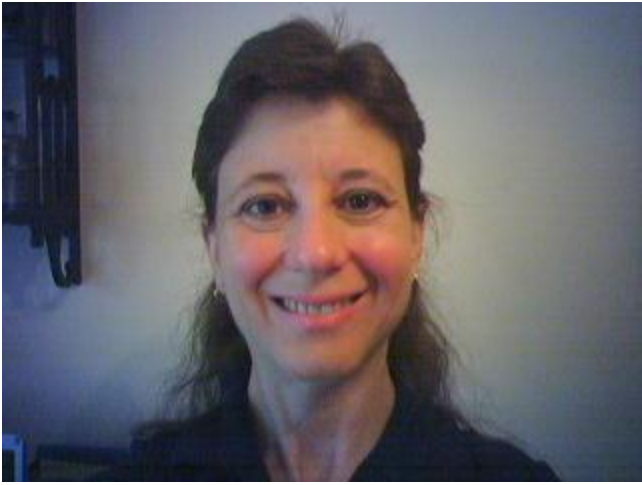


# **A Process Model for Deaf-Blind Interpreting**

Rhonda Jacobs, CI and CT

CATIE/MARIE Webinar

February 21, 2013



# INTRODUCTIONS

# Process Models

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

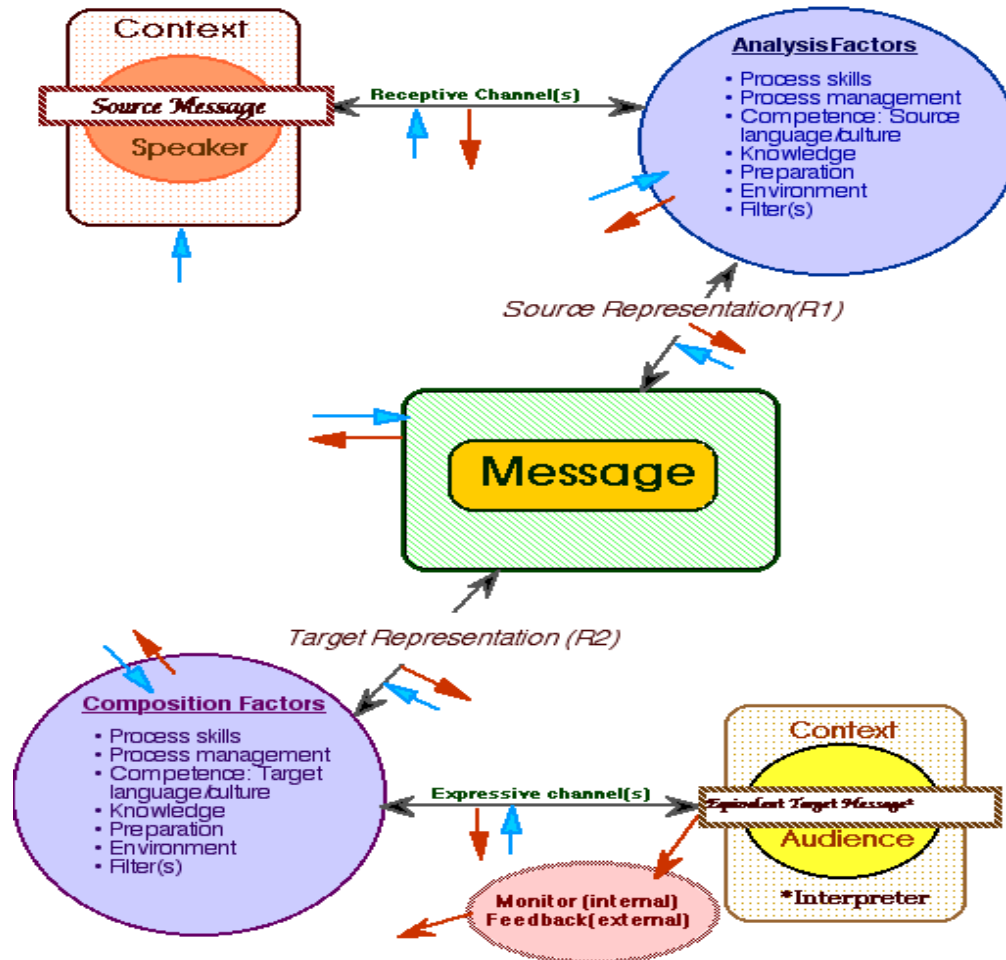
# Seleskovitch

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

– Seleskovitch, D. (1978) p.9

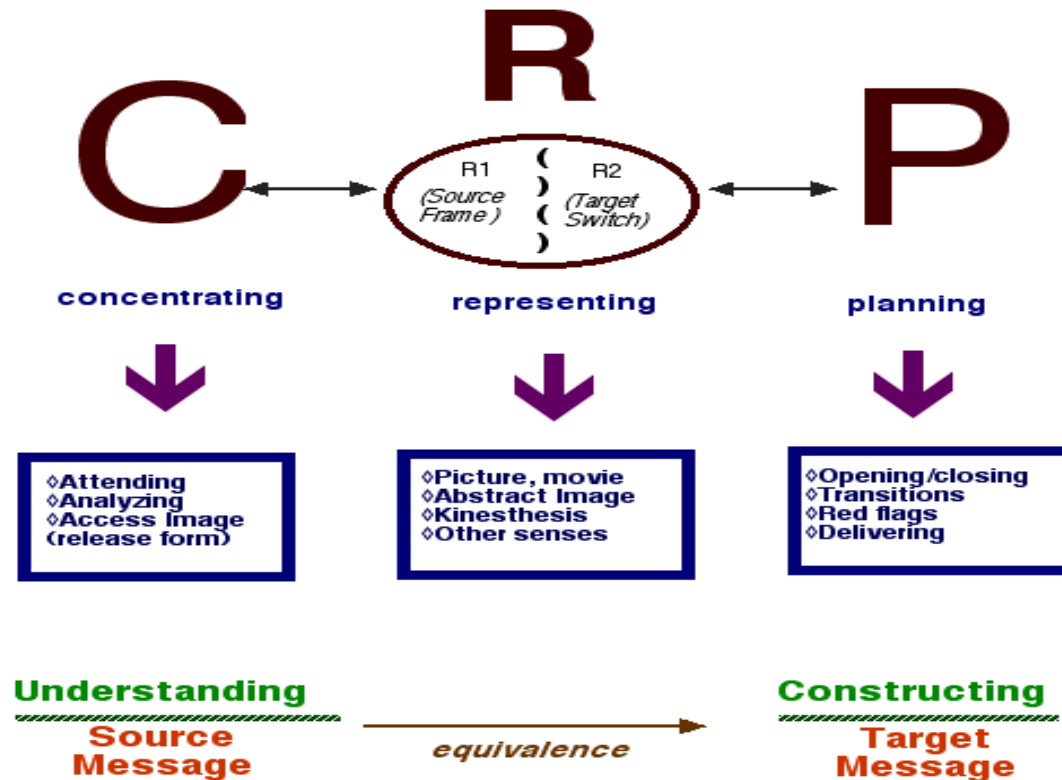
# Colonomos

## The Interpreting Process

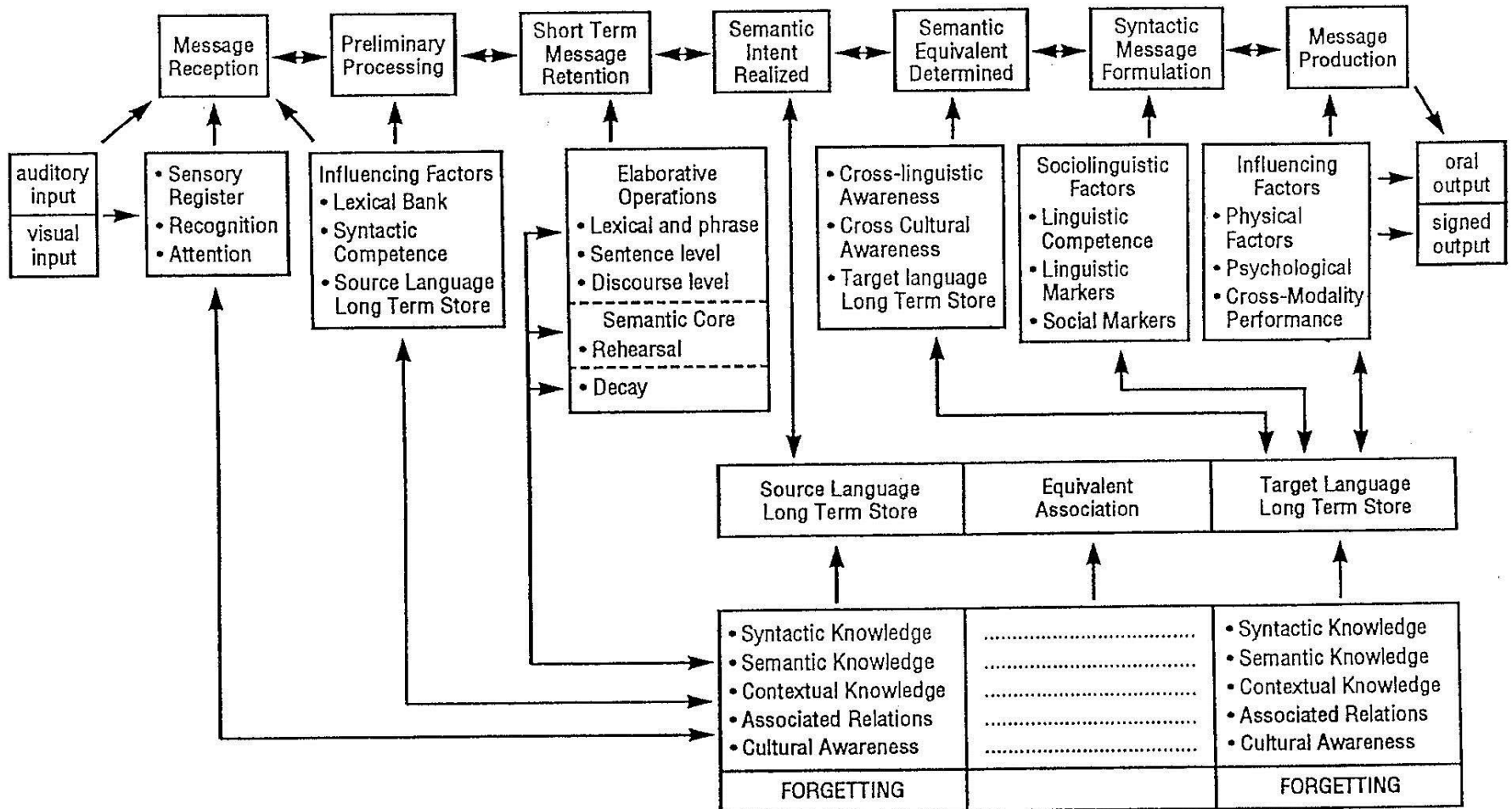


# Colonomos

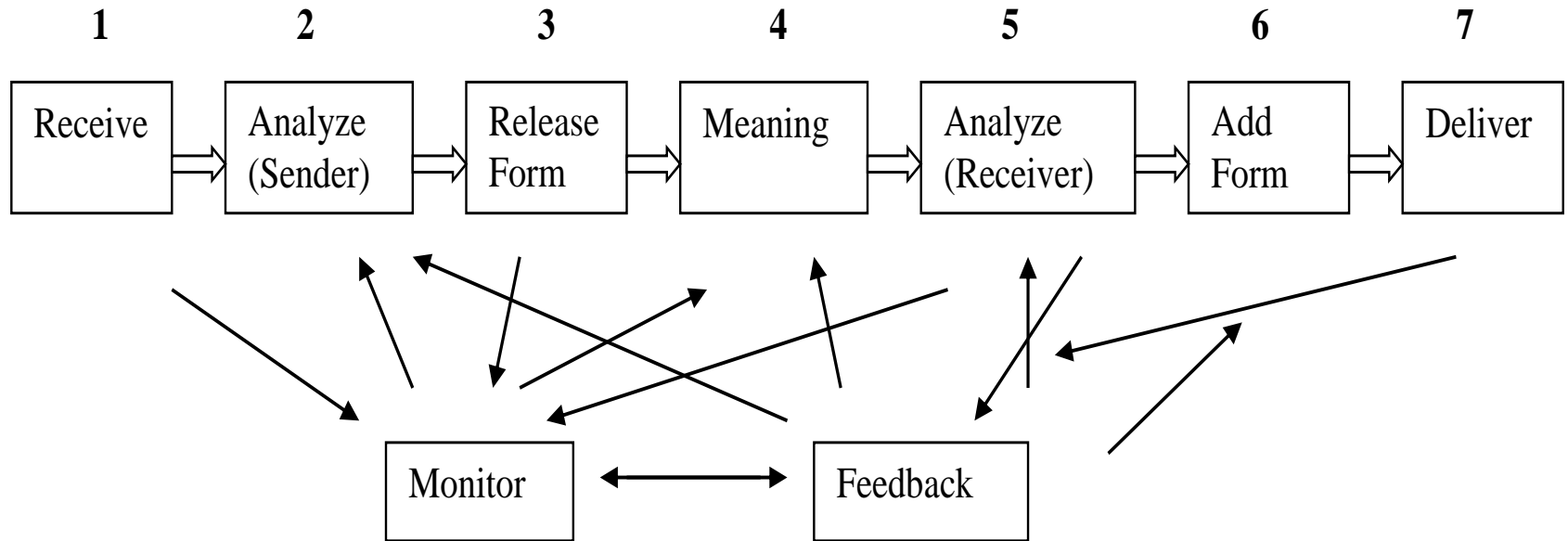
