

**The Interpreting Handbook
Part 1**

**by
Brian Cerney, Ph.D.**

By Brian Cerney, Ph.D.

First Edition

The Interpreting Handbook, Part 1

Copyright 2005 by Brian Cerney. All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission except in the case of brief quotations embodied in critical articles and reviews.

ISBN: 0-9762742-1-3



**Hand & Mind Publishing
Colorado Springs, CO**

Preview

This book examines the complex process of interpreting and how people can improve their ability to work within and between languages. Many people who work as interpreters or transliterators have never explored linguistics; they may even feel overwhelmed by the idea of learning about linguistics. This book is designed to be a friendly tour of how languages work and how we can improve our work with languages. It is intended to be a guidebook, something you will keep next to your dictionary and use over and over again as you and your co-workers continue to improve your skills.

Working interpreters and students alike face the challenge of self-analysis and improvement within and outside of training programs. This book was designed to clearly identify the components of successful interpreting and to provide the essential tools needed for self-analysis and professional development. Many working interpreters are uncertain about the requirements of various certification processes and what kinds of performances result in successfully attaining certification. This book addresses these questions and lets working interpreters know how to self-diagnose problems in their interpreting and find solutions. This book is intended to help interpreters do more than achieve certification by continuing to improve their professional skills. The field of professional interpreting is always advancing and this book provides guidance for advancing professional interpreters.

Students of interpreting are rarely ready to attempt certification until they have completed several years of practical interpreting work after graduation; but they also need to have an understanding of the skills required to become professional and certified interpreters. This text provides a plan for continued professional development for students of interpreting: both as students and as graduates.

Dedication

To my wife, Janet, and our children, Tasha, Anna and Alosha; and to the memory of my Gallaudet classmate, June Zimmer, who passed away at the end of 1993 in Manchester, New Hampshire.

The Graph and the River by Brian Cerney

{Inspired by Theresa B. Smith (1983)}

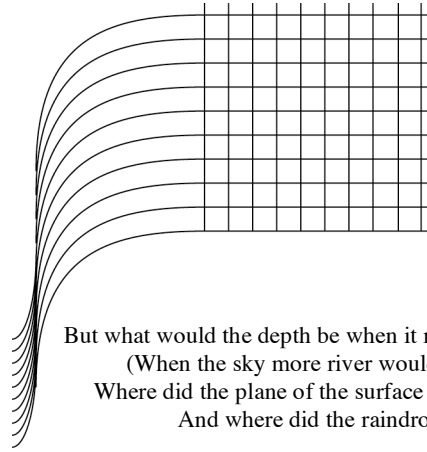
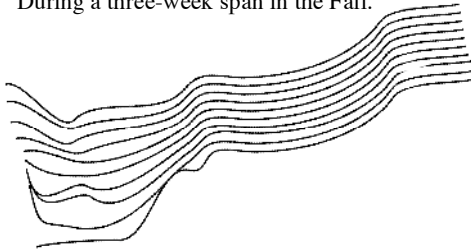
I read this article the other day
Researched by more than a few
The local river they had defined
Reporting a depth of fifty-two

But what unit of measure had they used?
Was it hands or feet or miles?
Was only a single measurement made?
Or a numerous series of trials?

Another group, too, had studied hard
Proposing a model "complete"
The river was measured from A to B:
A width of eighty-eight feet

A monograph found the river to be
As thick as split pea soup
The author lambasted the careless techniques
Of both the above-mentioned groups

I decided to look for the answer myself
To settle it once and for all
I'd measure the river's depth and width
During a three-week span in the Fall.



But what would the depth be when it rained?
(When the sky more river would lend)
Where did the plane of the surface begin?
And where did the raindrop end?

"This river is yet but a river"
Such concepts I had failed to catch
While the river defined itself perfectly well
My graphs offered only a scratch

I now realized that we all were right
And all just as equally wrong.
For a river is more than the sum of its parts
And a bird is more than its song

With our grand attempts to describe a thing
No matter abstract or concrete
We must keep in mind one important thing:
Our description never will be complete.

Let us all remember to gain the value we can
Of the work by those from before;
But never stop asking questions and learning
From the new finds just outside our door.

