

Introduction to Consecutive Interpreting

(Patrie, 2004)

Kind of a lame way
to start, but “What is
interpretation?”

e for tanning. Also *madroña*.

The *madroña*, upon these spurs of Mount Saint Helena to a fine bulk, and ranks with forest trees.

R. L. Stevenson, *Silverado Squatters*, p. 93.

mad-stone (mad'stōn), n. A stone popularly recommended to cure hydrophobia, or to prevent it when used. It is applied to the wound, from which is supposed to draw the poison. The belief in its value has no scientific sanction. [U. S.]

the various individuals in Pennsylvania who profess in exorcism and charms, we occasionally find as reputed to possess a *mad-stone*. These people of various sizes, and appear to have been selected by some peculiarity of color or form. A specimen had a high reputation in the State from which it was brought was described by the present writer as a worn piece of white feldspar, and possessed of the properties of absorption attributed to it.

Proc. Am. Phil. Soc., XXVI. (1880), 336.

madit (mad'ē-nut), n. The seed of *Cycas*.

madfoot. A diseased condition of the feet, occurring in India, characterized by pain and distortion of the affected part, suppuration, softening and fracture of parts of the part, and the formation of discharging through frequent openings yellow bodies like fish-roe or dark grains of gunpowder, and often larger masses. *Chionyphus Carteri* is found in the diseased foot, and is thought to be the cause of the disease. Also *fungus-foot*, *fungus disease of India*, and *mystoma*.

madid (mad'wēd), n. A species of *Scutellaria*, skullcap (natural order *Labiate*), the flora: so named because it was thought efficacious in hydrophobia. Also called *skullcap*.

madwort (mad'wērt), n. [*madl* + *wortl*. Cf. *meadow*.] 1. A plant of the genus *Alyssum*.—[*meadwort*, a contraction of *madderwort*, having been used as a substitute for madder.] 2. A plant of the borage family, *Asperugo procumbens*: whose root was used like madder: commonly called *German madwort*.

madæ, a. and *ade*. A Scotch form of *meander*.

madært, n. See *meander*.

Meandrina (mē-an-dri'nē), n. [NL., < L. *meander*, winding way (see *meander*) + *-ina*.] A small genus of *Macandrinidae*, established by Gmelin in 1801. *M. cerebriformis* is an example. Also spelled *Meandrina*.

meandrine, a. See *meandrina*.

fluence or passion which makes victims of all who come within its power: as, the *maelstrom* of fashion or of speculation; the *maelstrom* of dissipation or of crime.

Mæna (mē'nē), n. [NL. (Cuvier, 1829), < L. *mæna*, < Gr. *μανά*, a small sea-fish, eaten salted.] The typical genus of *Menidae*, chiefly represented in the Mediterranean. *M. vulgaris* is an example. Formerly also *Menas*.

mænad, menad (mē'nād), n. [< L. *mænas* (*mænad-*), < Gr. *μανάς* (*μαναδ-*), raving, frantic; as a noun, a mad woman, mænad; < *μανεῖσθαι*, rage, be furious: see *mania*.] 1. In Gr. myth., a female member of the attendant train of Bacchus; hence, a priestess of Bacchus; one of the women who celebrated the festivals of Bacchus with mad songs and dancing and boisterous.

maffet (maf'l), v. i. [*ME. maffien*, < MD. *maffen*, *moffelen*, D. *moffelen*, move the jaws, stammer, = LG. *maffeln*, prattle, = G. dial. *maffeln*, *muffeln*, chew with the mouth full; prob. imitative; cf. E. *faffle*, stammer.] To stammer.

And some maffid with the mouth and nyst what they mente.

Richard the Redeless, iv. 63.

maffled (maf'ld), p. a. See the quotation. [Prov. Eng.]

She was what they call in the country maffled—that is, confused in her intellect.

Southey, Letters, III. 186. (*Davies*)

maffler (maf'lēr), n. A stammerer. *Holland*, Plutarch, p. 535.

maffling (maf'ling), n. [Cf. *maffle*.] A simpleton. *Halliwell*. [North. Eng.]

mafurst, n. [ML., < MGr. *μαφόριον*: see def.] Originally, a woman's mantle or cloak, covering the head, neck, and shoulders; later, the maphorion or scapular worn by monks in the Eastern Church.

mafuria-tree (ma-fur'ē-trē), n. [*mafuria*, a native name, + E. tree.] A tree, *Trichilia emetica*, of the *Meliaceae*, found in Mozambique, Madagascar, and the Isle of Réunion. Its fruit is a capsule of two or three cells, containing seeds of the size of a cacao-bean, which yield when boiled the mafuria-tallow.

mag¹ (mag), n. [Also *magg*; ult. abbr. of *margaret*, like the fem. name *Mag*, dim. *Maggie*, abbr. of *Margaret*: see *maggie*, *margaret*. Hence also *madge¹*.] 1. The magpie or magpie.—2. The long-tailed titmouse, *Acredula rosca*, more fully called *long-tailed mag*. [Local, Eng.]

mag² (mag), v.; pret. and pp. *magged*, ppr. *magging*. [In allusion to the chatter of the magpie; < *mag¹*, the magpie: see *mag¹*.] I. in-

Mænad.—From a Greek polychrome cup preserved at Munich.

terous courses in gay companies amid the crags of Parnassus and Cithæron, particularly on the occasion of the great triennial Bacchic festival. The mænads supplied a favorite subject to classic art, and are characterized by wearing the nebris, and by the thyrsus and other Dionysiac attributes. Compare *Bacchante*.

Such illusion as of old
Through Athens glided mænad-like.

Leyland, The Cathedral

half-superior calyx, a gamopetalous corolla, no staminodia, and a many-seeded fruit. The tribe includes but one genus, *Nassa*, with about 40 species, natives of the tropical and subtropical regions of the Old World.

maestoso (mä-es-tō'sō), adv. [It., majestic, < *maestà*, majesty: see *majesty*.] In music, with dignity or majesty; majestically.

maestral, n. A variant of *aristral*.

Maestricht beds. See *bed*.

maestro (mä-es'trō), n. [It., = E. *master*, q. v.]

A master; specifically, an eminent musical composer, teacher, or conductor.

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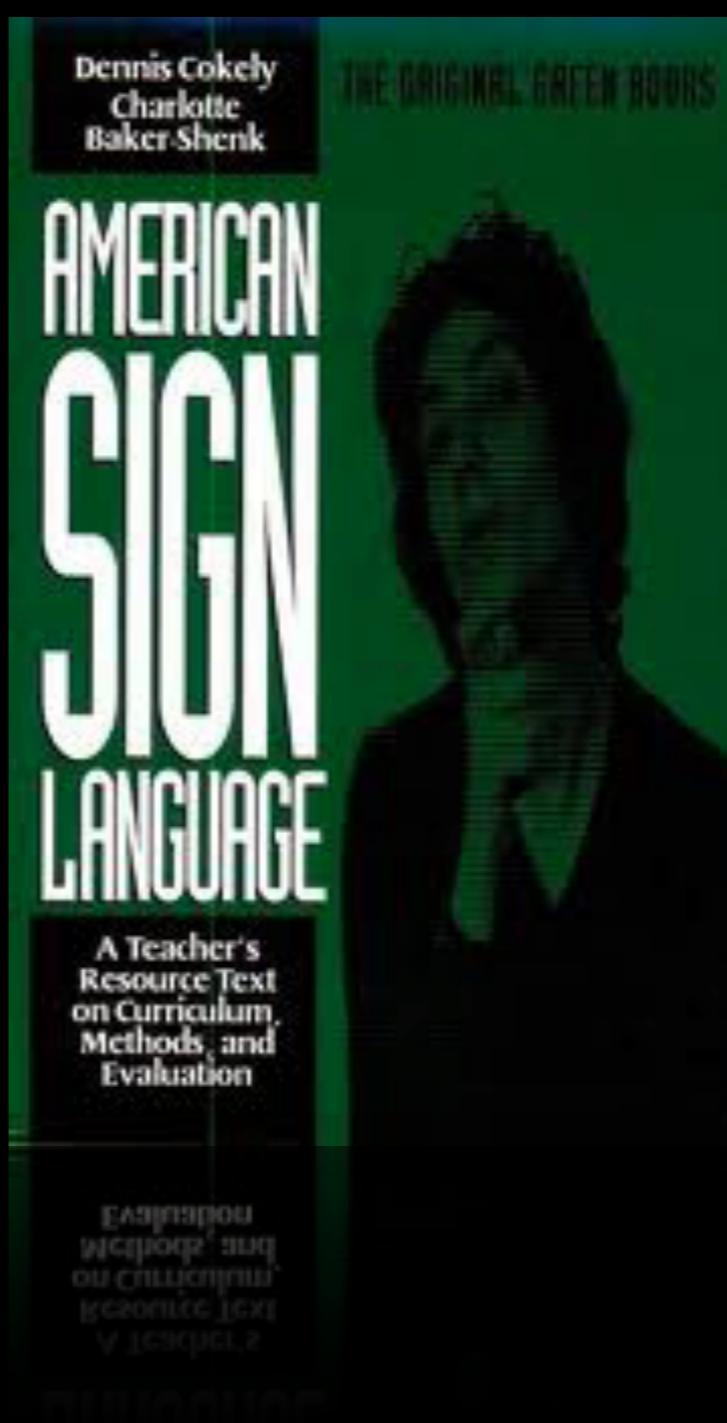
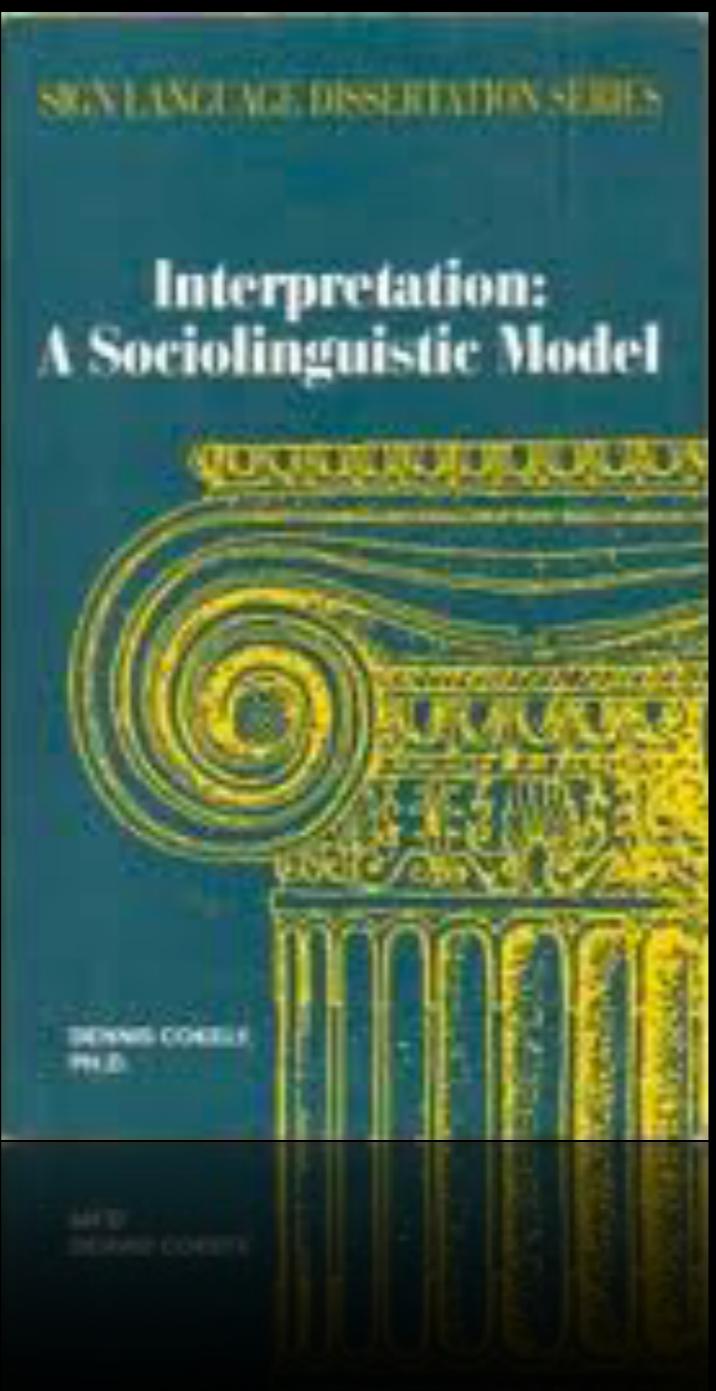
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Dennis Cokely
Northeastern University





Interpretation is the competent and coherent use of one naturally evolved language to express the meanings and intentions conveyed in another naturally evolved language for the purpose of negotiating an opportunity for a successful communicative interaction in real time within a triad involving two principal individuals or groups who are incapable of using, or who prefer not to use, the language of the other individual or group.

(Cokely, 2001)

1. competent and coherent use of one naturally evolved language
2. to express the meanings and intentions

3. conveyed in another naturally evolved language
4. for the purpose of negotiating an opportunity for a successful communicative interaction

5. in real time within a triad involving two principal individuals or groups
6. who are incapable of using, or who prefer not to use, the language of the other individual or group.

So, what's consecutive interpretation?

Consecutive interpreting is a procedure by which the interpreter listens to a message and concurrently reorganizes this information by means of a highly personalized note-taking system that enables him/her to cast off the external linguistic structure of the message and then transfer its essence to another linguistic structure that is intelligible to his/her audience.

