

COMPASS

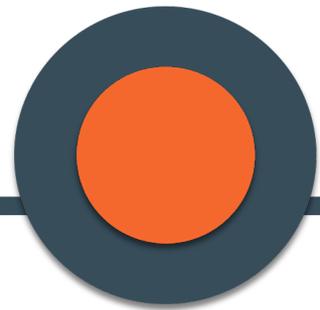
Processing Skills

COMPASS



Message Analysis

Interpreting Process



What we've done...

...and where we're going



Receiving input from the source. A speaker creates an utterance—whether in sign or in spoken English. This utterance comes out of a specific context and fits in with the speaker's goal for the communication.

Analyzing the source message. The interpreter needs to take this utterance created by the speaker and analyze what it means.

Determining the message without linguistic form. After the analysis, the interpreter must decide what the core message is without relying on the particular words or signs that were used to create the source. This step is often described in interpreter education as “dropping form.” The ability to visualize is a critical skill at this stage.

Composing target message. From the core message that is disconnected from the form of the source language, an interpreter must determine how to create an equivalent utterance in the target language.

Monitoring the process. Throughout the process, the interpreter must also do self-monitoring and look for feedback from the participants in the interaction to ensure the message is being received as intended.

Theme

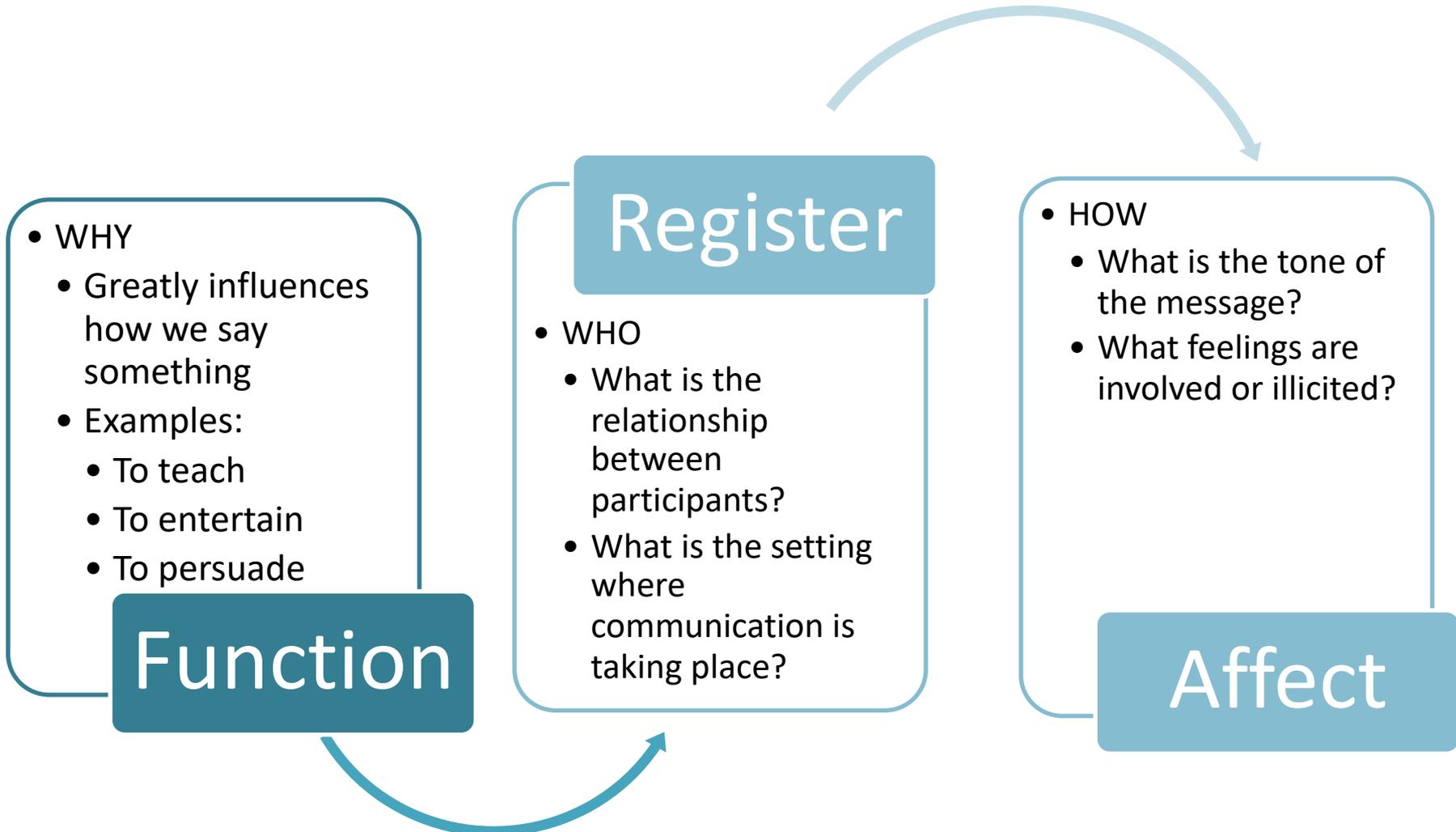
- What is the overall point
 - The gist
 - The one-liner