Table of Contents

UNIT ZERO - Metachapter

ii	Preview
iii	The Graph and the River
iv	Table of Contents
xi	List of Figures
2	<i>Chapter 0 - The Metachapter</i>
2	“Meta-Dialogue”
4	<i>0.0 The Overview</i>
4	<i>0.1 The Author</i>
8	<i>0.2 The Book</i>
10	<i>0.3 The Summary</i>

UNIT ONE - Communication and Language

12	<i>Chapter 1 - Communication</i>
12	“Communication”
14	<i>1.0 Overview</i>
14	<i>1.1 Communication and Language</i>
16	<i>1.2 Background Knowledge</i>
17	<i>1.3 Semiotics - The Nuts and Bolts of Communication</i>
18	1.3.1 Expressive Modalities of Communication
18	1.3.2 Perceptive Modalities of Communication
19	1.3.3 Production and Perception of Non-linguistic Communication
21	<i>1.4 Physical Context</i>
23	<i>1.5 Pragmatics - Doing Things Through Communication</i>
23	1.5.1 Meaning Versus Communication
24	1.5.2 Expression and Perception Versus Meaning
24	<i>1.6 Variation in Communication</i>
25	1.6.1 Intention Versus Incidence
25	1.6.2 Immediate Versus Delayed Access
26	1.6.3 Amount of Interactivity
27	1.6.4 Simultaneous Occurrence of Variables in Communication
28	<i>1.7 Summary</i>
29	1.7.1 Review Questions
29	1.7.2 Suggested Activities

30	Chapter 2 - Language
30	“Language”
32	2.0 Overview
32	2.1 What is Language?
33	2.2 Channels and Modes
35	2.3 The Linguistic Pyramid
36	2.3.1 Phonetics
36	2.3.2 Phonology
38	2.3.3 Morphology
40	2.3.4 Syntax
41	2.3.5 Semantics
43	2.3.6 Discourse and Pragmatics
44	2.3.7 Style and Idiolect
45	2.3.8 Register and Register Variation
47	2.4 Language Comprehension, Expression and Development
49	2.5 Language as a Subset of Communication
51	2.6 Summary
51	2.6.1 Review Questions
51	2.6.2 Suggested Activities
52	Chapter 3 – Language Use
52	“Language Use”
54	3.0 Overview
54	3.1 Pragmatics Revisited
55	3.1.1 Grice’s Maxims
56	3.1.2 Direct Speech Acts
58	3.1.3 Indirect Speech Acts
59	3.1.4 Conversational Implicature
60	3.2 Discourse Analysis
60	3.2.1 Discourse Analysis of Narratives
61	3.2.2 Discourse Analysis of Conversations
62	3.3 Language Fluency
63	3.3.1 BICS and CALP
64	3.3.2 A, B, and C Languages
65	3.3.3 Multilingual, Monolingual, and Semilingual Language Abilities
66	3.4 Summary
67	3.4.1 Review Questions
67	3.4.2 Suggested Activities

68	<i>Chapter 4 - Language Variation</i>
68	“Language Variation”
70	4.0 Overview
70	4.1 Language Variation
71	4.1.1 Dialect Variation
71	4.1.2 Sociolect Variation
73	4.1.3 Register Variation
73	4.1.4 Idiomatic Language Use
73	4.1.5 Language Contact
73	4.2 The History of ASL Language Contact Research
74	4.2.1 Stokoe’s Research on ASL Variation
75	4.2.2 Woodward’s Research on ASL Variation
76	4.2.3 Other Research on ASL Variation
77	4.2.4 Summary of ASL Variation Research
78	4.3 A Revised Model of Language Contact in ASL
81	4.4 Register Variation in ASL
82	4.5 Summary
83	4.5.1 Review Questions
83	4.5.2 Suggested Activities
84	<i>Chapter 5 - Language Encoding Systems</i>
84	“Language Encoding Systems”
86	5.0 Overview
86	5.1 Signs and Signed Phonemes
86	5.1.1 Handshape
90	5.1.2 Location
91	5.1.3 Movement
92	5.1.4 Palm Orientation
92	5.1.5 Mouth Movements
92	5.2 Speech and Spoken Phonemes
93	5.2.1 Consonants
94	5.2.2 Vowels
95	5.3 Writing and Orthography
95	5.4 Specialty Encoding Systems
95	5.4.1 Manual Cues
102	5.4.2 Braille
102	5.4.3 Fingerspelling
105	5.4.4 Morse Code
106	5.4.5 Semaphore
106	5.4.6 Secret Codes
108	5.5 Summary
109	5.5.1 Review Questions
109	5.5.2 Suggested Activities