## Pedagogical Model of the Interpreting Process



# Cokely



# Working Process Model



(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](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 or 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

- Cokely, D. (1992). *Interpretation: A Sociolinguistic Model*. Burtonsville: Linstock Press.
- Collins, S. (1993) Deaf-Blind interpreting: The structure of ASL and the interpreting process. In E. Winston (Coordinator), *School of Communication student forum*, (pp. 19-36). Washington, DC, Gallaudet University School of Communication.



- Collins, S. (2004). Adverbial Morphemes in Tactile American Sign Language. A Project Demonstrating Excellence. A doctoral dissertation submitted to the Graduate College of Union Institute and University
- 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.

- Colonomos, B. (1989; rev. 1997). Pedagogical Model of the interpreting process. Unpublished work. The Bilingual Mediation Center.
- Frankel, M. (2002). Deaf-Blind interpreting: Interpreters' use of negation in tactile American Sign Language. *Sign Language Studies* Vol. 2, No. 2, Winter, pp. 169-181.
- Jacobs, R. (2005). A process model for deaf-blind interpreting. *Journal of Interpretation* (pp. 79-101). Reprinted with permission, copyright 2005, Registry of Interpreters for the Deaf, Alexandria, VA.

- Petronio, K. (1988). Interpreting for deaf-blind students: Factors to consider. *American Annals of the Deaf*, July, pp. 226-229.
- 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.
- Quinto-Pozos, D. (2002). Deictic points in the visual-gestural and tactile-gestural modalities. In Meier, Cormier & Quinto-Pozos (Ed.) *Modality and Structure in Signed and Spoken Languages*. (pp 442-467) Cambridge University Press

# 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](mailto: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!**