Main Points

- What are the Salient ideas?
 - The point of the message
 - If altered or omitted, the meaning changes

Details

- What makes the main points more specific?
 - Emphasizes the main points
 - If omitted, the overall main idea is still intact



Message

Theme

Main
Points

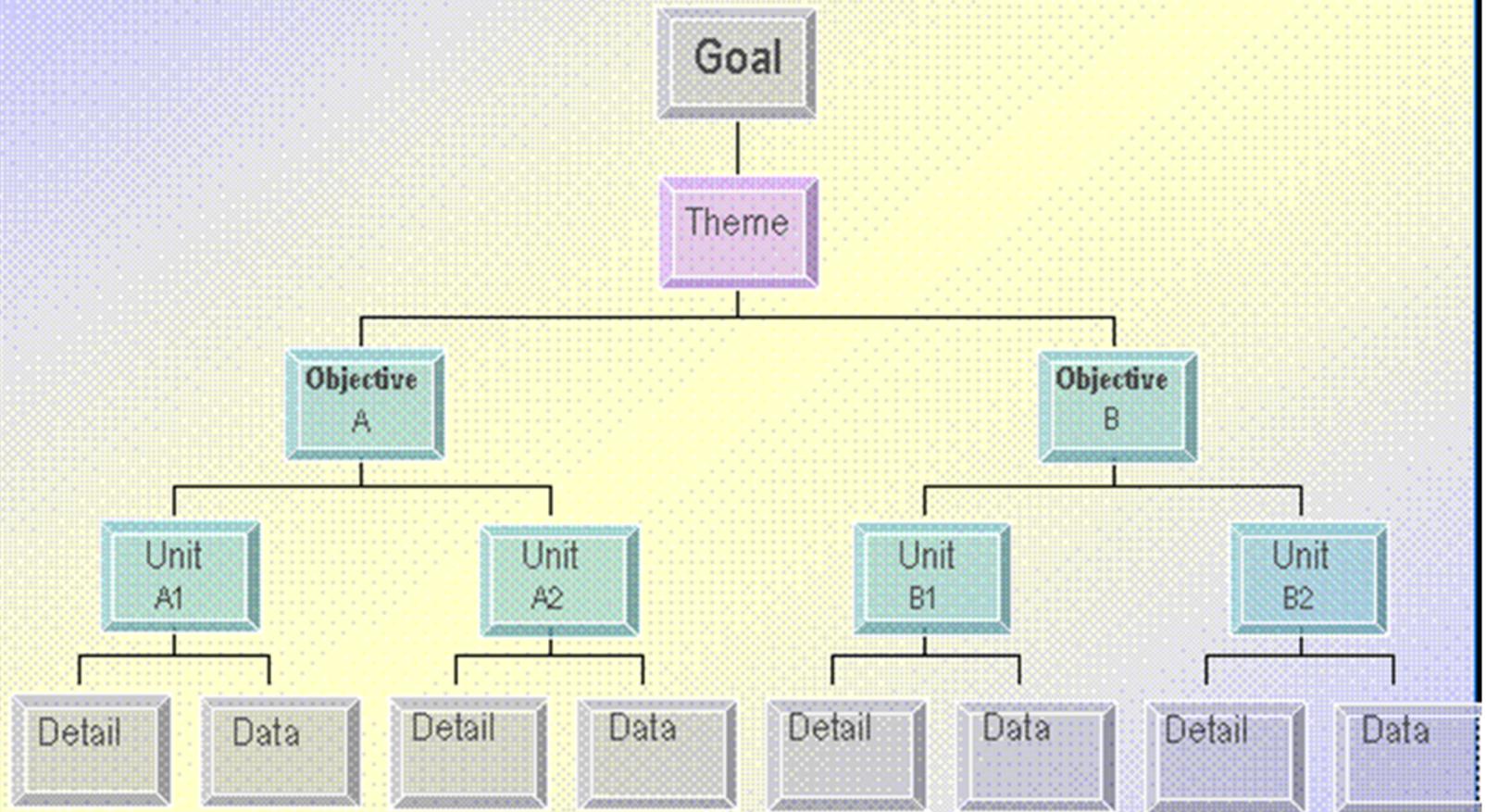
Details

Function

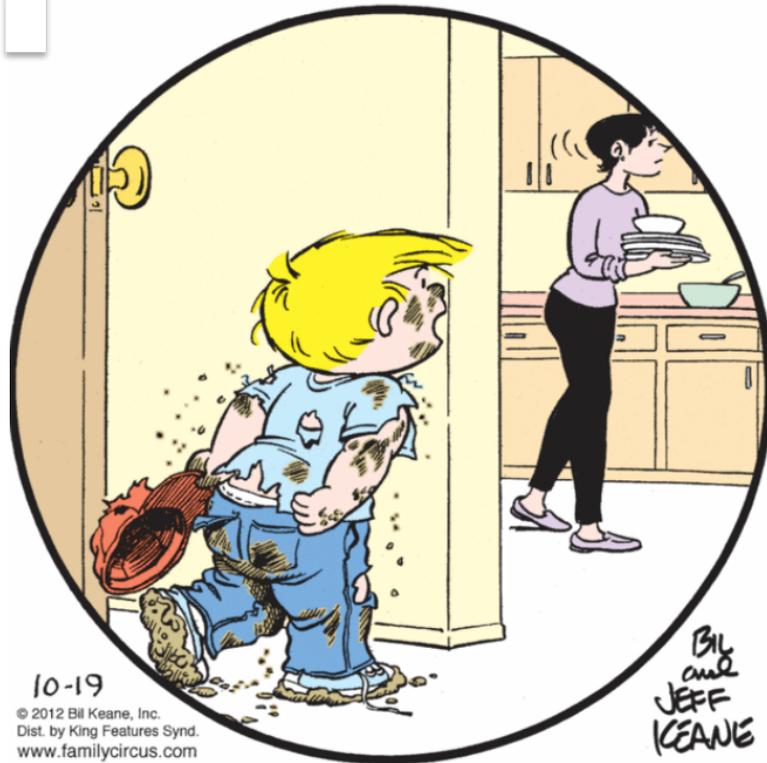
Register

Affect

Gish Model of Interpreting



What's your analysis?



“Mommy, are you in a good mood today?”

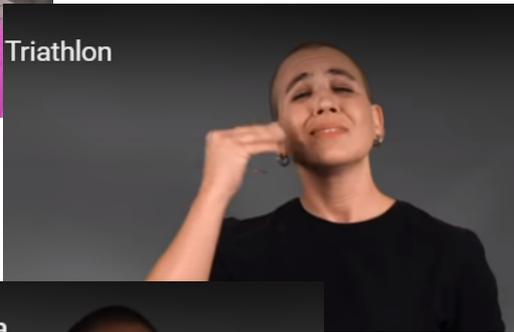
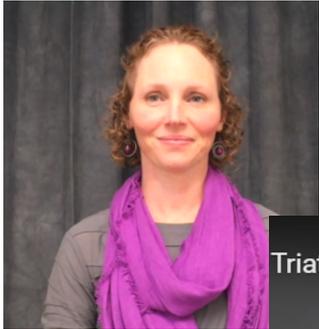
- What is the theme?
 - (the gist)
- What is/are the main points?
 - (the key ideas)
- What is/are the details
 - (the specific facts)

What's your analysis?



- What is the theme?
 - (the gist)
- What is/are the main points?
 - (the key ideas)
- What is/are the details
 - (the specific facts)
- What is the Affect?
 - (How)
- What is the register?
 - (Who)
- What is the function?
 - (Why)

Assignment



- Review your prep work for each of these 3 videos
- Complete visualization maps for Triathlon and Fishing in Jamaica
- Complete analysis for all 3 videos

What's your analysis?



- What is the theme?
 - (the gist)
- What is/are the main points?
 - (the key ideas)
- What is/are the details
 - (the specific facts)
- What is the Affect?
 - (How)
- What is the register?
 - (Who)
- What is the function?
 - (Why)

Be sure to include all 6 components

Resources



Williamson, Amy. “Life in Parallel: Matching Texts in American Sign Language and English.” *Digiterp.com*, Digiterp Communications, 25 Aug. 2003, www.digiterp.com/parallel.html.

For further learning on the Gish model of the interpreting process, visit <http://www.terptopics.com/ModelsProcessing.htm>