110 Chapter 6 - Pidgins, Creoles, & Other Things

110	"Pidgins, Creoles, & Other Things"
112	6.0 Overview
112	6.1 Natural Pidgins and Creoles
113	6.1.1 Spoken Language Pidgins
113	6.1.2 Signed Language Pidgins
114	6.1.3 Summary of Natural Pidgins
114	6.2 Esperanto, Gestuno and International Signing
115	6.3 Artificial Intermodal Pidgins
117	6.3.1 The Origins of American Manual English Codes
118	6.3.2 LOVE, SEE1, and SEE2
119	6.4 Summary
119	6.4.1 Review Questions
119	6.4.2 Suggested Activities

UNIT TWO - Transcommunication**120 Chapter 7 - Transcommunication**

120	"Transcommunication"
122	7.0 Overview
122	7.1 Transcommunication
123	7.2 Extralingual Transcommunication: Elucidation
125	7.2.1 Elucidation of Environmental Stimuli
126	7.2.2 Elucidation of Visual Gestural Communication
127	7.2.3 Elucidation of International Signing and Gestuno
127	7.2.4 Elucidation of Natural and Artificial Pidgins
128	7.2.5 Summary of Extralinguistic Transcommunication
128	7.3 Monolingual Transcommunication: Shadowing & Transliterating
129	7.3.1 Recited Reading
130	7.3.2 Transcription
130	7.3.3 Transliteration
133	7.3.4 Shadowing
134	7.3.4 Summary of Intralinguistic Transcommunication
134	7.4 Bilingual Transcommunication: Interpreting & Translating
134	7.4.1 Translation
136	7.4.2 Simultaneous Interpreting
137	7.4.3 Consecutive Interpreting
138	7.4.4 Site Translation
139	7.4.5 Recorded Interpretation
139	7.4.6 Performed Translation
140	7.4.7 Summary of Interlinguistic Transcommunication
141	7.5 Summary of Transcommunication
142	7.6 Chapter Summary
143	7.6.1 Review Questions
143	7.6.2 Suggested Activities

144 Chapter 8 - Teamed Transcommunication

- 144 "Teamed and Relayed Transcommunication"
146 8.0 Overview
147 8.1 Overuse Syndrome and Stress Management
149 8.2 Teamed Transcommunication - Working Together
 149 8.2.1 "A", "B", and "C" Roles of Interpreters
 150 8.2.2 Exchanging Team Member Roles
 152 8.2.3 Teaming based on Language Fluency
 152 8.2.4 Procedures for Teamed Transcommunication
153 8.3 Relayed Transcommunication
 155 8.3.1 Relayed Elucidation
 155 8.3.2 Relayed Transliteration
 156 8.3.3 Relayed Interpretation
156 8.4 Summary
 157 8.4.1 Review Questions
 157 8.4.2 Suggested Activities

158 Chapter 9 - Processing Levels

- 158 "Processing Levels"
160 9.0 Overview
160 9.1 Consecutive Versus Simultaneous Processing
161 9.2 Communication Variables and Transcommunication Choices
163 9.3 Literal Processing, Idiomatic Processing, & Cultural Adjustment
164 9.4 Information Processing Levels
 165 9.4.1 Phonological (Sublexical) Processing
 165 9.4.2 Lexical Processing
 166 9.4.3 Syntactic Processing
 166 9.4.4 Semantic Processing
 166 9.4.5 Pragmatic Processing
 167 9.4.6 Stylistic (Whole-Text) Processing
 168 9.4.7 Summary of Processing Levels
168 9.5 Labels Within the Profession of Interpreting
 169 9.5.1 Literal and Idiomatic Interpreting
 170 9.5.2 Reasons to Choose Literal Interpreting
171 9.6 Summary
 171 9.6.1 Review Questions
 171 9.6.2 Suggested Activities

