

# **Energy Efficient Interpreting: Making the most of our limited resource - mental energy**

**CCBC INTR Prof. Development Day**

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A photograph of a narrow, snow-covered path winding through a dense forest of bare trees. The path is covered in a layer of white snow, with some patches of green grass visible. The trees are tall and thin, with no leaves, suggesting a winter or late autumn setting. The lighting is soft, and the overall tone is muted and wintry. Five rectangular text boxes are overlaid on the image, each containing a different word or phrase.

Reflect

Strategize

Explore

Colonomos Model

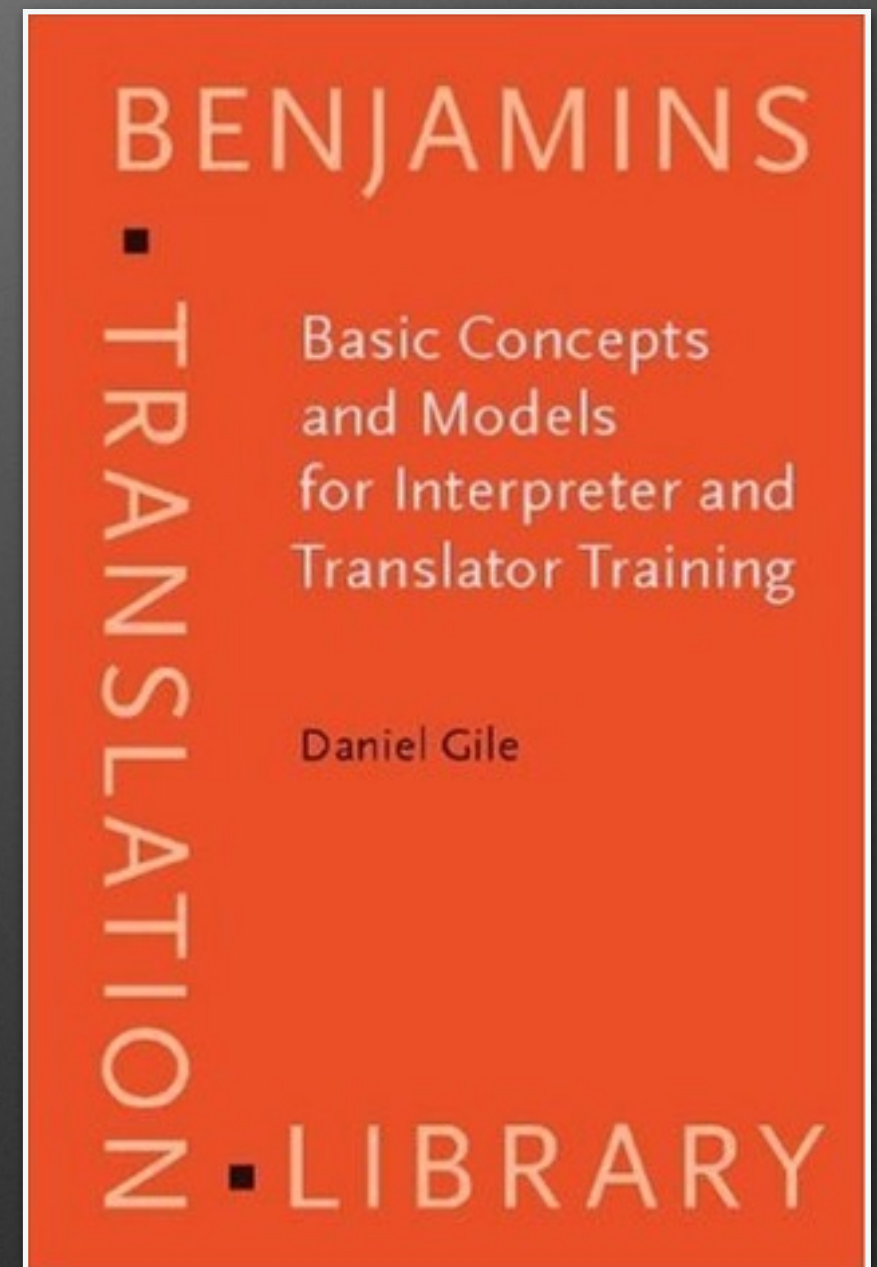
Gile's Effort Model



# The Effort Model of Interpreting

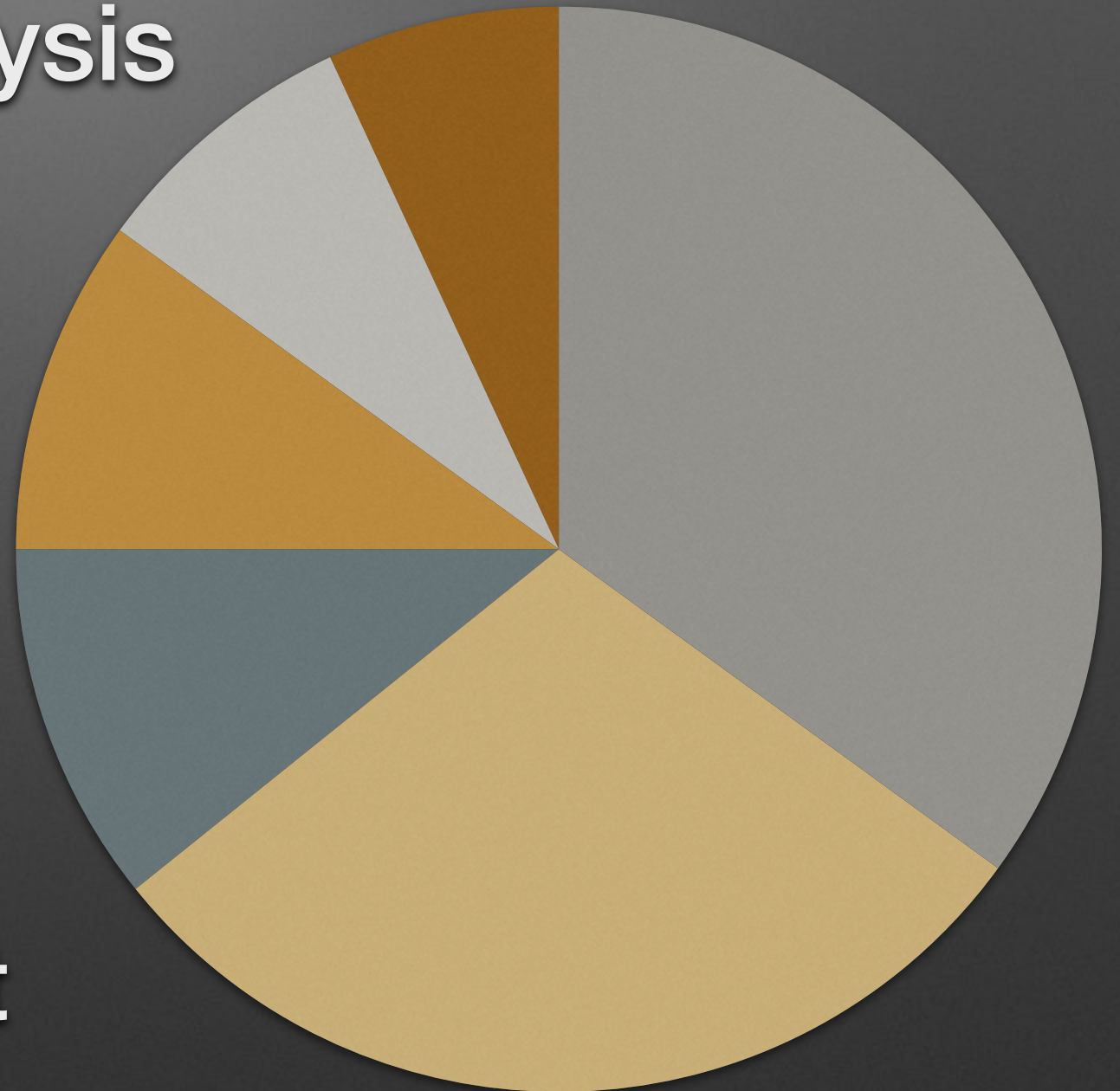
-Daniel Gile (1995)

- Interpretation requires some sort of mental 'energy' that is only available in limited supply.
- Interpretation takes up almost all of this mental energy, and sometimes requires more than is available, at which times performance deteriorates.