(Mikkelsen, 1983)

1. procedure by which
the interpreter listens
to a message

2. and concurrently
reorganizes the
information

3. by means of a highly
personalized note-
taking system

4. that enables him/her
to cast off the
external linguistic
structure of the
message

5. and then transfer its
essence to another
linguistic structure

6. that is intelligible to
his/her audience.

Consecutive interpretation is defined as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and pauses while the interpreter transmits that information.

(Russell, 2005)

Consecutive interpreting
 $MLC_1 > MLC_2 > MLC_1 \dots$

Interpreting history 101

Timeline of Interpreting and Sign Language Interpreting

~3000 BC
Evidence of interpreting in Egypt

~1900 BC
Evidence of Interpreting in Germanic, Scandinavian, Slavic languages

300 BC
Rosetta Stone: stone containing same message in three languages (Egyptian hiero, Egyptian script, and Greek); evidence that translating facilitated communication between groups

~200 BC
Evidences of *yì* (interpreting) in China

@100 AD
Roman philosopher Pliny documents paid (professional) interpreters

150–400 AD
Roman Empire: Interpreters required for Roman troops conquering nations and lands

@100–1500 AD
Bible translations appear from Aramaic and Greek to Latin, German, Old English

1529–1630 AD
Published by Charles II in 1681, *Las Leyes de las Indias* governs how interpreters are used

~1600 AD
Governmental recognition of interpreters (trade with China)

1919–1946
League of Nations

Formed from numerous European and Asian countries after WWI

S 1964
Workshop on Interpreting for the Deaf; June 14–17

Ball State College, Indiana; Registry of Interpreters for the Deaf organized

ASL books and curricula: 1961–1980
ASL “dictionaries” and printed lexicons make their way into mainstream pedagogy: Reikehof (1961), Watson (1964), Stokoe (1965), Baker & Cokely (1980), O’Rourke (1980), and Fant (1983).

A 1966
National Technical Institute for the Deaf (NTID) forms interpreter training program (ITP)

A 1972
RID conducts first certification examinations

P 1990
Americans with Disabilities Act (ADA)

Requires all disabled children to be educated in “the least restrictive environment,” begins widespread mainstreaming of Deaf children

P 1975
Education of All Handicapped Children Act (PL 94-142)

Expands Section 504’s powers; businesses with 15 or more employees must make “reasonable accommodations”; law says interpreters should “interpret effectively, accurately, and impartially...”

P 1998
Telecommunications Accessibility Enhancement Act (TAEA)

Federal government must provide relay calls to, from, and within itself

1945
United Nations

Formed after WWII; political peace-keeping and quasi-governmental organization; simultaneous interpreting substandard until 1971

A 1965
California State University, Northridge (CSUN) establishes first interpreter training program (ITP)

1934 Communications Act:
US telecommunications companies must make services “functionally equivalent”

A 1969
St. Paul Technical Vocational Institute and New York University form community interpreter programs

P 1973
Title V, Section 504
Rehabilitation Act Amendments; provides access for Deaf persons participating in “programs or activit[ies] receiving Federal financial assistance...”

P 1977
Bilingual, Hearing, & Speech Impaired Court Interpreter Act

Federal courts must appoint and pay for interpreters for Deaf persons in Federal criminal and/or civil actions initiated by the government

P 1990
Individuals with Disabilities Education Act (IDEA)

Reaffirmed PL 94-142, sustained needs for interpreters in mainstreamed classrooms

P S (ongoing)
Title IV—Americans with Disabilities Act (ADA)

Title IV does not mandate but regulates and allows for reimbursement of video relay services; FCC reports that VRS calls average two million minutes per month (2006)

1945–1949
Nuremberg Trials

Birth of modern conference interpreting

A 1974
National Interpreter Trainer Consortium (NITC) is formed; attempt at national program for interpreter training

P 1978
Court Interpreters Act

Define requirements for court interpreters



1930s–1950s International political and adjudicatory organizations

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(“Birth” of simultaneous interpreting)

Consecutive
interpreting came first

In SL circles/pedagogy,
consecutive interpreting
is less developed.
Why?

pre-1960s (p. 12)

Who's interpreting?
How? Where?

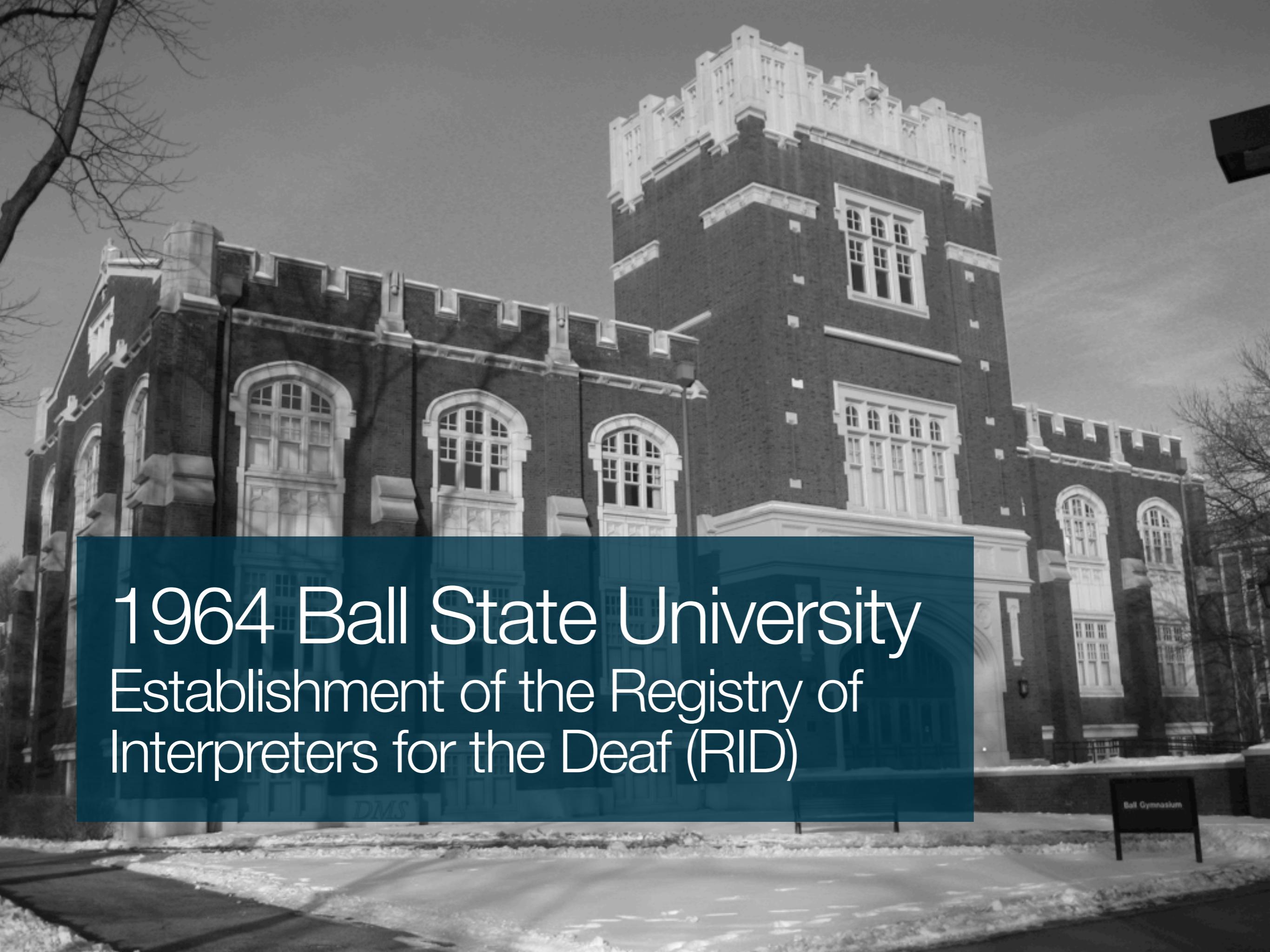


- interpreting provided by family, clergy, teachers
 - Kanda (1987): “relied on skilled amateurs, often CODAs...”
 - Schreiber (1964): “our children and educators of the Deaf”
- **no** interpreting training programs in the United States/Canada
 - aprofessional approaches: “s/he said”

1960s (p. 12)



1960s Civil Rights Movement
Deaf & signed language studies



1964 Ball State University
Establishment of the Registry of
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DMS

Ball Gymnasium

1970s (p. 12)

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These precedents set
expectations for
modern SL interpreting.

Along the way, we
learned something
predictable about
our work.

$$\frac{dx}{\sqrt[4]{x^3+x}} = \frac{dx}{\sqrt[4]{x^3} + \sqrt[4]{x^2}} = \boxed{\begin{array}{l} \sqrt[4]{x} = E \\ x = E^4 \\ dx = 4E^3 dt \end{array}}$$

$$\frac{6t}{E} \left(\frac{\frac{t^3+1}{2} - \frac{1}{t+1}}{t-1} \right) dt = 6(t^2 - 1) + E - C_n |E+1| + C =$$

$$\frac{x^2}{2} + \sqrt{x} \cdot (\ln |\sqrt{x} + 1|)$$



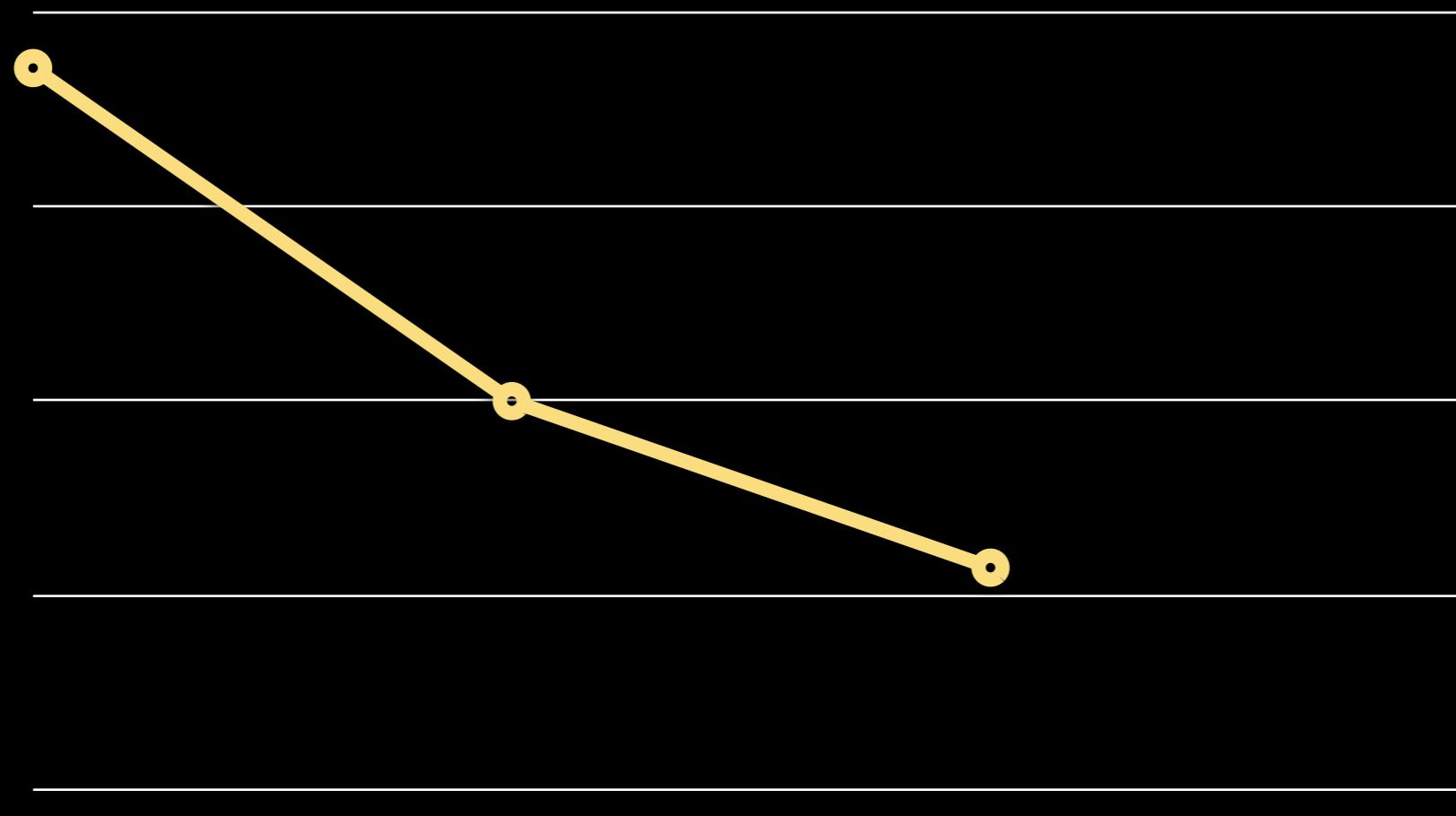
There is a direct
proportional relationship:

amount of processing
time (décalage) ∞

amount of accuracy

Cokely (1992)

