Pedagogical Model of the Interpreting Process


C
Concentrating

R
Representing

P
Planning

R1
Source Frame

R2
Target Switch

Understanding
Source Message

Constructing
Target Message

Equivalence

• Attending
• Analyzing
• Access Image (release form)

• Picture, Movie
• Abstract Image
• Kinesthesis
• Other Senses

• Opening/Closing
• Transitions
• Red Flags
• Delivering
Constructing Meaning (the message)


Speaker’s Language:
Community language plus individual’s form of language which is affected by age, gender, ethnic background, social class, geographic area, education, occupation, race, and other factors

Speaker’s Culture:
Primary affiliation and individual’s identification with other groups (e.g. ethnic or racial, gay/lesbian, religious, vocational, recreational, and others that may modify behaviors, norms, & values

Speaker’s Goal(s)

Feelings (Affect)

Ideas (content)

Style / Genre

Personality

Language

Culture

Content

Participants:
Relationship of the speaker (familial, peer, power differential)

Setting:
Type (school, office, conference), location (rural, urban), milieu (stressful, relaxed)

Languages:
Similarities and/or differences between speaker and audience

Cultures:
Match to speaker’s culture(s) in norms, behaviors, expectations

context
The Interpreting Process

Context

Source Message
Speaker

Composition Factors
- Process skills
- Process management
- Competence: Source language/culture
- Knowledge
- Preparation
- Environment
- Filter(s)

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

Receptive Channel(s)

Message

Target Representation
(R2)

Expressive Channel(s)

Equivalent Target Message

Audience

*Interpreter

Monitor (internal)
Feedback (external)

Betty Colonomos