INTRODUCTIONS
Process Models

• Seleskovitch (1978)
• Colonomos (1989; rev. 1997)
• Cokely (1992)
Seleskovitch

• 1) Auditory perception...
• 2) Immediate and deliberate discarding of the wording...
• 3) Production of a new utterance...

Colonomos

The Interpreting Process

- **Source Message**
  - Speaker
  - Context
  - Source Representation (R1)

- **Message**
  - Composition Factors
    - Process skills
    - Process management
    - Competence: Target language, culture
    - Knowledge
    - Preparation
    - Environment
    - Filter(s)
  - Target Representation (R2)
  - Expressive Channel(s)

- **Analysis Factors**
  - Process skills
  - Process management
  - Competence: Source language, culture
  - Knowledge
  - Preparation
  - Environment
  - Filter(s)

- **Context**
- **Audience**
- **Interpreter**

- **Feedback**
  - Internal
  - External

- **Receptive Channel(s)**

- **Monitor (internal)**

- **Message**

- **Analysis Factors**

- **Source Representation (R1)**

- **Target Representation (R2)**

- **Expressive Channel(s)**

- **Monitor (internal)**
Colonomos

Pedagogical Model of the Interpreting Process

C → R→ P

Concentrating → Representing → Planning

Understanding Source Message → Equivalence → Constructing Target Message

- Attending
- Analyzing
- Access Image (release form)

- Picture, movie
- Abstract image
- Kinesiology
- Other senses

- Opening/closing
- Transitions
- Red flags
- Delivering

For more information, contact:
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Cokely
Working Process Model

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

Monitor
Feedback

Sources – Ron Coffey, Western Maryland College; Betty Colonomos, Pedagogical Model of the Interpreting Process; Dennis Cokely, Interpretation: A Sociolinguistic Model
In a Deaf-Blind Context

Video of Christine (Coco) Roschaert interviewing Roger Poulin at Seabeck

https://www.youtube.com/watch?v=E4kXQE_fPUI
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?
Receiver

Eddy Morten – Coordinator of the Deafblind Services Society of British Columbia Volunteer Intervention Program

http://www.youtube.com/watch?v=lwl9V2ciaJ4
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:
  a) handshape
    - # signs 6, 7, 8, 8 held slightly longer (C&P, 1998)*
  b) location
    - reduced space for restricted visual field
    - space and position dependent on relative position of interlocutors (C&P, 1998)
    - signing space smaller in TASL (C&P, 1998)

*(C&P = Collins and Petronio)
- 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)
- YES, #NO can show constructed action (P&D, 2006)*
c) orientation (C&P, 1998)
  - shifts due to phonological constraints of preceding and following signs
  - shifts due to tactile constraints – maintaining contact with the receiver
  - shifts due to both, phonological and tactile
- YES, #NO in constructed action (P&D, 2006)*

d) movement
  - shorter movement path (C&P, 1998)
  - longer and slower movement (Collins, 2004)**

e) two-handed signs (Petronio, 1988)
  - modifications for signs such as FRESHMAN, LISTING-ON-FINGERS

f) variations in YES, #NO to show affect, including size of movement arc, speed of articulation, muscle tension, greater # of repetitions (P&D, 2006)*

*Petronio & Dively, not in JOI
**Collins, not in JOI
g) prolonged hold (Collins, 2004)**
h) tenseness (Collins, 2004)**
i) extended location (Collins, 2004)**
j) redundancy (Collins, 2004)**

**Collins, not in JOI
• Morphology
  
a) NMS (adj. and adv.)
   - modified by muscle tension and movement changes (C&P, 1998)
   - adverbial morphemes (Collins, 2004, next slide)*
  
b) negation expressed at #NO, NOT or 5hs ("not what I mean") (Frankel, 2002)
  
c) agreement verbs YES, #NO (P&D, 2006)*
  
d) #NO as a negative operator, changing polarity of sentence (P&D, 2006)*

  *not in JOI
Adverbial Morphemes in TASL*

- Manner/Degree – quick, tense mvmt w/final hold, eg. STRONG; tense, hold, eg. NONE; away from chest, extended distance, tense, hold, eg. INTERESTING; tense, hold, pushing forward to indicate a question, eg. FINISH

- Time – repetition, eg. 2-year-past TWO; additions replacing topic markers, conditionals, eg. WHEN, UNTIL, LATER (slower mvmt)
• Duration – tense, hold, replaces conditional, eg. STILL; larger arc, more pronounced, eg. UP-TILL-NOW
• Frequency – larger, slower, eg. SOMETIMES; additional repetition showing frequency, regularity, replaces lip protrusion, eg. EVERY-TWO-WEEKS (3x)
• Purpose – additional word replaces eyebrow raise, possessive, eg. FOR
• Place/Position/Direction – fast, tense, at end of sentence, replaces wh-q, eg. WHERE; replaces eyegaze, eg. FROM

“...use of an additional signed word in order to make the context clear....redundancy in the content as a way of reducing ambiguity.” (p. 66)

*Collins, 2004, not in JOI; data from dialogue of two Tactile ASL interlocutors
Summary of features found in TASL adverbials

- Prolonged Hold
- Specific or Extra Sign
- Tenseness of the Hand
- Extended Location
- Longer and Slower Movement
- Redundancy

(Collins, 2004, p. 67)
Syntax

a) Wh-q – addition of overt wh-sign (C&P, 1998; Collins, 2004 (not in JOI))
b) Y/N-q – addition of QUESTION sign (C&P, 1998)
c) SVO (Steffen, 1998)
d) initial YOU to indicate a question to the receiver (Steffen, 1998; C&P, 1998)
e) headshake marked with sign NOT (Petronio, 1988; Steffen, 1998; Frankel, 2002)
f) NMM expressed as manual signs (eg. VERY) (Steffen, 1998; Collins, 2004 (not in JOI))
g) YES, #NO used more frequently in Tactile ASL; freq. inversely related to visibility (P&D, 2006)*
h) YES, #NO at sentence ends as further confirmation or negation (P&D, 2006)*
i) YES occurring before a verb or predicate (P&D, 2006)*
j) indexing used for questions in narrative only, where one character questioning another character; other methods used for third person reference (Quinto-Pozos, 2002)**

*Petronio & Dively, not in JOI; data from dialogue of two Tactile ASL interlocutors

**Quinto-Pozos, not in JOI; data from narratives of two subjects educated with Signed English who learned ASL later in life
• Lexical changes (Steffen, 1998)
  a) more use of nouns than pronouns
  b) 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

- Am I aware of all the elements I am processing?
- Am I making conscious decisions?
- Did my process break down anywhere?
- Am I observing signs of comprehension of lack thereof from the person with whom I am working?
Feedback

• Tapping*
  a) one finger = I understand; four fingers = OK; oh, I see; I agree
• Tactile Nod*
  a) receiver raising and lowering signer’s hand
• Squeezing*
  a) gentle, repeated = Yes; I understand
  b) single, firm = I missed something

*(C&P, 1998)
• YES (P&D, 2006, not in JOI)
References


Continuing Education

• Online Learning Community – to continue with more in-depth learning and discussion on this topic, February 25-March 22, 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.
Additional Resources

- For more resources, visit the NTFDBI website: [www.deafblindinterpreting.org](http://www.deafblindinterpreting.org)
- LIKE us on Facebook: National Task Force on Deaf Blind Interpreting
- Join the NTFDBI group on LinkedIn
Thank you!