

Daniel Gile and the Effort Models (EM) Simplified Overview

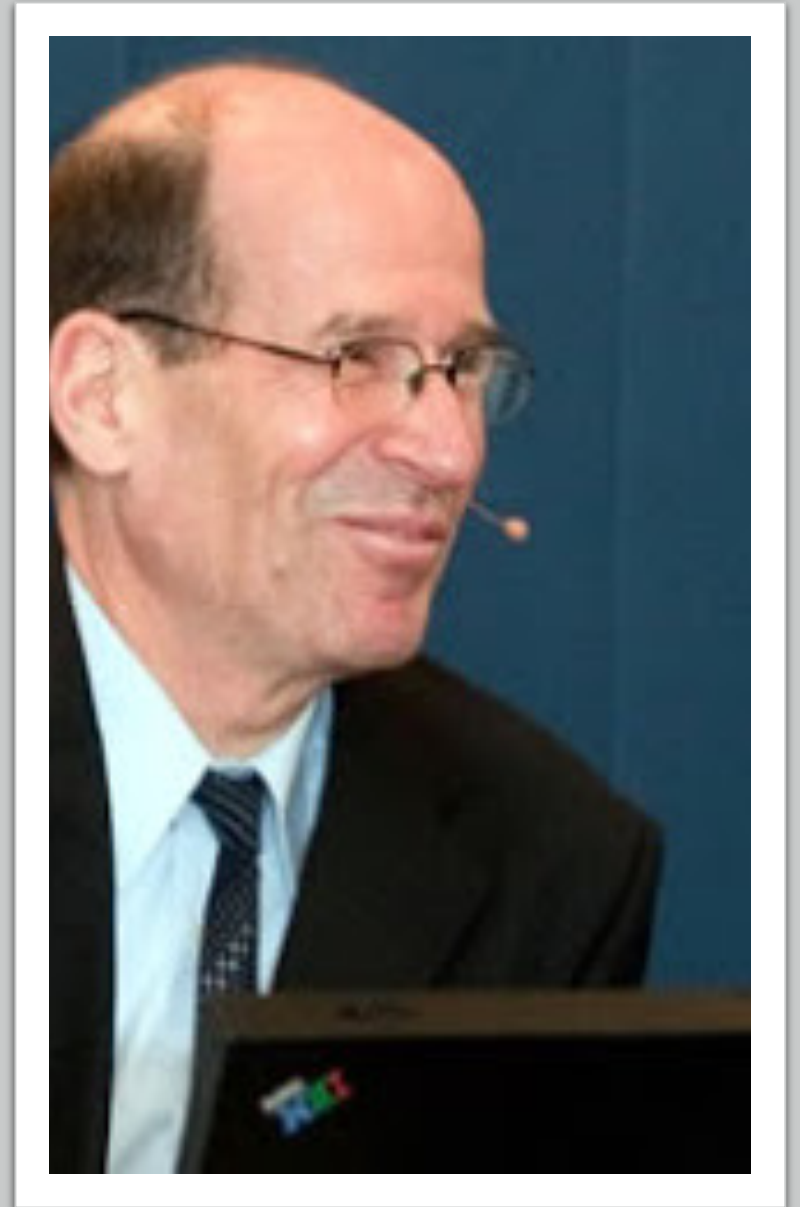
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2021 OHA Continuing Education for Healthcare Interpreters

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Daniel Gile

- Freelance AIIIC conference interpreter (Japanese-French)
- Professor of Translation at *École Supérieure d'Interprètes et de Traducteurs* (ESIT), France.
- His research interests are translator training, training of young researchers, and cognitive processes in conference interpreting.
- Author of:
 - *Insights into research in conference interpretation* . Lille University Press, Lille 1995
 - *Basic Concepts and Models for Translator and Interpreter Training*. John Benjamins Publishing Company Amsterdam/Philadelphia 1995, überarbeitete Auflage 2009
 - *The translation. Understand it, learn it* . University Press of France, Paris 2005



Observations

- Deterioration in delivery
- Fluctuation in performance overtime
- Errors, omissions and infelicities (EOIs) in target text

*Infelicities: clumsy language, not quite incorrect

Question for discussion

- When do you feel deterioration/fluctuations in your performance?
 - When do errors, omissions and infelicities occur?
-

The Effort Model – Basic Concept

In order to perform the interpreting task, there are several efforts (functions or mental operations) the interpreter performs.