172 Chapter 10 - Interpreting History & Research

- 172 "Interpreting History and Research"
174 10.0 Overview
174 10.1 The Profession of Spoken-Language Interpreting

175	10.2 The Profession of Signed/Spoken-Language Interpreting
176	10.2.1 The Registry of Interpreters for the Deaf
178	10.2.2 The Association of Visual Language Interpreters of Canada
178	10.3 Research on the Interpreting Process of Spoken Languages
181	10.4 Research on the Interpreting Process Including a Signed Language
183	10.5 Components of the Interpreting Process
185	10.6 Register Variation and Interpreting
186	10.7 English-Influenced ASL Variation and Interpreting
188	10.8 Relayed Interpreting
190	10.9 Relayed Interpretation From English To American Sign Language Via A Hearing And A Deaf Interpreter (Cerney, 2004)
192	10.9.1 Research Methods
192	10.9.2 Summary of the Research Results
192	10.9.3 Message Accuracy
192	10.9.4 Processing Time
194	10.9.5 Differences in Grammar and Style
194	10.9.6 Private Communication Between the Team Members
195	10.10 Summary of the Literature
197	10.10.1 Review Questions
197	10.10.2 Suggested Activities
198	Chapter 11 - Models of Transcommunication
198	"Models of Transcommunication"
200	11.0 Overview
200	11.1 Metaphors for Interpreting
200	11.1.1 The Helper Metaphor
200	11.1.2 The Conduit Metaphor
201	11.1.3 The Mediator Metaphor
203	11.2 Models of Interpreting
203	11.2.1 The Gerver Model
204	11.2.2 The Moser-Mercer Model
206	11.2.3 The Ingram Models
207	11.2.4 The Cokely Model
208	11.2.5 The Llewellyn-Jones Model
209	11.2.6 The Colonomos Models
212	11.2.7 The Kirchoff Model
214	11.3 Models of Literal Interpreting
214	11.3.1 The Colonomos Model
215	11.3.2 The Llewellyn-Jones Models
217	11.4 Summary
218	11.4.1 Review Questions
218	11.4.2 Suggested Activities

220 Chapter 12 – Five More Models

220	“Five More Models”
222	12.0 Overview
222	12.1 The Need for Another Model of Interpreting
223	12.2 Review of Communication and Language
224	12.2.1 Review of the Linguistic Pyramid
225	12.2.2 Review of Language as a Subset of Communication
227	12.3 From the Mind to a Text
227	12.3.1 Sociolinguistic Frame
228	12.3.2 Message Preparation and Productive Semantics
229	12.3.3 Monitor
229	12.3.4 Errors
230	12.3.5 The Eight Cs of Linguistic Texts
230	12.3.6 Summary of Expressed Communication
231	12.4 From a Text to the Mind
231	12.4.1 Comprehension of a Linguistic Text
233	12.4.2 Noise, Clarification Requests, and Feedback
234	12.5 Proposed Models of Linguistic Communication
236	12.6 Five Proposed Models of Transcommunication
236	12.6.1 Proposed Model of Translation
237	12.6.2 Proposed Model of Consecutive Transcommunication
238	12.6.3 Proposed Models of Simultaneous Transcommunication
242	12.6.4 Comprehension and Production
243	12.6.5 Proposed Model of Teamed Transcommunication
245	12.6.6 Proposed Model of Relayed Transcommunication
247	12.6.7 Linguistic Processing Within the Models
249	12.7 Application of the Models
251	12.7.1 Boundaries
253	12.7.2 Four Predictions for Bilingual Transcommunication
254	12.7.2 Transcommunication Errors
255	12.7.2 Measuring Performance
257	12.8 Summary
260	12.8.1 Review Questions
260	12.8.2 Suggested Activities

Bibliography and Appendices

261 "The End is Only A Beginning"