study of number of miscues in an interpretation vs. processing time

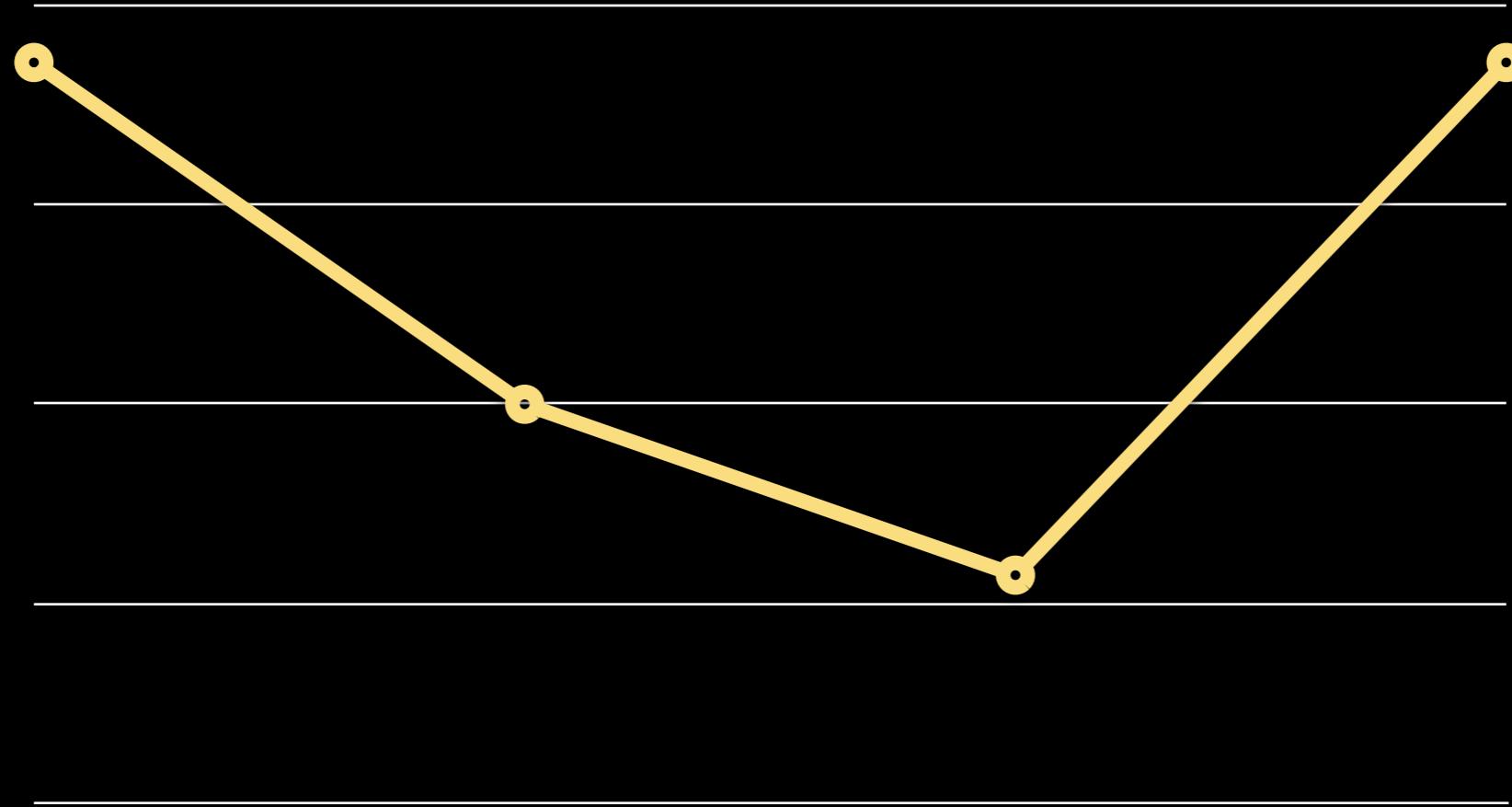


two seconds

four seconds

six seconds

eight seconds



two seconds

four seconds

six seconds

eight seconds

Russell (2005)
study of accuracy in legal interpreting

The following table (Table 4) shows the number of interpretation errors across each trial and each discourse event. Trials One and Four were conducted using simul-

Table 1. Accuracy of interpretation for the expert witness discourse event, consecutive versus simultaneous

Evaluation of Interpretation	Consecutive	Simultaneous	Total (N)
Correct	613/95.04%	362/87.23%	975
Incorrect	32/4.96%	53/12.77%	85
Total N/Total %	645/100.00%	415/100.00%	N = 1060

Chi Square = 20.188, df = 1, p < 0.001:Phi = 0.14, p < 0.001

Table 2. Accuracy of interpretation for the direct evidence discourse event, consecutive and simultaneous

Evaluation of Interpretation	Consecutive	Simultaneous	Total (N)
Correct	237/95.95%	290/77.54%	527
Incorrect	10/4.05%	84/22.46%	94
Total N/Total %	247/100.00%	374/100.00%	N = 621

Chi Square = 39.25, df = 1, p < 0.001:Phi = 0.25, p < 0.001

“**Despite** the significant body of literature from spoken language interpreting which suggests that consecutive interpretation allows for a greater degree of accuracy, the predominant practice of ASL/English interpreters is to provide simultaneous interpreting.”

(Russell, 2002)

differences between
consecutive and
simultaneous
interpreting?

(Gile, 2001)

1. amount of attention/
effort in working/
archived memories is
different in SI and CI

2. tL requires heavier
time pressure in SI
than CI

(3. interpreter decides
what/how to encode)

(4. notetaking process
requires heavier
demand on working
memory)

5. CI tasks archival
memory more than SI

10%

(Seleskovitch, 1978)

So where is consecutive interpreting beneficial?

CI effective in medical,
legal, diplomatic,
educational **settings**

CI effective in situations
regarding technical and
language-bound
information

- Complexity and density of information
- Setting (1-1 interaction where discourse lends itself to natural chunking of information)
- Consumers' non-conventional SL usage
- Consumer = child
- Consequences of errors are grave
- Working with a DI/CDI
- Novelty of information or consumer

(Russell, 2005)

Advantages?

- Greater accuracy
 - Time allowed to include/retain paralanguage (intonation, pause, repetition, etc.) (Mikkelson, 1991)
 - Body of literature synthesis shows greater accuracy (Russell, 2002)
- Time to reformulate (provided text chunk is manageable)
- More reliable for technical information (Seleskovitch & Lederer, 1995)
- Interpreter education purposes

How in the world am I
supposed to use this?

(Gile, 2001)

- Separation of listening and message reformulation; allows for focus on making highly accurate meaningful, semantic language choices
- Heavier focus on listening/attention = greater ability to analysis message
- Greater focus on tL production fidelity: 1) less time stresses, 2) better focus on linguistic choice/accuracy
- Greater ability to control tL miscues (harder in SI work)

Terminologies

an interpretation

consecutive
interpreting

gloss

interpreting

$\text{MLC}_1 > \text{MLC}_2$

process

cognitive actions
during listening/
attending, analyzing,
and transferring
message between
 MLC_1 and MLC_2

product

observable results of
cognitive process

**simultaneous
interpreting**

source language

target language

translating

let's start again here.

Interpreter competencies

Interpretation is the competent and coherent use of one naturally evolved language to express the meanings and intentions conveyed in another naturally evolved language for the purpose of negotiating an opportunity for a successful communicative interaction in real time within a triad involving two principal individuals or groups who are incapable of using, or who prefer not to use, the language of the other individual or group.

(Cokely, 2001)



Effective Interpreting Series

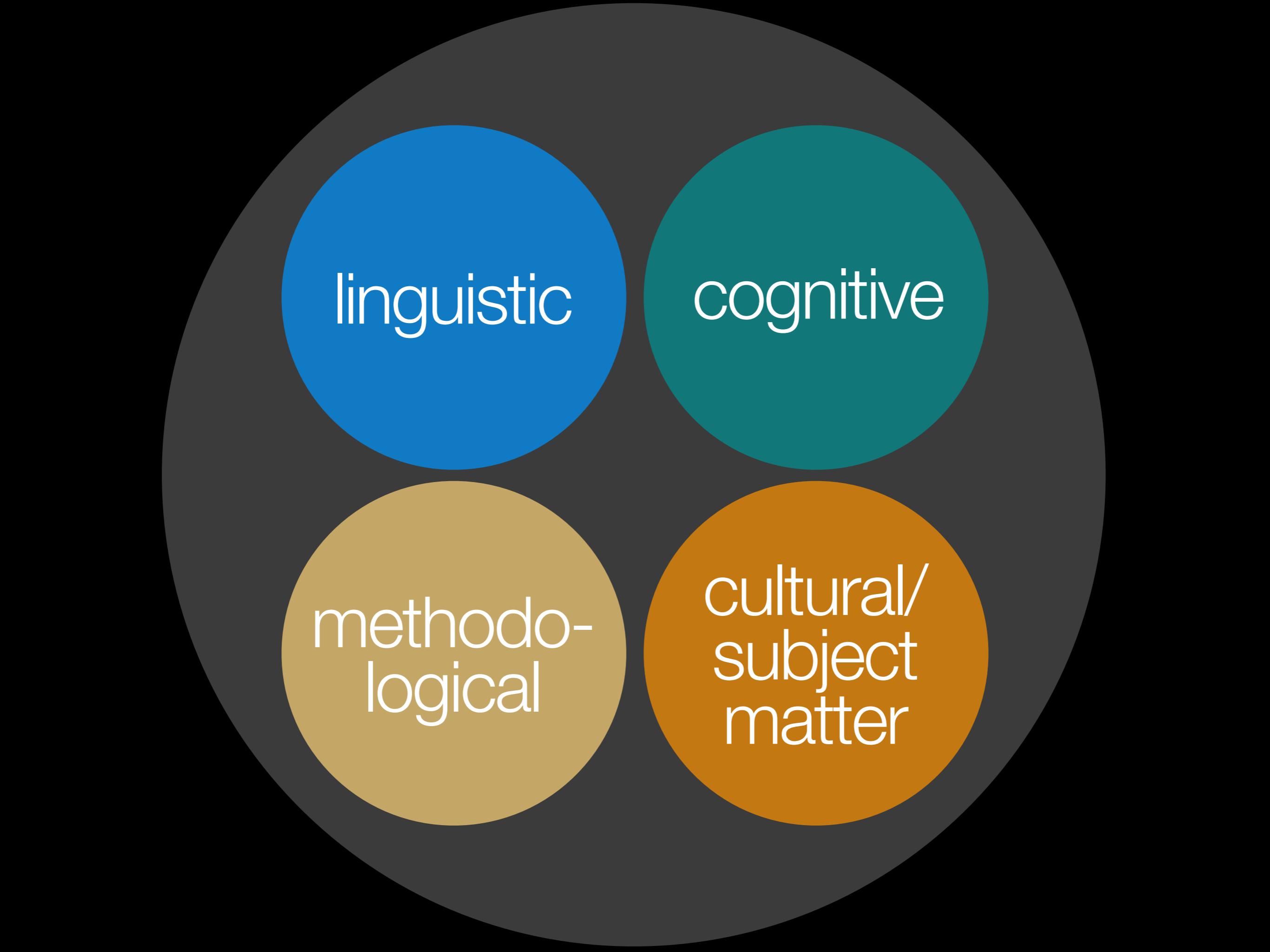
(Patrie, 2004)

Consecutive Interpreting from English (orange book)

Entry-to-Practice Competencies

(Witter-Merithew, 2005)

http://www.unco.edu/doit/Competencies_brochure_handout.pdf



linguistic

cognitive

methodo-
logical

cultural/
subject
matter



linguistic

cognitive

interpersonal skills

(suitability for the
profession)

methodo-
logical

cultural/
subject
matter

theory &
knowledge

human
relations

language

interpreting
skills

professionalism

Linguistic competencies



1. word recognition

- automated vs. novel recognition skills:
automation = efficiency in cognitive load
- (DeGroot, 2000) maximum automation = cognitive resources can be redirected:
 - ASL: fingerspelling (cognates, diphthongs)
 - speech: nonautomated processes (analysis, semantics, etc.) and working memory

2. transfer competence

- ability to understand L₁ and express message in L_x
- (Roberts, 1992) “Includes the ability to understand articulation of meaning in sL and render the meaning of sL in tL”
- Also the ability to transfer without “undue influence from sL” and with “appropriate style” in tL

3. discourse competence

- (Widdowson, 1978) the “ability to combine ideas into a coherent and cohesive set”
- Formulate a complete idea using appropriate grammatical elements and cohesion (transitional words, adpositionals, repetition, pronouns, etc.)
- Result: natural sounding interpretation

Cognitive competencies



cognitive flexibility

- efficiently manage memory (working and archival), acuity, repetition, and other cognitive skills
- assumes linguistic competencies
- other subskills: comprehension, memory, acuity, discrimination, repetition (immediate & delayed), inferences, multitasking

cognitive flexibility (2)

- (Gile, 1995; DeGroot, 2000) “control of attention” or attending
- developing automation in parts of a task/ process ultimately leads to better performance throughout the entire task/ process
- mastery of tasks – control can then be shifted to other less-skilled tasks

Methodological competencies



methodological competency

- ability to know which linguistic tools/methods to use with various interpreting problems
- Taylor, 2002
- (Roberts, 1995) Two subcategories:
 - modal competency (CI or SI)
 - lexical competency (which vocabularies—words or signs—are equivalent to expressed meaning)

