Anatomy of an Interpretation

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Introductions
Working Process Model

1. Receive
2. Analyze (Sender)
3. Release Form
4. Meaning
5. Analyze (Receiver)
6. Add Form
7. Deliver

(Sources – Ron Coffey, Western Maryland College; Betty Colonomos, Pedagogical Model of the Interpreting Process; Dennis Cokely, Interpretation: A Sociolinguistic Model)
Receive

- Speaker Input
- Visual Information
  - Environment (people, place, etc.)
  - Movement/mannerisms
  - Identification
  - Directionality (who is speaking to whom)
  - Facial Information (affect, mood, subtleties)
Analyze (Sender)

• Salience
  - What are the most important aspects of what was just received?
Release Form

• Release the message from the form, spoken or signed, and access the image*

*Colonomos, p.c. 12/28/02
Meaning

• What is the point here? Is it what they are saying or what they are doing or what something looks like?
Analyze (Receiver)

• What does this person need to know to make this make sense? (Eg. Who is talking to whom); Is the context/visual info./topic known?)
• What/where can this person see, if anything?
• Receiver’s background
  - language
  - personal
  - interests
Add Form

• Phonology
  - handshape
  - location
  - movement
  - orientation
  - 2H signs
• Morphology
  - NMS (adj., adv.)
  - NMS (questions)
• Syntax
  - Wh-q
  - Y/N-q
  - other uses of YES and #NO
  - SVO or ?
  - initial YOU
  - head shake – NOT
  - indexing
• Lexical changes
  - more use of nouns than pronouns
  - signs followed by fingerspelling
Deliver

• Mode
  - tactile (one- or two-handed)
  - close vision
  - restricted field
  - voice-over
  - tactile fingerspelling
  - typing
  - other
• Speed and pace
• Signing space
Monitor

• Of self (internal process)

Feedback

• From other (aka Back-Channeling if from DB person)
  - tapping
  - squeezing
  - nods (tactile or head)
Your Turn
Phonology

Location:

- Reduced space for restricted visual field (C&P, 1998)
- Signing space smaller in TASL (C&P, 1998)
- Directionality - YES, #NO showing constructed action (also Orientation)(P&D, 2006)
- body part moves toward point of contact for contact signs (C&P, 1998)
- signs may be moved away from contact with the body (Collins, 1993)
Morphology

• Frequency – slower, with additional repetition showing regularity (Collins, 2004)

Syntax

• NMM expressed as manual signs (eg. VERY) (Steffen, 1998; Collins, 2004)
• Y/N-q – addition of QUESTION sign (C&P, 1998)
Delivery

• Mode
• Speed and pace
  - Fingerspelling slower
• Signing space
• Inclusion of visual information
Feedback

• Back-channeling
  - Tapping on hand (C&P, 1998)
  - Tapping on leg
  - Nodding
References


Credits

• DeafBlind individuals who participated in the video samples: Rene Pellerin, Jamie Pope and Randall Pope

• Interpreters: Rachel Boll, Karen Rosenthal, Rhonda Jacobs and one other.

• Videography: Maryland - Larry Asbell; Vermont Community Access Media

• Video editing: Larry Asbell Editing
Continuing Education

• Online Learning Community – to continue with more in-depth learning and discussion on this topic, May 27- June 21, 2013. CATIE/MARIE Centers through NCRTM listserv

• NTFDBI GoogleGroup on Deaf-Blind Interpreting Education. To join, send request to: info@deafblindinterpreting.org

• For announcements of training opportunities and conferences, e-mail above address to be added to mailing list.
Upcoming Event

NTFDBI DeafBlind Day

RID Pre-conference Event
August 8th, 2013 Indianapolis, IN

A day for DeafBlind people, interpreters and interpreter coordinators to come and learn together.

For more information, visit www.deafblindinterpreting.org
Additional Resources

• For more resources, visit the NTFDBI website: www.deafblindinterpreting.org
• LIKE us on Facebook: National Task Force on Deaf Blind Interpreting
• Join the NTFDBI group on LinkedIn
Thank you!