# Four Primary Efforts

- Listening and Analysis Effort
- Memory Effort
- Production Effort
- Coordination Effort





# Other uses of our Effort...

Listening+Analysis

Memory

Production

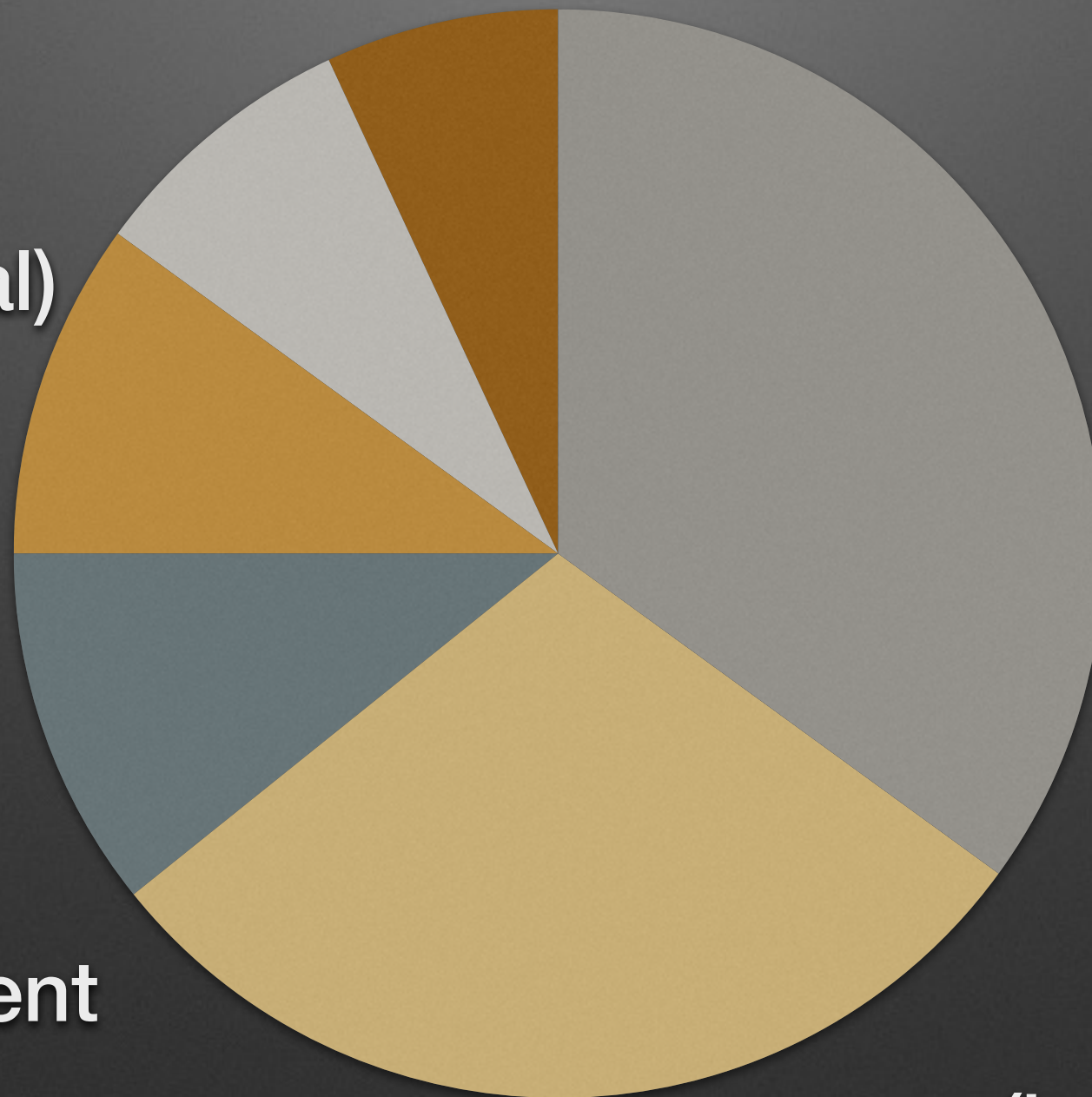
Coordination

Monitoring  
(Internal/External)

Nerves &  
Self-Talk

Filter  
Management

Tuning-Out  
Distractions  
(internal/external)



Processing Capacity > Processing Requirements =  
Effective Interpreting\*

Listening  
Analyzing  
Memory  
Production  
Coordination  
Other...