Cultural/subject matter competencies



bicultural competency

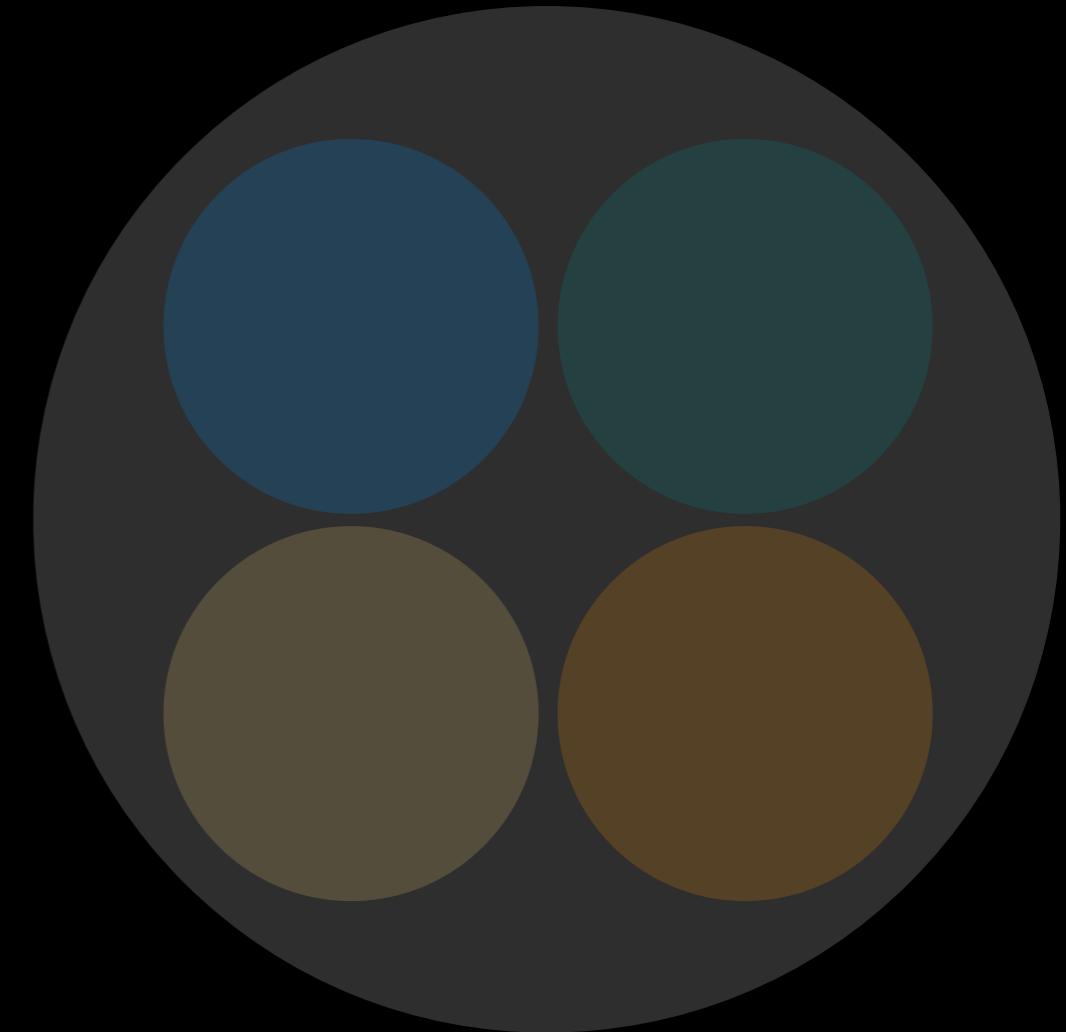
- (Roberts, 1995) language = cultural use; ergo, understanding message = mastery of MLC₁ and MLC₂
- bicultural competence = knowledge of beliefs, values, experiences, behaviors of sL and tL users

subject matter competency

- (Gile, 1995) content competency = extralinguistic knowledge (ELK) or what the interpreter knows about the message
- topical ('hockey') or cultural ('TDD') (Cokely, 2001)
- is too much ELK a problem? why?

interpersonal competency

(non-language-based
personal competency)





suitability: personal traits

- stamina
- curiosity/scholarship
- maturity
- mental agility
- adaptability
- tolerance for ambiguity
- tolerance for variety (personality & settings)

suitability: nonlinguistic skills

- culturally appropriate personal space
- culturally appropriate eye contact and interactivity
- seating arrangements (public/private)
- accepted protocol for cultural behaviors and interactive settings



ability to synthesize all
competencies

- mastery of individual skills isn't enough
- lack of synthesis = proportional potential for inequivalence of interpreted message

Practice professions

(Dean & Pollard, 2005)

“...Interpreters function more like practice professionals than technicians due to the significance of situations and human interaction factors on their ultimate work product; that is, **factors beyond** the technical elements of the source and target language...”

(Dean & Pollard, 2005)

What are
“factors beyond”?

“Interpreters cannot deliver effective professional service armed only with their technical knowledge [sL, tL, culture & CoE]...they must supplement...with **input, exchange, and judgment** regarding consumers they [serve]...”

(Dean & Pollard, 2005)

In other words,
interpreting cannot
solely be a technical
profession.

A photograph showing two men in a room. The man on the left, an older man with white hair and a beard, is gesturing with his hands while speaking. The man on the right, a younger man with short brown hair, is looking towards the left. A dark blue rectangular box is overlaid on the bottom left of the image, containing the text.

Great signer ≠
great interpreter



theory &
knowledge

human
relations

language

interpreting
skills

professionalism



theory &
knowledge

human
relations

language

interpreting
skills

professionalism

But do consumers
agree with or
understand this?

Perceptions of
interpreting complexities



technical
considerations

The background image shows a massive iceberg floating in a dark blue sea under a light blue sky. A large portion of the iceberg is submerged, visible as a dark blue, wavy base, while the above-water portion is white and textured.

**technical
considerations**

**discoursal,
semantic,
extralinguistic
(situational)
considerations**

Why are there these
differences in perception?

- perception that interpreter = pair of hands, mechanical, “here to translate everything I say”; credibility perceived as low
- codes of ethics nearly prohibit interpreter interaction
- consumers underestimate amount of nontechnical work in interpreting decisions

Realities of interpreting work

Interpretations do not
mirror the words one
says/signs.

Interpretations often
require information to be
contexted.

Interpretations are based
on the interpreter's
judgement of what is
said/signed, not what is
exactly said/signed.

Consumers respond to
interpreter's choices, **not**
the original comments.

The interpreter's presence influences the discursal and relationship flow of the consumers.

let's start again here.

Interpreting models





MISS WORLD 2011
UKRAINE

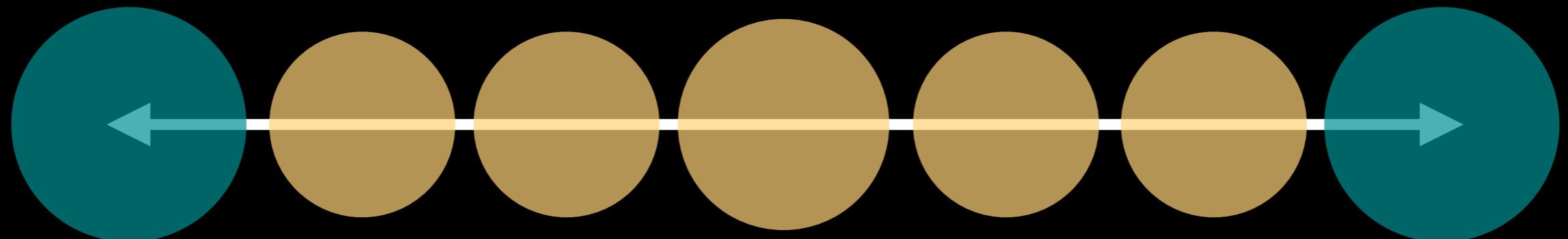
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What do models tell us
about processes?

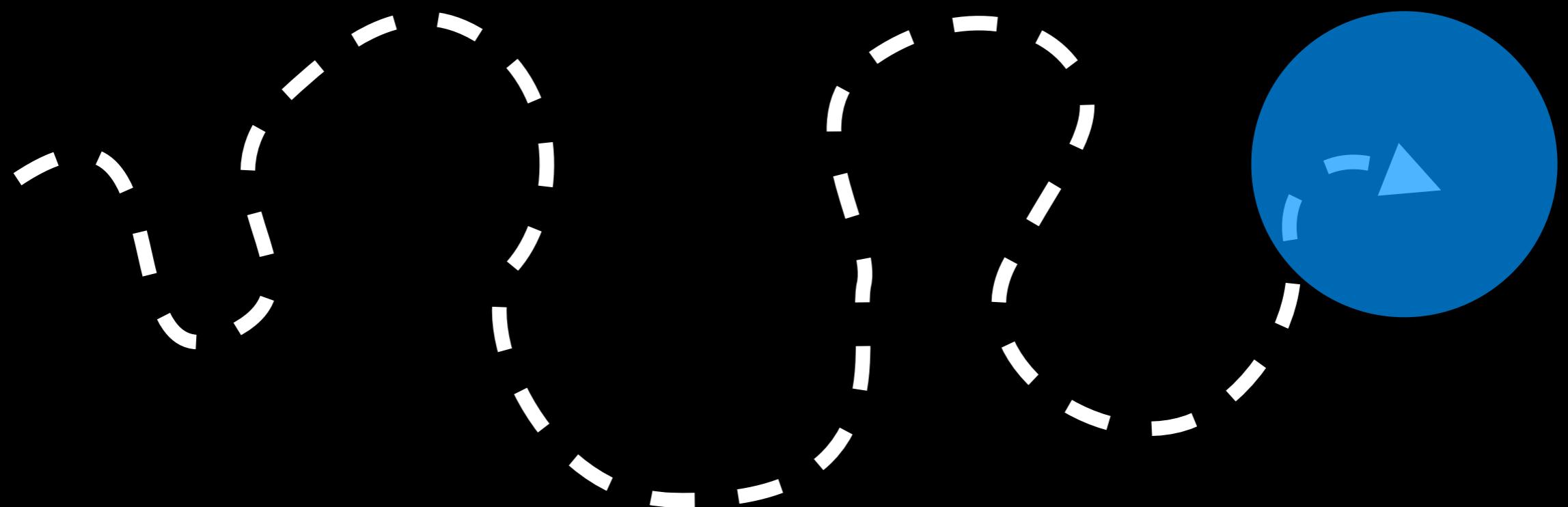


What do models about
interpreting measure?

(Directional) Steps in a process



Pathway or procedure to result



Models **break down a complex process** into smaller and theoretical pieces that can be studied.

Gives practitioners
understanding,
command, and mastery
over parts of a process.

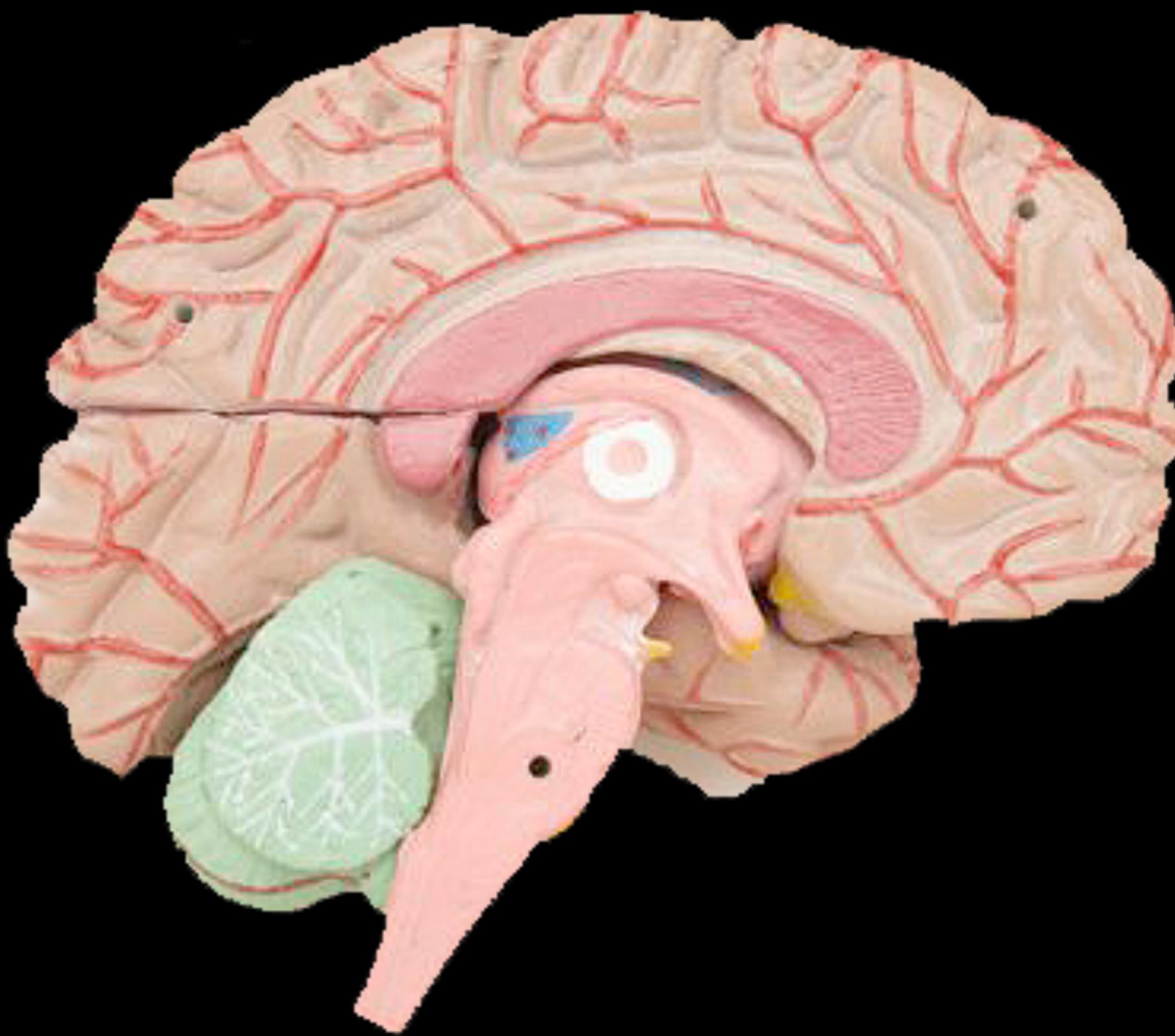
Historical interpreting
models **have not agreed**
on nomenclature.

