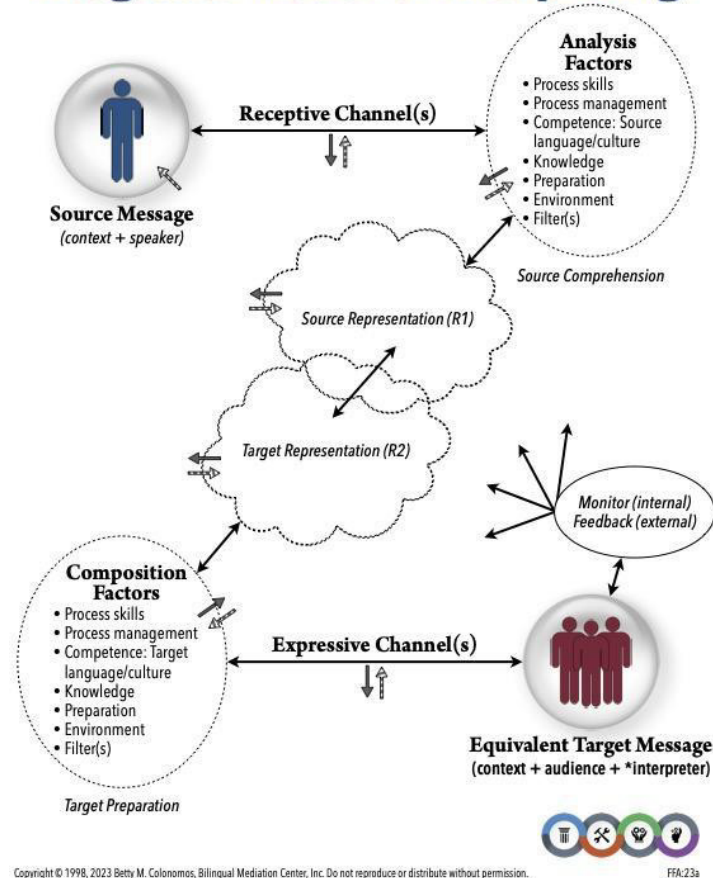


Improving Rural Interpreter Skills

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Module 5: IMI Applied

Integrated Model of Interpreting



Module content developed in part by [UNC-IRIS Project](#) & [UNC-Project CLIMB](#)
[ASL lectures](#) by: Kelly Decker, Shana Gibbs, and Jesús M. Rēmigiō



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Overview & Objectives

Overview: This module will cover the Integrated Model of Interpreting (IMI) developed by Betty Colonomos. This module reviews the IMI and utilizes its framework building upon the IRIS CORE: Initiatives' teachings of the IMI. In this module, participants will further develop the tools needed to aid in the mutual understanding of what the task of interpreting requires and how to apply those tasks when working with more novice interpreters.

Learning Outcomes and Objectives

Upon Completion of this module participants will be able to:

1. Reflect on the cognitive process of interpreting that takes place in order to produce an interpreted message.
2. Discuss the process and product of interpreting work using the Integrated Model of Interpreting.
3. Demonstrate an understanding of speaker goals, main point, and affect type in a given text.
4. Distinguish between person and lexical affect.

Discussion: IMI Thought Question



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

Original post directions:

It has been claimed that interpreting is one of the toughest tasks there is. Have you ever thought about what takes place in our heads when we do this incredibly complex task of interpreting?

Take a moment to consider all the things that go through your head in a split second every time you interpret something, from the moment you receive a message to when you produce your interpretation. If you are familiar with various models of interpreting, try to avoid regurgitating those models. Instead, in your own words, explain the process that takes place in your head when you interpret.

Create an original post to share with your COL everything you can think of.

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.



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IMI: A Refresher

IMI check in

In the IRIS: CORE Initiative, you had repeated exposure to IMI via modules 1, 6, 11, and 14. This program may have been your first introduction to IMI or a review of what you already knew. Over these next few pages, you will see very similar information to what you have already seen in the CORE Initiative as a refresher. Sometimes seeing information more than once, presented in a different way, can help make it stick.

Try the knowledge check on the next page to jog your memory of the IMI. After taking the knowledge check, if you are feeling confident in your knowledge feel free to skim these next few pages and jump right into the “Text Analysis Practice” assignment. If you would like a full-on review of the components of an IMI text analysis, study these next few pages closely before attempting the next assignment.



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Knowledge Check

NOTE: You have to log into Canvas to complete this knowledge check

1. What does “goal” mean in an IMI context?
2. What does “main point” mean in an IMI context?
3. What does “affect” mean in an IMI context?
4. What is the difference between person and lexical affect?



Correct responses: 1. The overarching purpose of the text. Expressed as a verb: to (verb) Examples: to persuade, to complain, to call to action., 2. A one-sentence summation of what the text is about., 3. The overall feeling of the person delivering the message. Expressed by basic feeling types (i.e., mad, sad, happy, angry, passionate, etc.), 4. Person Affect is the emotions of a person. Examples: facial expressions, how words/signs are emphasized or not emphasized, repetition, speed of delivery. Lexical Affect is 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.

The Model

How it all fits?

In the IRIS CORE: Initiative module 6 *Integrated Model of Interpreting*, you were exposed to the IMI as a whole model with each portion defined in sequence. Looking at a model in the abstract can be difficult to attach to real world applications in our interpreting practice.

When doing a text analysis, as described on the next page, we can begin to slow down the process of our decision-making by taking a closer look at the *why* of the provided source text. This leads to further examination of the resulting product in our own work.