Processing Capacity < Processing Requirements =  
*Mental Saturation*





**Colonomos Model**

**Gile's Effort Model**



source message

# Pedagogical Model: CRP

-Colonomos, 2007

target message

## Comprehending

- Attending to input (concentrating)
- Analyzing language for meaning
- Access images and mnemonics

## Preparing Delivery (planning)

- Contextual protocols
- Coherence of content, affect, register
- Access resources: team member(s)
- Supervisor (process management issues)

# CRP

## Representing speaker schema

- Content icons (pictures, movie, shapes, kinesthetics, mapping).
- Identify equivalence issues

## Representing target schema

- Foreground/background
- Cultural/structural adjustments\ (target switch)
- Examine/decide equivalence options

R1

R2



# ***“Gained in Translation” Study***

**“One year after the initial tests, the trainee group’s brains had changed, but not how you might expect: their caudate nuclei were *less* active during translation task. In other words, they became more efficient controllers and mental multitaskers.”**

**Automatization**





**Explore**

**Colonomos Model**

**Gile's Effort Model**



# The [your-name-here] Model

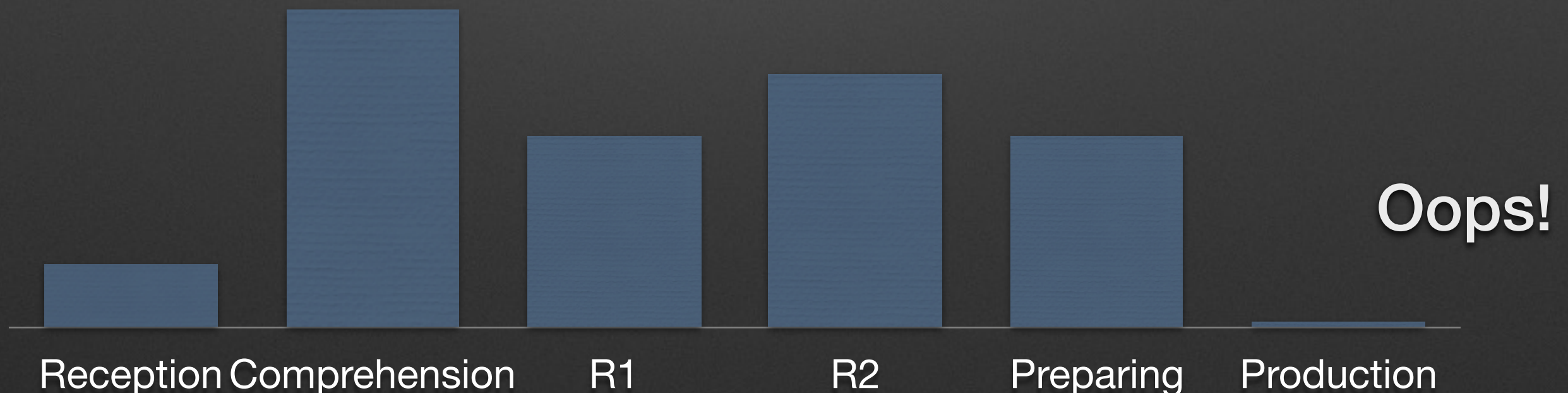
- What are the most salient aspects of your interpreting process to you? (Drawing from the Gile and Colonomos models or elsewhere)
- Take as many cards as you feel you need, and write down each of your typical “Energy Expenses.” (One per card)



# Exploring

- Ten minute English\* —> ASL interpretation, videotaped
- While you watch your interpretation, recall how energy was allocated.
  - Each time one aspect of mental energy was most notable, move the corresponding card up a little.

My process last Fall...