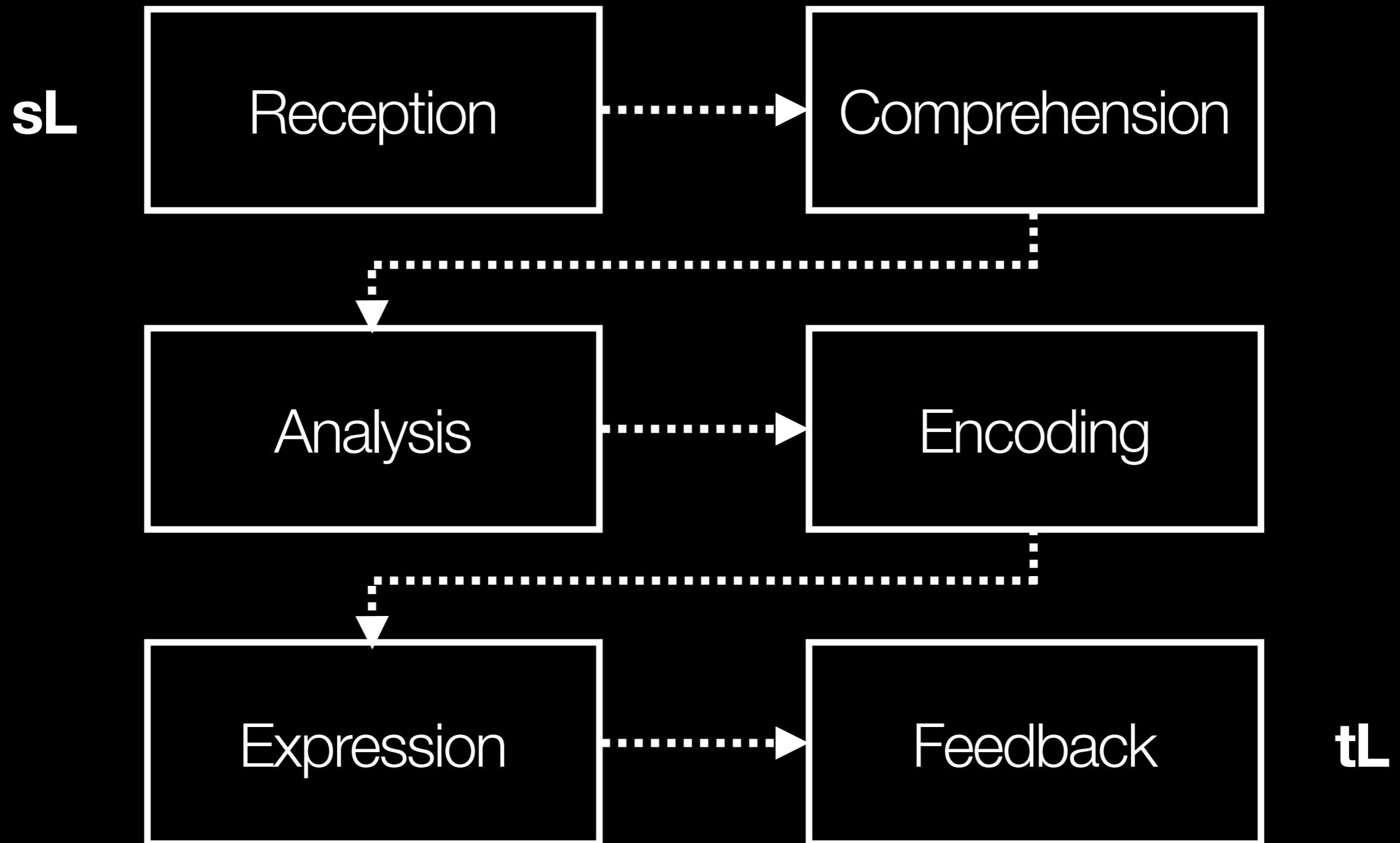
Historical interpreting
models **have not**
discriminated between
'approaches' and 'models.'

Cognitive Model of SL Interpreting

(Stewart, Schein, & Cartwright, 1998;
also Ingram, 1978)

“cognitive”?





What does a cognitive
model teach us?

Explains the **exchange** of information, semantics.

Gives basic insight into
what interpreters **think**
and **do** while interpreting.

Allows analysis on what
should be result(s) of
interpretation.

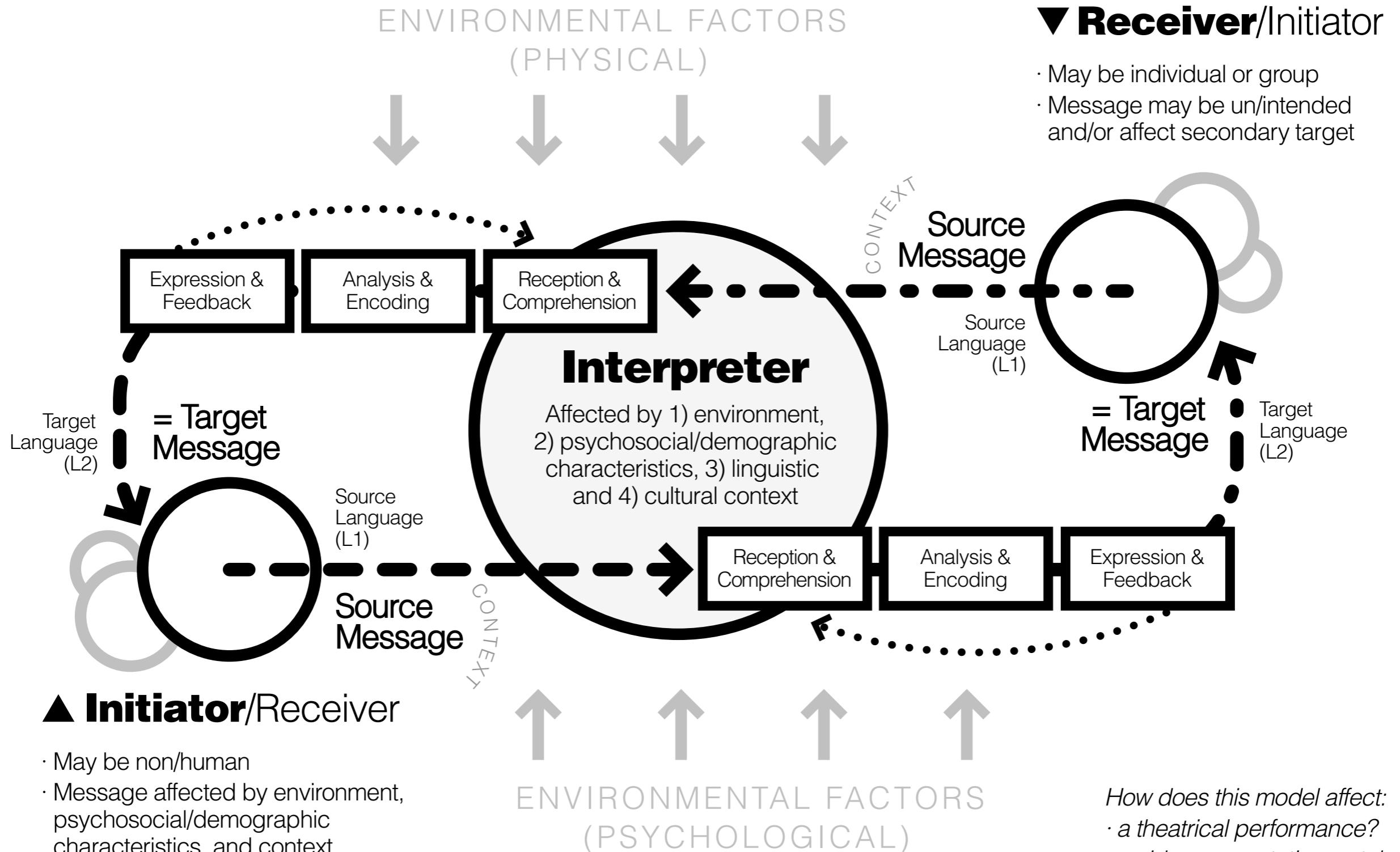
What's missing?

Interactive Model of SL Interpreting

(Stewart, Schein & Cartwright, 2004; 2nd ed.)
(Ingram, 1974, 1978 “Semiotic model”)

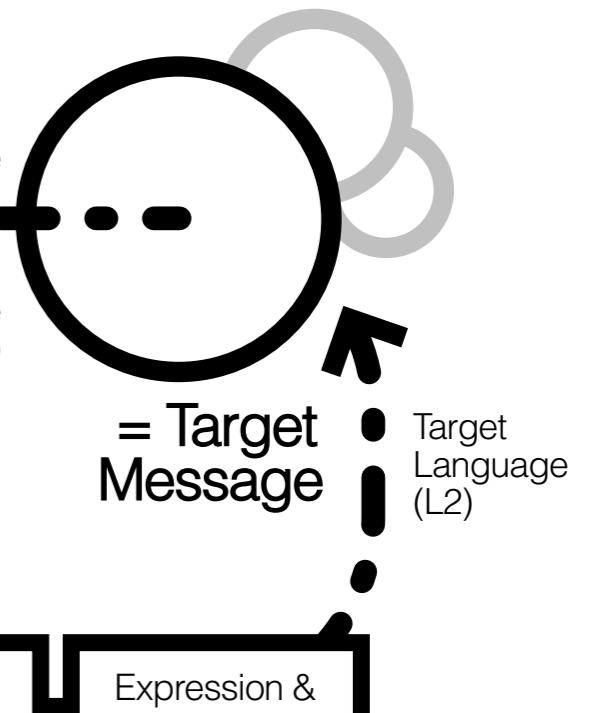
An Interactive Interpreting Process Model

(Stewart, Schein, Cartwright; 2004, 1998)



▼ Receiver/Initiator

- May be individual or group
- Message may be un/intended and/or affect secondary target



▲ Initiator/Receiver

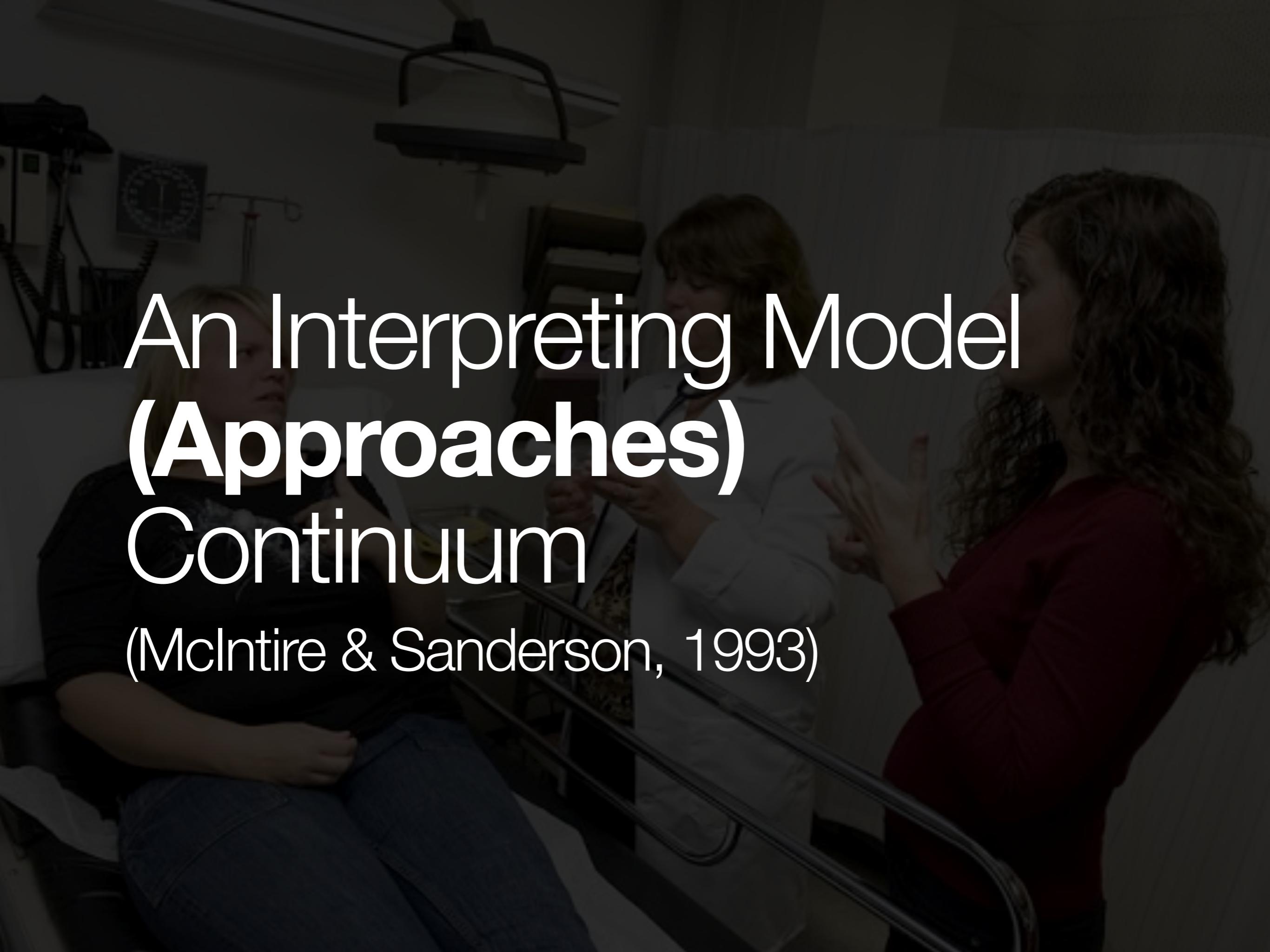
- May be non/human
- Message affected by environment, psychosocial/demographic characteristics, and context
- Status and setting affects interaction

How does this model affect:

- a theatrical performance?
- a video presentation watched at a later time?
- relay interpreting?

