

Anatomy of an Interpretation

- Slide 1. Anatomy of an Interpretation
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CATIE/MARIE Webinar
In collaboration with The National Task Force on Deaf-Blind Interpreting
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- Slide 2. Introductions
- Slide 3. Working Process Model – Chart
Alt. Text: A simplified version of a process model with seven numbered horizontal boxes with right arrows connecting them: Receive, Analyze (Sender), Release Form, Meaning, Analyze (Receiver), Add Form, Deliver. Below are two boxes separated by double arrows: Monitor and Feedback. There are arrows haphazardly connecting these two boxes to all of the boxes above. Citation below:
Sources: Ron Coffey, Western Maryland College; Betty Colonomos, Pedagogical Model of the Interpreting Process; Dennis Cokely, Interpretation: A Sociolinguistic Model.
- Slide 4. Receive
1. Speaker Input
2. Visual Information: Environment (people, place, etc.); Movement/mannerisms; Identification; Directionality (who is speaking to whom); Facial Information (affect, mood, subtleties).
- Slide 5. Analyze (Sender) - Salience: What are the most important aspects of what was just received?
- Slide 6. Release Form: Release the message from the form, spoken or signed, and access the image*
*Colonomos, p.c. 12/28/02
- Slide 7. Meaning: What is the point here? Is it what they are saying or what they are doing or what something looks like?
- Slide 8. Analyze (Receiver)
1. 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?)
2. What/where can this person see, if anything?
3. Receiver's background: language; personal; interests.
- Slide 9. Add Form – Phonology: handshape; location; movement; orientation; 2H signs
- Slide 10. Morphology:
1. NMS (adj., adv.);
2. NMS (questions).

Syntax:
1. Wh-q
2. Y/N-q
3. other uses of YES and #NO

- 4.SVO or ?
- 5.initial YOU
- 6.head shake – NOT
- 7.indexing

- Slide 11. Lexical changes: more use of nouns than pronouns; signs followed by fingerspelling
- Slide 12. Deliver – Mode: tactile (one- or two-handed); close vision; restricted field; voice-over; tactile fingerspelling; typing; other.
- Slide 13. Speed and pace; Signing space
- Slide 14. Monitor : Of self (internal process)
Feedback: From other (aka Back-Channeling if from DB person)
- 1. Tapping
 - 2. Squeezing
 - 3. nods (tactile or head)
- Slide 15. Your Turn
- Slide 16. Phonology - Location:
- 1. Reduced space for restricted visual field (C&P, 1998)
 - 2. Signing space smaller in TASL (C&P, 1998)
 - 3. Directionality - YES, #NO showing constructed action (also Orientation)(P&D, 2006)
 - 4. Body part moves toward point of contact for contact signs (C&P, 1998)
 - 5. Signs may be moved away from contact with the body (Collins, 1993)
- Slide 17. 1. Morphology: Frequency – slower, with additional repetition showing regularity (Collins, 2004)
2. Syntax: NMM expressed as manual signs (eg. VERY)- (Steffen, 1998; Collins, 2004); Y/N-q – addition of QUESTION sign (C&P, 1998)
- Slide 18. Delivery
- 1. Mode
 - 2. Speed and pace: Fingerspelling slower
 - 3. Signing space
 - 4. Inclusion of visual information
- Slide 19. Feedback - Back-channeling: Tapping on hand (C&P, 1998); Tapping on leg; Nodding
- Slide 20. References
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- Collins, S. & Petronio, K. (1998). What Happens in Tactile ASL? In C. Lucas (Ed.), *Pinky Extension and Eye Gaze: Language use in Deaf Communities* (pp. 17-37). Washington, DC: Gallaudet University Press.
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- Slide 23. Petronio, K., Dively, V. (2006). YES, #NO, visibility, and variation in ASL and tactile ASL. *Sign Language Studies*, vol. 7, #1, Fall 2006, pp. 57-98.
- Seleskovitch, D. (1978). *Interpreting for international conferences*. Washington, DC: Pen and Booth.
- Steffen, C. (1998). Tactile sign language: Tangible techniques for rendering the message tangibly. PCRID Conference, Catonsville, MD, November 15.
- Slide 24. 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
- Slide 25. 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
- NTFDDBI 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.
- Slide 26. Upcoming Event -
NTFDDBI 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

Slide 27. Additional Resource

1. For more resources, visit the NTFDBI website: www.deafblindinterpreting.org

2. LIKE us on Facebook: National Task Force on Deaf Blind Interpreting

3. Join the NTFDBI group on LinkedIn

Slide 28. Thank you!