# *How we learn something new*





# Play,

# Learn

# and

# Grow...



# Together!

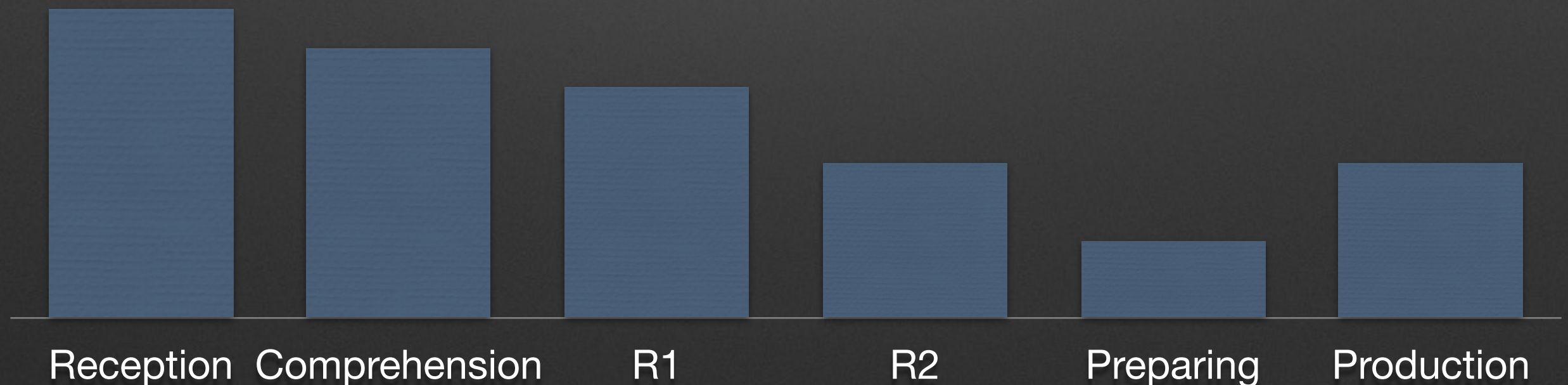
- Where was the most energy focused during this interpretation? Was this allocation effective?
- If so, how did you learn to manage your efforts in this way?
- If not, what might be more effective?
- Was the energy allocated differently throughout the text, or did it remain consistent throughout?



**Bio Break**

# Exploring

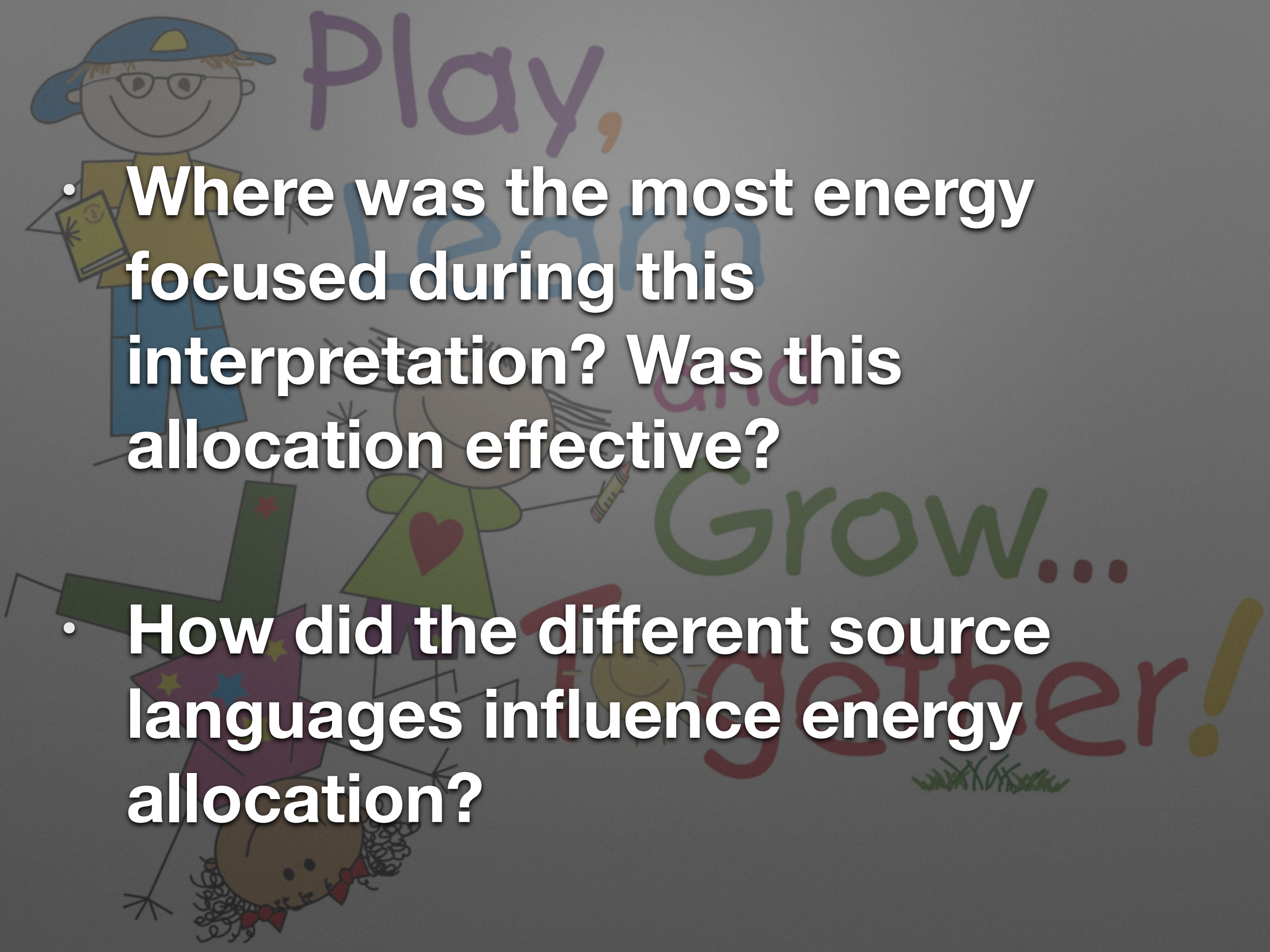
- Ten minute ASL —> English interpretation, videotaped
- While you watch your interpretation, recall how energy was allocated.
  - Each time one aspect of mental energy was most notable, move the corresponding card up a little.