So, what does an
interactive model
teach us?

- interpreting is **not** solely a technical/skill-based process
- interpreting is a **collaborative process**; components impact/are impacted by other components
- an interpretation is not solely up to the interpreter; results are **dependent** on lack of/action of participants

A dark, grainy photograph showing several people in what appears to be a historical reenactment or a formal meeting. They are dressed in period clothing, with men in top hats and women in long dresses. They are gathered around a large wooden table, looking down at documents and discussing them. The scene is lit from above, creating strong shadows.

An Interpreting Model (Approaches) Continuum

(McIntire & Sanderson, 1993)

An Interpreting Model (Approaches) Continuum

Helper

Conduit/Machine

Facilitator

Bi-bi

"A continuum may not be the most accurate analogy, but we hope that it does allow us to see that each perspective on the relationship of interpreters with D/deaf people influences each of the others...Our view of the bi-bi model is that it allows us the latitude, for example, to behave [vis-à-vis recent training relating to interpreting in sensitive medical situations which calls to interpreters to "return" to a helper model in particular cases] in what may appear to be a helper mode. The critical difference for us is what lies behind the behavior: within the bi-bi model, the interpreter does not view the D/deaf consumer as incompetent....

We believe that the models reflect a great deal about power and how [it] is distributed...for example, the helper model withholds power from the D/deaf consumer....[In] the machine/conduit model, we rejected any responsibility for what happened to D/deaf people, withdrawing behind the skirts of the newly adopted Code of Ethics and refusing to 'step out of role,' ever." (100–101)

McIntire, M. & Sanderson, G. (1993). "Bye-bye Bi-bi!: Questions of Empowerment and Role." In *Proceedings of the 1993 RID Convention*. Alexandria, Virginia: Registry of Interpreters for the Deaf, Inc., pp. 94–118.

Pros and **cons** in a model/approach that emphasizes relationships & power:

- + incorporates cultural, praxis/real-world application and knowledge (how people actually think/do)
- - can be paternalistic (“you need me to do X or Y”)
- - behaviors outside of expectations, traditional codes of professional conduct?

Interpretive Model of Interpreting

(Seleskovitch, 1992)

You can't interpret what
you don't understand.

“The differential coefficient of a function is equal to the gradient of the tangent at a point on the curve that represents the function.”

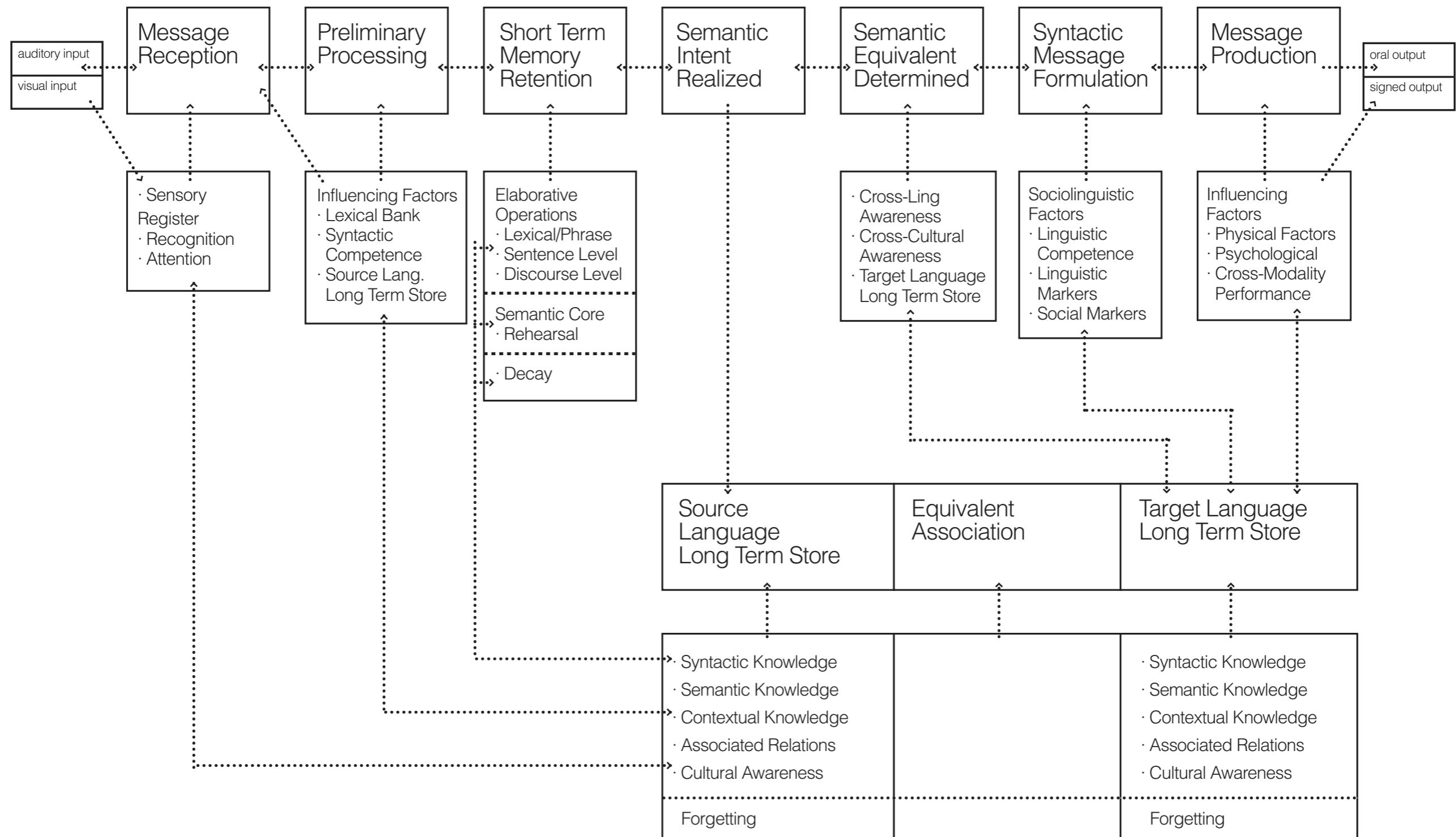
Now sign it.

Equivalent interpretations
are not found in word ≠
sign, but in conveying L₁ in
the sense of L₂

Sociolinguistic Model of SL Interpreting

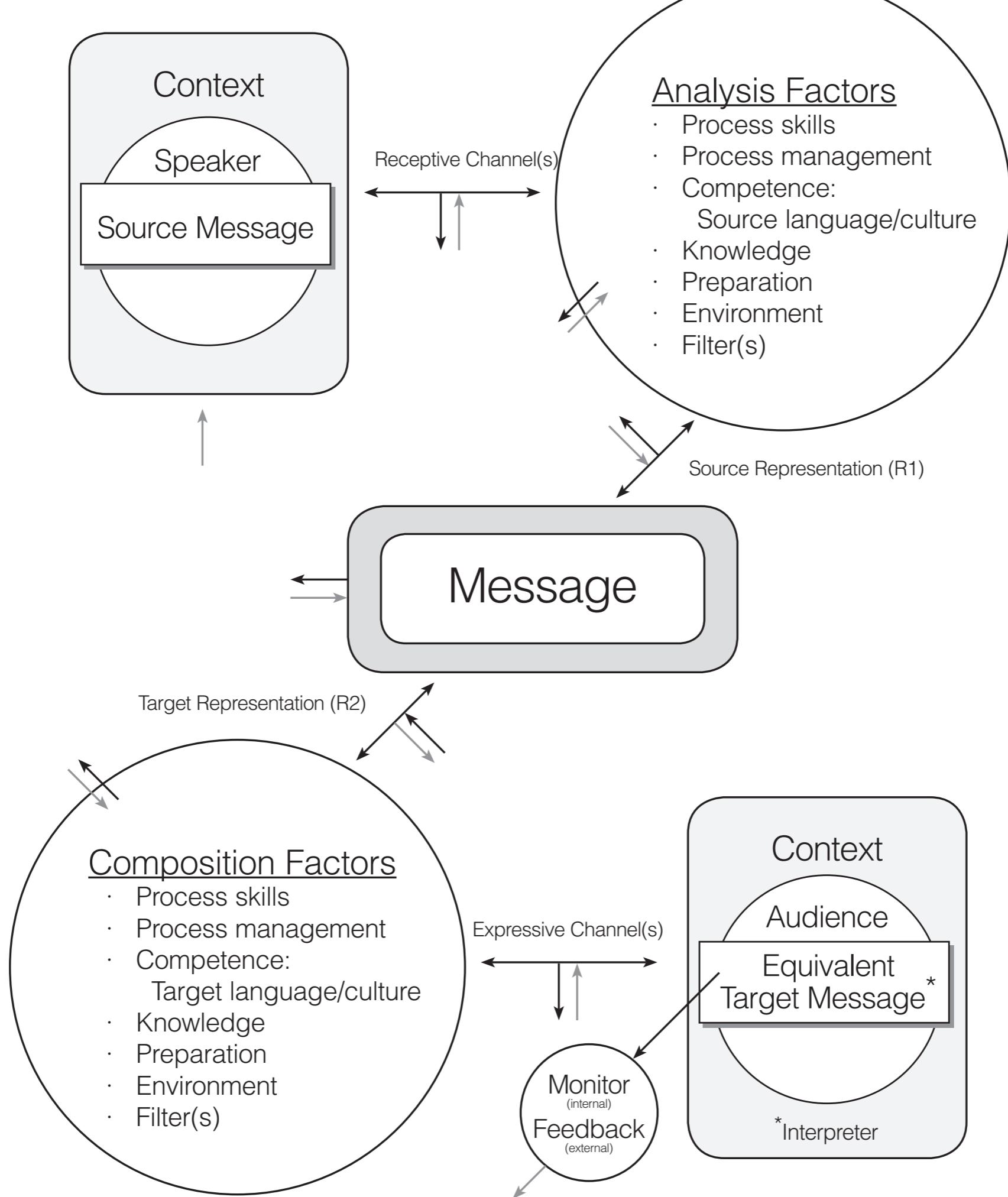
(Cokley, 1992)

Sociolinguistic Model of the Interpretation Process (Cokely)