264 Bibliography***279 Appendix A - RID Policies and Guidelines***

279 Tips From the Raters

279 What is "Transliteration?"

280 What Is Interpreting?

281 Description of the RID CI and CT Rating Scales

282 Appendix B - Ethical Guidelines

282 RID Code of Ethics

283 AVLIC Code of Ethics

284 AIIC Ethical Guidelines

286 Cued Speech Transliterators Code of Ethics

288 Appendix C - Practice Source Texts

288 U. S. Constitution

296 The Amendments to the Constitution of the United States

304 Appendix D – Ten Cs Target Text Evaluation Form

List of Figures

#	<i>Figure Title</i>	<i>Page</i>
0.1	M. C. Escher's <i>Hand With Reflecting Sphere</i>	11
1.1	Animal & Human Communication and Language	15
1.2	The Mind and Communication	16
1.3	The Communicating Mind	21
1.4	Communicating Minds Within a Shared Physical Setting	22
1.5	Intentional, Immediate, & Interactive Aspects of Communication	27
2.1	Language Encoding Systems	34
2.2	The Linguistic Pyramid	35
2.3	Semiotics, Paralinguistics & Phonetics	36
2.4	Meaning in Context	42
2.5	Semantic Hierarchies	42
2.6	Emerging Register Variations	47
2.7	Four Sides of the Linguistic Pyramid	48
2.8	The Mind's Linguistic Perception & Production	49
2.9	Linguistic Communication Within a Physical Setting	50
4.1	Traditional ASL-English Continuum	74
4.2	Language Continua: ASL and English	79
5.1	Liddell & Johnson Finger Notations	87
5.2	Finger Diacritical Markings	88
5.3	Thumb Diacritical Markings	88
5.4	Handshape Transcription Examples	88
5.5	Handshape for ASL sign THINK (1o-)	89
5.6	Handshape for ASL sign KNOW (Ba)	89
5.7	Handshape 2o-	90
5.8	Handshape 7o-	90
5.9	Liddell & Johnson Location Transcription	91
5.10	Spoken English Consonants Chart	93
5.11	Spoken English Vowels Chart	94
5.12	Spoken English Diphthongs Chart	94
5.13	Cued English Consonants Chart (part 1)	97
5.14	Cued English Consonants Chart (part 2)	98
5.15	Cued English Vowels Chart	99
5.16	Cued English Diphthongs Chart	100
5.17	Brailled Alphabet	102
5.18	American Fingerspelled Alphabet	103
5.19	British/Australian Fingerspelled Alphabet	104
5.20	Morsed Alphabet	105
5.21	Semaphored Alphabet	106
5.22	Secret Code Grid	107

Table of Contents

xiii

#	<i>Figure Title</i>	<i>Page</i>
6.1	Modifications of ASL to Create Artificial Pidgins	116
7.1	Source and Target Texts	123
7.2	Elucidation (consecutive) of Monologic Discourse	124
7.3	Elucidation (consecutive) of Dialogic Discourse	124
7.4	Interlinguistic Transcommunication Labels	129
7.5	Russian-English Transliteration & Translation	131
7.6	Transliteration (simultaneous) of Monologic Discourse	131
7.7	Transliteration (simultaneous) of Dialogic Discourse	132
7.8	Simultaneous Interpretation of Monologic Discourse	137
7.9	Simultaneous Interpretation of Dialogic Discourse	137
7.10	Consecutive Interpretation of Monologic Discourse	138
7.11	Consecutive Interpretation of Dialogic Discourse	138
7.12	Interlinguistic Transcommunication Labels	140
7.13	Interlinguistic & Intralinguistic Transcommunication Labels	141
8.1	Some Varieties of Relayed Transcommunication	154
9.1	Intentional, Immediate, & Interactive Aspects of Transcommunication	162
9.2	Literal and Idiomatic Processing Continuum	163
9.3	Processing Levels Between Source and Target Texts	164
10.1	Altman's (1990) Survey Questions on Relayed Interpreting	188
10.2	Physical Arrangements of Relayed Interpreting Participants	191
11.1	Minimum Requirements for an Interpreting Model	203
11.2	Gerver's (1976) Model	204
11.3	Moser-Mercer's (1978) Model	205
11.4	Ingram's (1974) Model	206
11.5	Ingram's (1980) Model	207
11.6	Cokely's (1984) Model	208
11.7	Llewellyn-Jones' (1981) Model of Idiomatic Interpreting	209
11.8	Colonomos' (1997) Pedagogical Model	210
11.9	Colonomos' (2000) Model of Meaning Construction	211
11.10	Colonomos' (1997) Model of the Interpreting Process	212
11.11	Kirchoff's (1976) Model	213
11.12	Colonomos' (1992) Model of Literal Interpreting Options	214
11.13	Llewellyn-Jones' (1981) Model of Intentional Literal Interpreting	215
11.14	Llewellyn-Jones' (1981) Model of Inadequate Processing of Form	215
11.15	Llewellyn-Jones' (1981) Model of Unintentional Literal Interpreting	216