# ***Respect the Process***



The background features a grey gradient with faint, colorful illustrations of children. At the top left is a boy with a blue cap and glasses holding a book. In the center is a girl with a green shirt and a heart. At the bottom is a girl with a purple star-shaped headpiece. Large, stylized text in various colors reads 'Play, Learn and Grow... Together!' across the background.

- Where was the most energy focused during this interpretation? Was this allocation effective?

- How did the different source languages influence energy allocation?



A photograph of a snow-covered path in a forest. The path is covered in a layer of snow, with some green grass visible in patches. The trees are bare, suggesting winter. The path leads into the distance, where a small bridge or archway is visible. Four text boxes are overlaid on the image: 'Strategize' in a white box, 'Explore' in a light gray box, 'Colonomos Model' in a medium gray box, and 'Gile's Effort Model' in a dark gray box.

**Strategize**

**Explore**

**Colonomos Model**

**Gile's Effort Model**



# Practice makes Permanent...

## Strategy for Automatization

### High-Energy Effort

- Neg self talk
  - Understanding FS
  - Limited ELK — word choices/representation, etc.
  - Rapid shift of energy management caused internal distraction (metacognitive *stuff*)
  - All energy on C — nothing left for P —> One-word target text, no sentences
  - EFFECTIVE use of energy — poured energy into clozure skills
- Eliminating “should,” “but,” and “still” from our vocab; Powerhouse songs; go-to jokes; non-evaluative/objective lang.
  - Watching videos with fs at home; workshops; DVDs, etc.
  - Think about the general topic — brainstorm (before/during job) appropriate vocabulary in both langs
  - Rather than respond to shifts with analysis, jump on-board and get behind that shift — put more energy where it’s needed; STOP interpreting, and just listen (put all energy to C, and hold off on R and P for a moment)
  - Watch videos at home and practice by first just saying one word per chunk, and work your way up to full sentences; give yourself permission to grow in a process, not overnight;
  - WOOT! Let’s get that even stronger! Watch a video/listen to the radio, etc. and block it visually/audially and figure out what they said anyway....



A photograph of a snow-covered path in a forest, with several text boxes overlaid. The path leads from the bottom center towards the top center, flanked by snow-covered grass and bare trees. The text boxes are: 'Reflect' (top center), 'Strategize' (middle right), 'Explore' (middle left), 'Colonomos Model' (bottom right), and 'Gile's Effort Model' (bottom left).

**Reflect**

**Strategize**

**Explore**

**Colonomos Model**

**Gile's Effort Model**





**Thank You!**

**Respect  
the  
Process**

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# Exploring with a Team

- Ten minute English —> ASL interpretation, videotaped
- While you watch your interpretation, recall how energy was allocated.
  - Each time one aspect of mental energy was most notable, move the corresponding card up a little.







# ***The Rosa Lee Show***