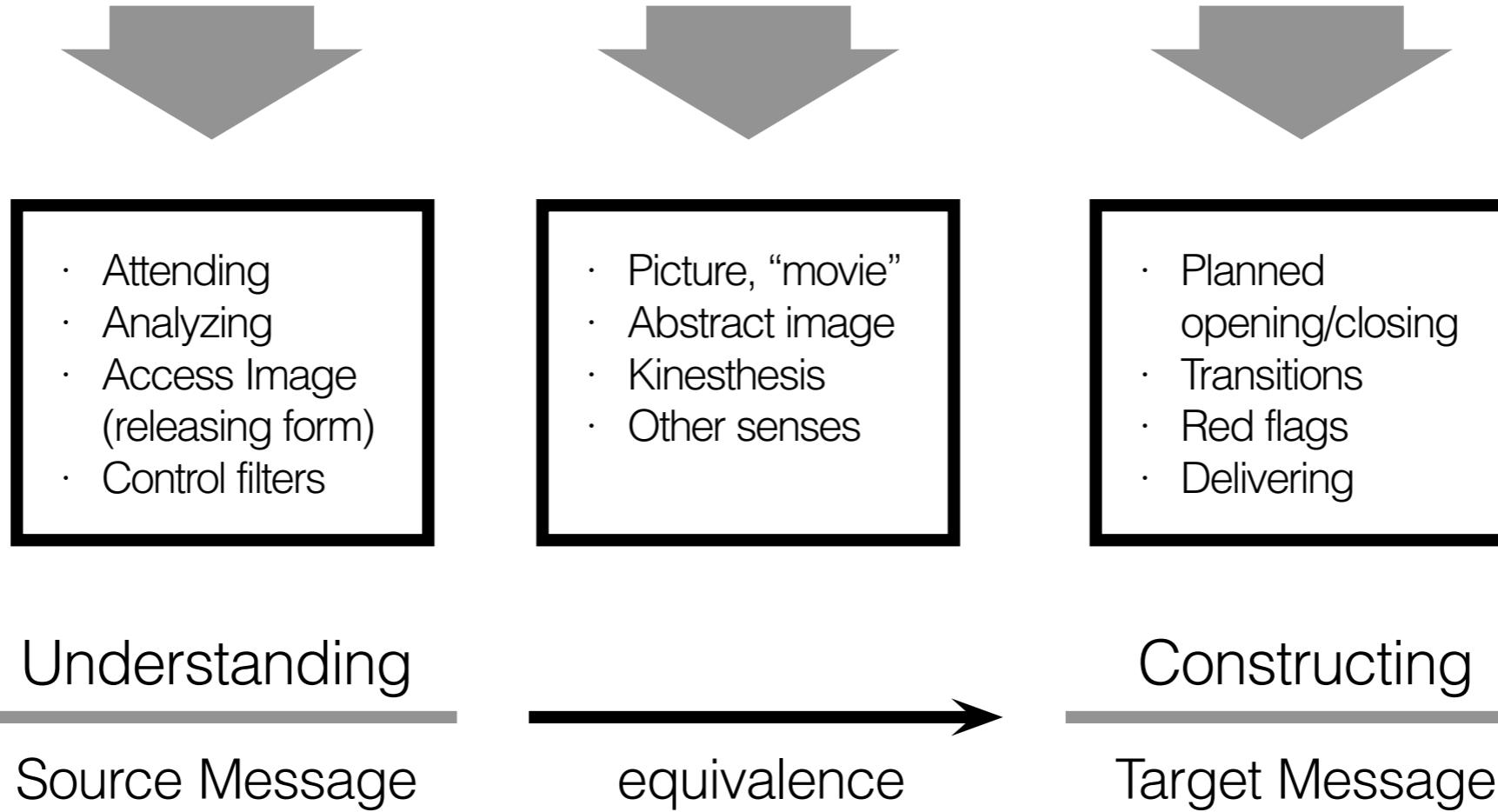
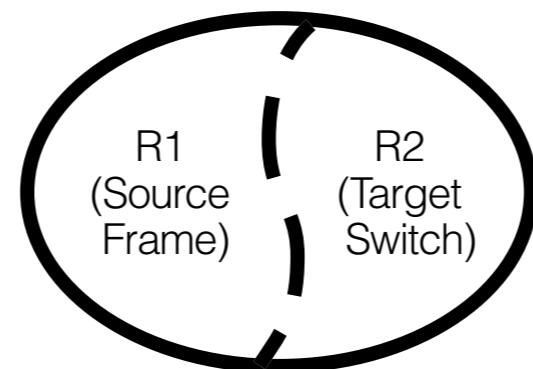
A Pedagogical Model of SL Interpreting

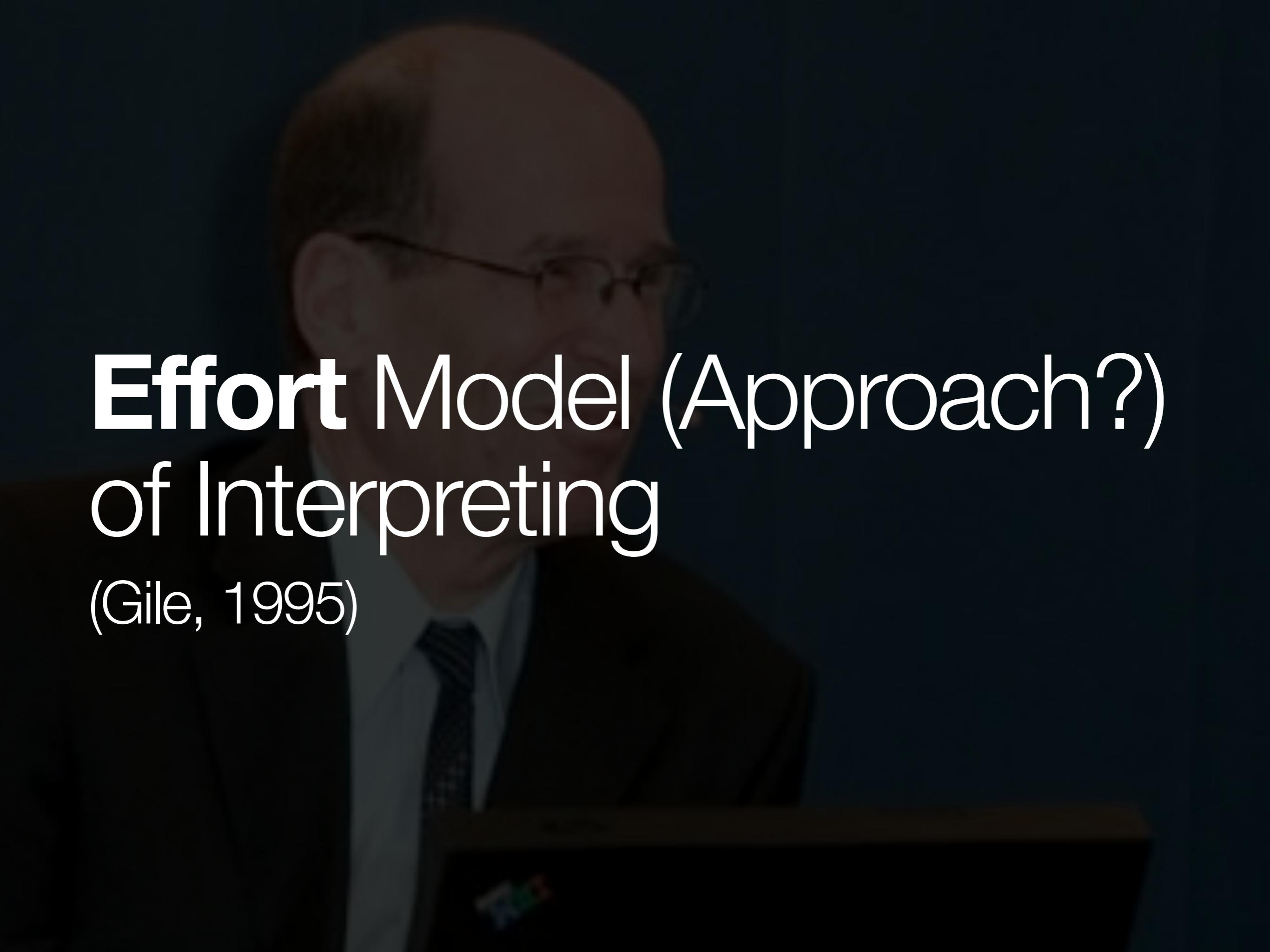
(Colonomos, 1992 based on Seleskovitch, 1978)



C R P

concentrating representing planning



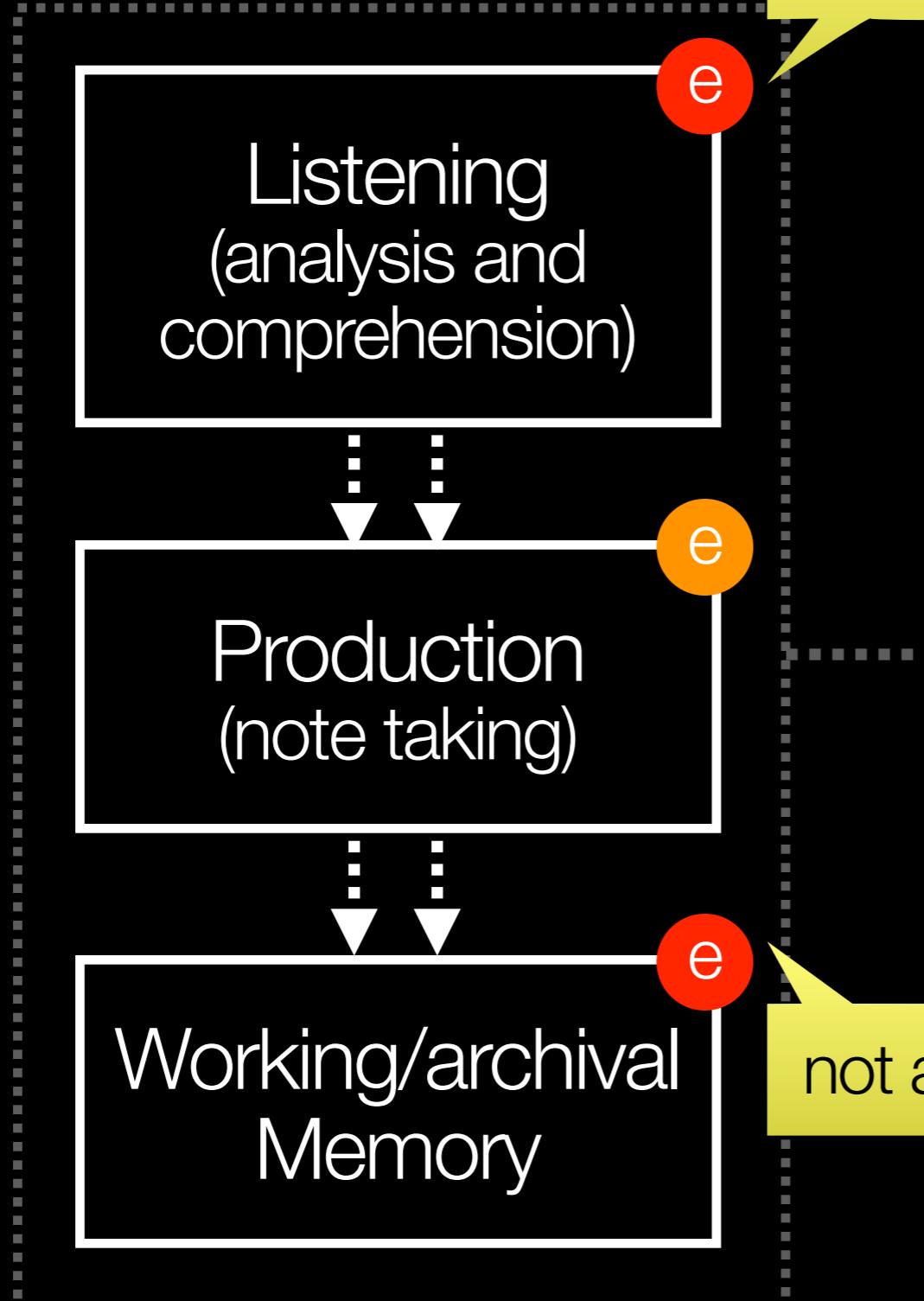


Effort Model (Approach?) of Interpreting (Gile, 1995)

Effort Model (Gile, 1995)

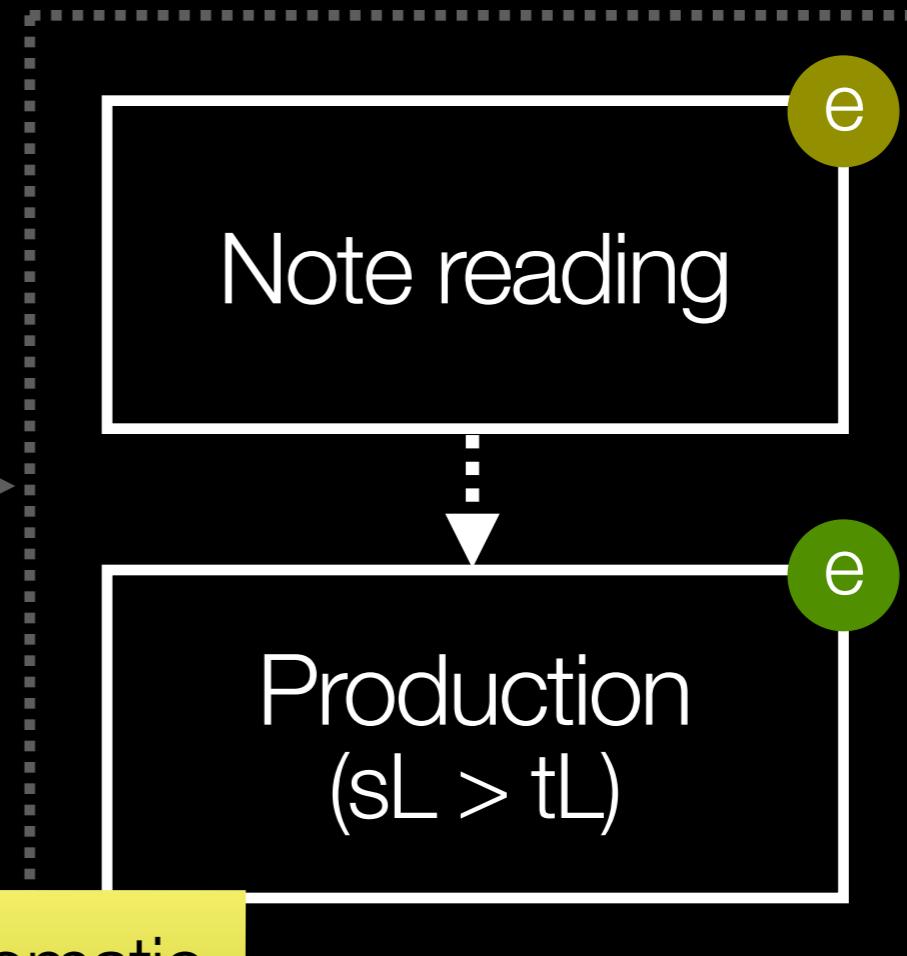
- focuses on **effort** = interpreting requires energy only available in limited supply
- sometimes interpreting requires $100\% + X\%$ energy = deteriorated performance