#	<i>Figure Title</i>	<i>Page</i>
12.1	The Mind	223
12.2	The Communicating Mind	223
12.3	Communicating Minds Within a Shared Physical Setting	224
12.4	The Linguistic Pyramid	225
12.5	Linguistic Communication Within a Physical Setting	226
12.6	Sociolinguistic Frame and Language Competence	228
12.7	Message Preparation and Productive Semiotics	228
12.8	The Eight Cs of Linguistic Texts	230
12.9	Moving Communication from the Mind to a Linguistic Text	231
12.10	Processing Levels Between Source and Target Texts	232
12.11	Moving Communication from a Linguistic Text to the Mind	233
12.12	Components of Communication	234
12.13	Reduced Model of Communication via a Linguistic Text	235
12.14	Reduced Model of Direct Interactive Communication	235
12.15	Reduced Model of Translation	237
12.16	Consecutive Transcommunication of Dialogic Discourse	238
12.17	Reduced Model of Dialogic Simultaneous Transcommunication	239
12.18	A More Detailed Model of Monologic Simultaneous Transcommunication	241
12.19	Source Text's 8 Cs Compared to the Target Text's 10 Cs	242
12.20	Simplified Model of Teamed Simultaneous Transcommunication of Monologic Discourse	244
12.21	Reduced Model of Relayed Simultaneous Transcommunication of Monologic Discourse	246
12.22	Potential Processing Levels	258
12.23	Three Levels of Transcoding	259
13.1	M. C. Escher's <i>Waterfall</i>	263

UNIT THREE - Analysis, Evaluation and Application in PART 2

Chapter 13 - Source Text Analysis

13.0 Overview

13.1 Source Texts - Analysis for Meaning

13.2 Summary

Chapter 14 - Source and Target Text Comparisons

14.0 Overview

14.1 The Search for Equivalence

14.2 Accommodation for Non-Equivalence

14.3 Summary

Chapter 15 - Target Text Analysis

15.0 Overview

15.1 Target Texts - Analysis for Accuracy

15.2 Summary

Chapter 16 - Self Improvement Strategies

16.0 Overview

16.1 Memory and Knowledge

16.2 Simultaneous Processing

16.3 Language Skills

16.4 Performance - Analysis for Improvement

16.5 Performance Techniques

16.5 Mediation Skills

16.6 Teamwork

16.7 Summary

Chapter 17 – Ethics & Certification

17.0 Overview

17.1 Ethics in Transcommunication

17.2 RID Certification

17.3 AVLIC Certification

17.4 NAD Certification

17.5 Ethical Responsibilities and Consequences

17.6 Continuing Education and Self Improvement

17.7 Summary

Chapter 18 - Professional Practices

18.0 Overview

18.1 Team Interpreting and Peer Analysis

18.2 Business Practices

18.3 Summary

UNIT FOUR – Interpreting Specialized Content in PART 2*Chapter 19 – Performance Interpreting***19.0 Overview****19.1 Performance Settings****19.2 Performance Topics****19.3 Summary***Chapter 20 – Medical Interpreting***20.0 Overview****20.1 Medical Settings****20.2 Medical Topics****20.3 Summary***Chapter 21 – Mental Health Interpreting***21.0 Overview****21.1 Mental Health Settings****21.2 Mental Health Topics****21.3 Summary***Chapter 22 – Legal Interpreting***22.0 Overview****22.1 Legal Settings****22.2 Legal Topics****22.3 Summary***Chapter 23 – Conference Interpreting***23.0 Overview****23.1 Conference Settings****23.2 Conference Topics****23.3 Summary***Chapter 24 – Educational Interpreting***24.0 Overview****24.1 Educational Settings****24.2 Educational Topics****24.3 Summary**

The Interpreting Handbook Part 1

**by
Brian Cerney, Ph.D.**



**Hand & Mind Publishing
Colorado Springs, CO**