 *ProTip*: Refresher of the [IMI schematic](#) and [supplementary notes](#) (2013)

Text Analysis: Heart of IMI

As we progress further into our understanding of the IMI, we will need to use common language to describe IMI as it is applied to our interpreting work. With this common language, we can identify the items in a text that contribute to the overall meaning and intent of the speaker. For this activity, we will identify and focus on the following:

- **Goal** - The overarching purpose 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, 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.

For the next activity, we will have the opportunity to view a video and analyze it for the meaning and intent of the speaker. We will view the video and share our various perspectives.



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Discussion: Text Analysis Practice



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

Original post directions:

View [Family Should Learn ASL](#). The audience for this text is a local community ASL class taught by a deaf instructor with a variety of participants, including some parents of deaf children. The instructor has asked this person to come and share their experience as to why learning ASL is important.

1. Based on your analysis what is the goal, main point, and affect for this text?
2. What examples of person and lexical affect can you identify?
3. What [filters](#), if any, do you have about this text?

Response post directions:

Based on the two prompts below, respond to a colleague asking questions to further the discussion:

1. Are there any identifications made that are different than your own? If so, follow up with that colleague and ask more about how they came to those decisions.
2. Are there any that are similarly identified however for different reasons? If so, follow up with that colleague to better understand their rationale.

Discussion: Thinking About the Target Text



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

Original post directions:

Take this analysis one step further after completing the previous “Text Analysis Practice” assignment. You have now been assigned as the interpreter in this scenario. What are you thinking about? What decisions need to be made for the target text and why?

- If you are a Coda/hearing interpreter, you would be working into spoken English.
- If you are a Deaf interpreter you would be working into more English-based signing, as requested, for a DeafBlind parent in the class who has requested close vision interpreting.

Response post directions:

Review the responses of your colleagues. Are there any identifications made that are different than your own? Are there any that are similarly identified however for different reasons? Connect with your colleagues to learn more.



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Journey with IMI

IMI Experiences

We recognize that people are coming to this work from different points of entry, meaning, and significance, all of which are valuable. In this video, [Journey of IMI](#) with Patty Moers-Patterson and Kelly Decker, these two colleagues reflect on their journey as IMI practitioners. Their conversation explores their experiences and growth with the model along with examples of how it has impacted their interpreting work and collegial relationships.

Make note of where they discuss their difficulties in learning IMI (think back to Module 1: Adult Learning Principles).

Discussion: Desirable Difficulties in Learning



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

Original post directions:

After viewing the Journey of IMI video, take a moment to reflect upon your own interpreting journey. Think about your own difficulties in learning interpreting-related concepts and respond to the following questions:

1. When you were struggling to learn something new, what were you struggling with, and how did you overcome that struggle?
2. Think back to Module 1: Adult Learning Principles and the four key concepts, specifically key concept #2 “difficulties in learning are desirable”. What does this mean to you?

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.



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Post-Test

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

1. How might a model like the Integrated Model of Interpreting benefit you as a way to think about the process and product of your interpreting work?
2. How might you use what you have learned about the Integrated Model of Interpreting (IMI) with novice interpreters to discuss the process and product of interpreting?



Correct responses: 1. Answers will vary., 2. Answers will vary.



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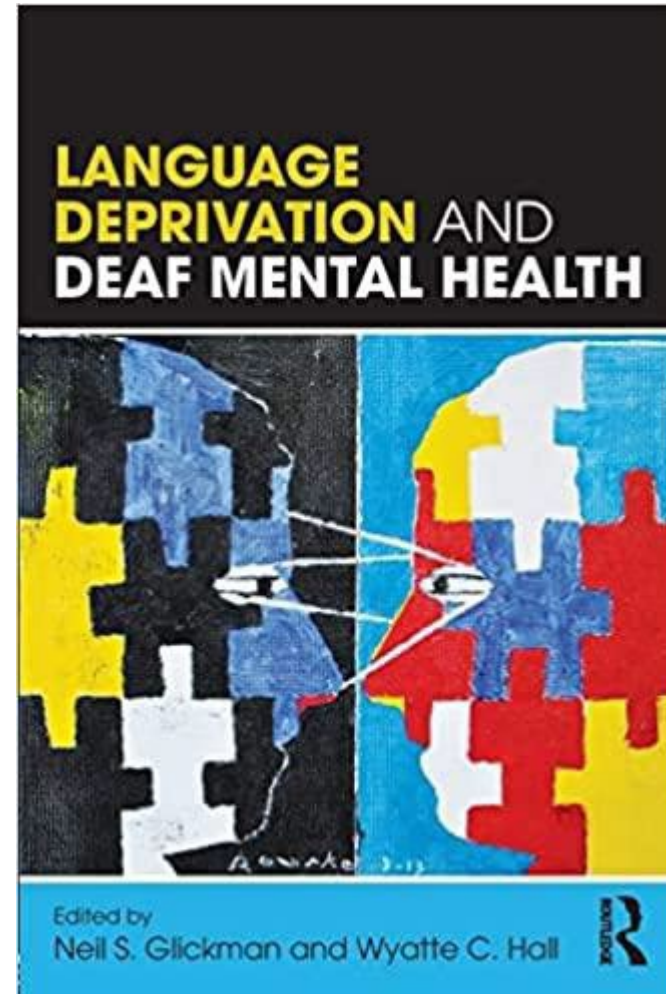


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Additional Reference

If you are interested in reading a case study on applying the IMI to interpreting in a real-world setting we recommend reading this book chapter by Joan Wattman [“Interpreting for deaf people with dysfluent language in forensic settings: Application of the Integrated Model of Interpreting”](#) in *Language Deprivation and Deaf Mental Health* (2018).





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