Listening phase



not automatic

Reformulation phase



not automatic

Listening phase

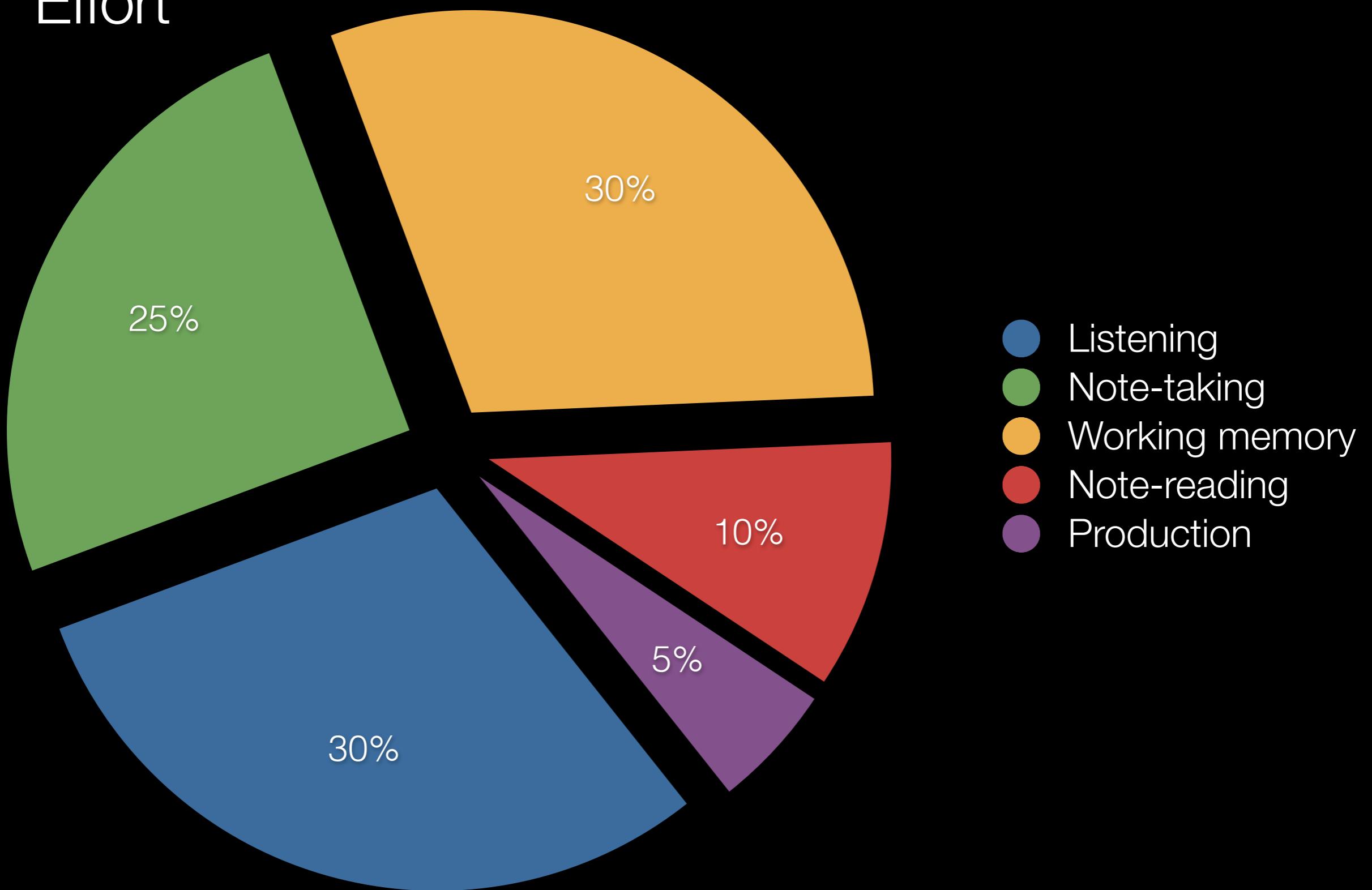
- **Listening:** comprehension/analysis = nonautomated process; greater constraints on process > greater effort required
- **Production:** notetaking helps to reduce cognitive load; ASL interpreters can take notes?
- **Memory:** working <> archival memory = nonautomated process; data decay can occur in memory transfer

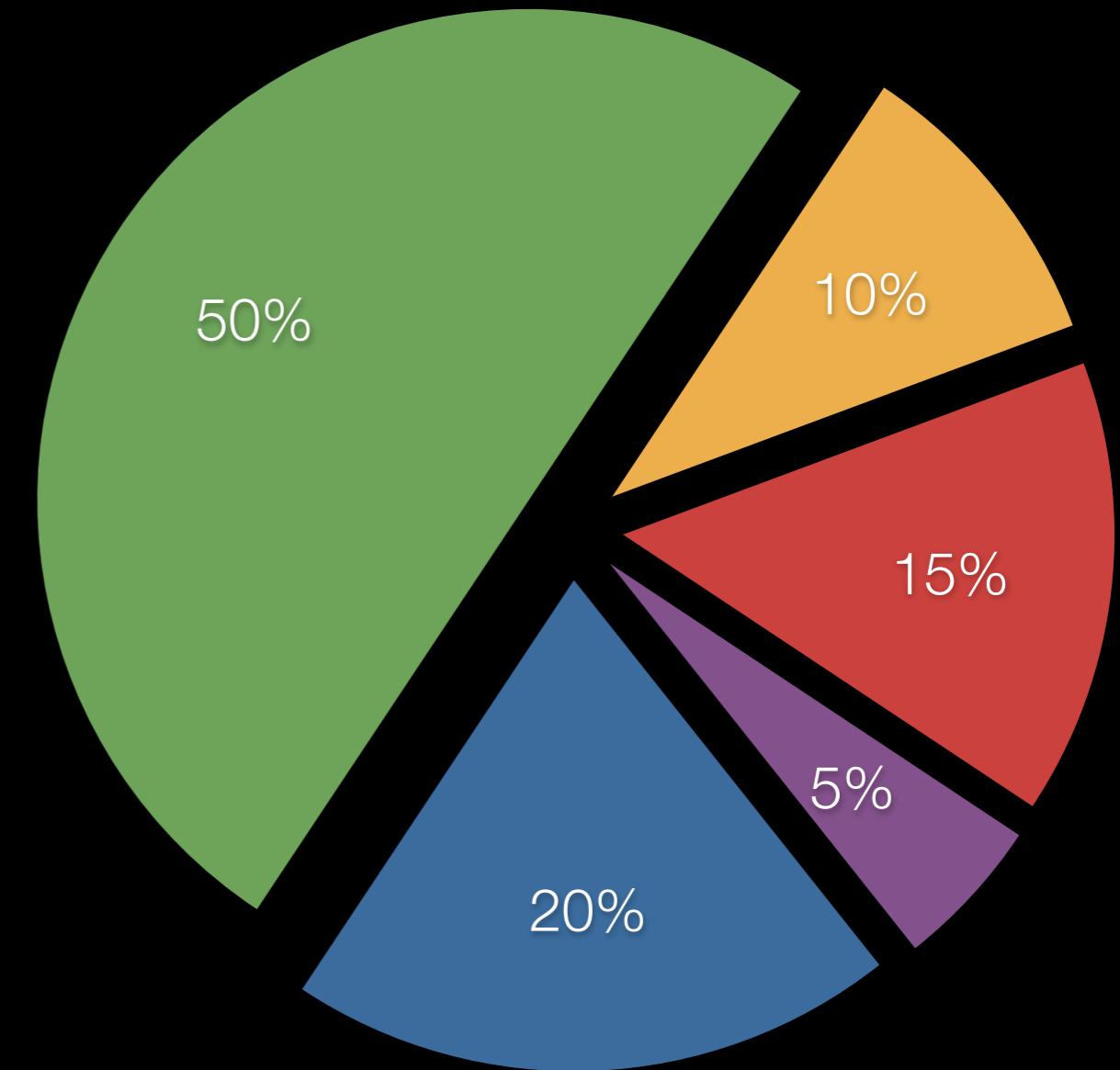
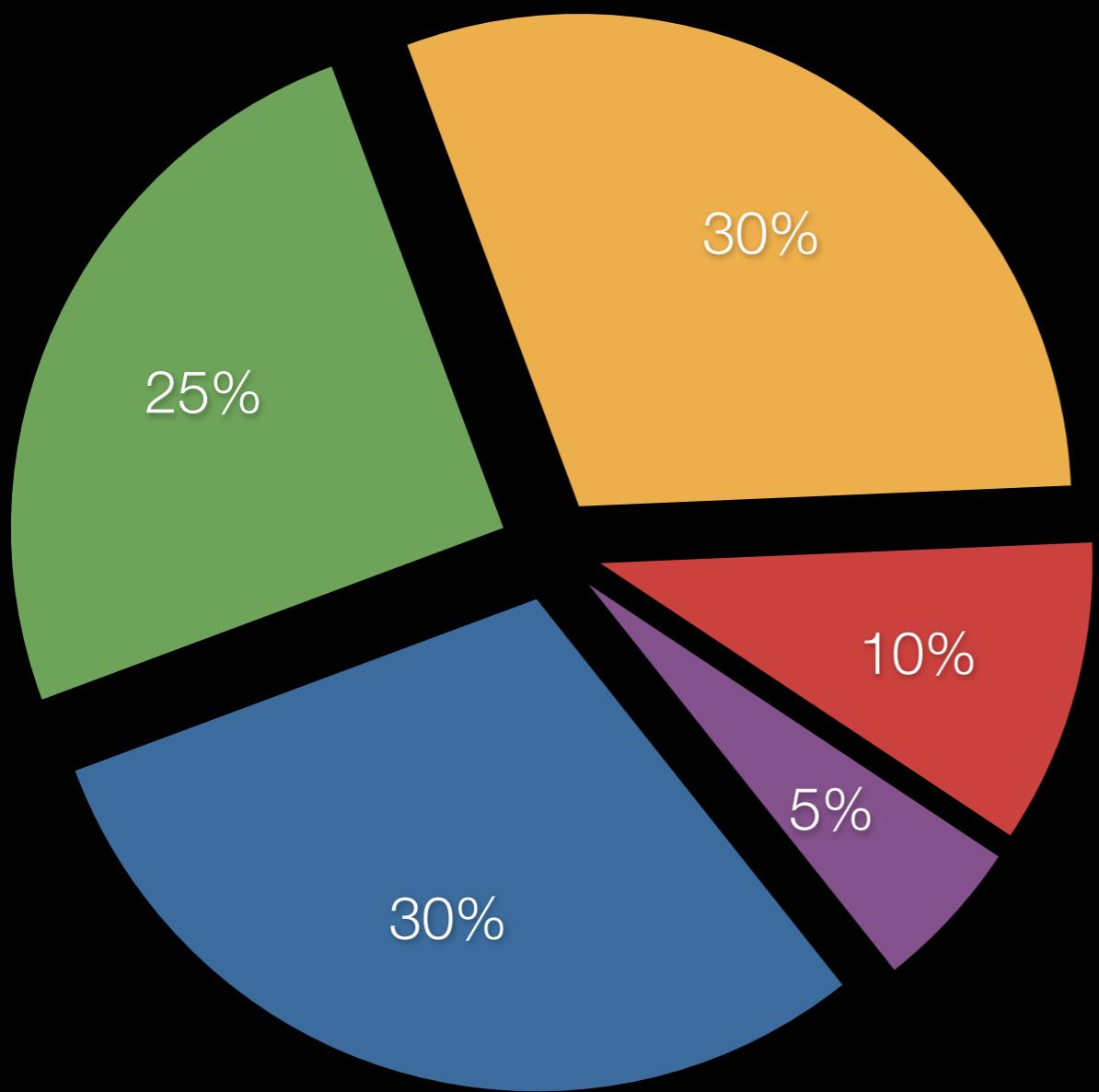
Reformulation phase

- **Notereading:** less effort to decipher/read from notes; heavier reliance on archival/visual memory (same for ASL)
- **Production:** interpretive product; in SI, tasks required to represent planning and performance; in CI, 1) listening, then 2) production of tL

- Inverse relationship between Cl and Sl:
 - Cl = heavier archival memory effort, less working memory effort
 - Sl = less archival memory effort, heavier working memory effort
 - *two* languages processed simultaneously in working memory
 - requires separate effort on sL to avoid interference with tL (processing, time)
 - Automating Cl ability = more available effort = (eventually) more efficient Sl ability

Effort





What implications do
these models have on
interpreter performance?

- interpreters must be **well-prepared**
- successful (equivalent) interpretation cannot solely be measured/created by word-for-sign (or w.); must communicate **semantics and intent**
- interpreting – simultaneous or consecutive—is a real-time activity; understanding processes and information **before** working is required

- interpreting requires developed manipulation of and access to **working** and **archival** memory
- various models/approaches give us different insights:
 - Cognitive / Interactive Models
 - Interpretive
 - Sociolinguistic Model
 - Pedagogical/CRP Model
 - Approaches Continuum
 - Effort Model/Approach

Introduction to Consecutive Interpreting

(Patrie, 2004)