Question for discussion

In your opinion, what are the different functions performed during simultaneous interpreting?

Historical Background (1) - Early 1980s

Simultaneous interpreting = a set of (behavioral) 'Efforts' which could easily be identified as 'functions' by students and trainers

LA – Listening and Analysis (of source speech) – later renamed R (Reception) to account for interpreting from signed languages

M – Short Term Memory Effort

P – Production (of target speech), including self-monitoring

All competing for limited processing capacity
(*also called 'attentional resources'*)

Source: <https://www.cirinandgile.com/powerpoint/The-Effort-Models-and-Gravitational-Model-Clarifications-and-update.pdf>

Definition of interpreting

- Interpreting—the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language*.

*ASTM International - Standard Practice for Language Interpreting - F2089 – 2015 – P.1



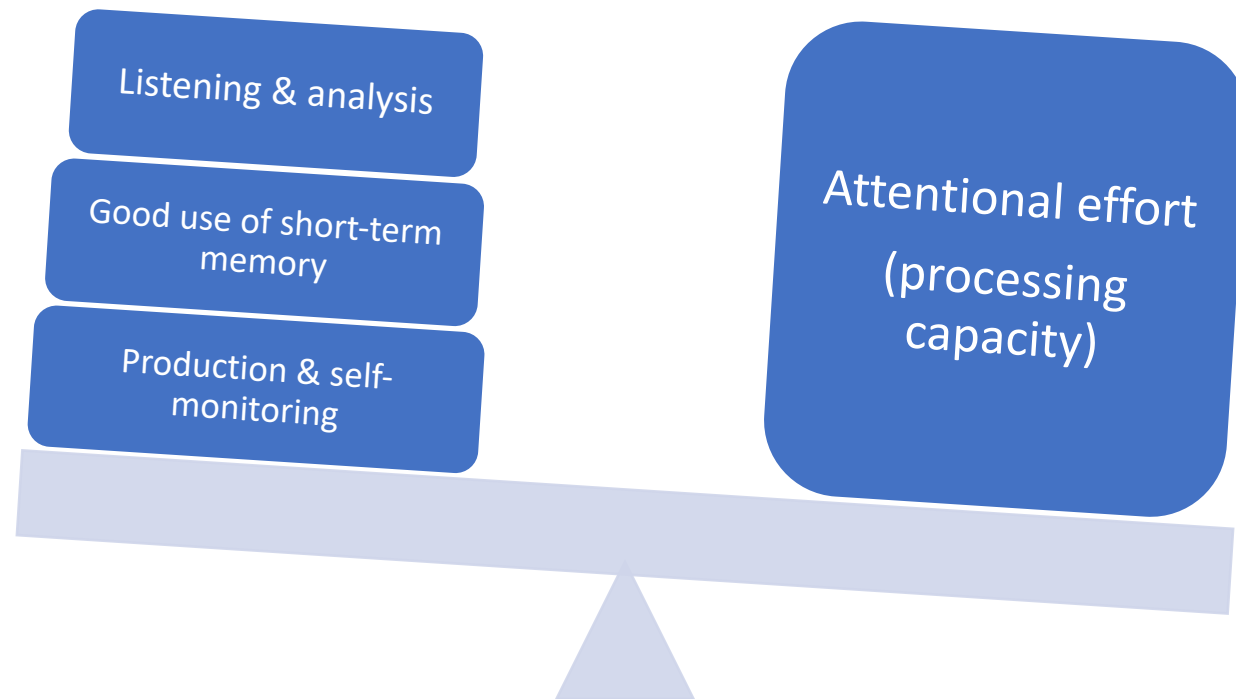
All competing for limited processing capacity
(also called 'attentional resources')

$$\mathbf{Sim} = \mathbf{LA} + \mathbf{M} + \mathbf{P} \leq \mathbf{A}$$

A: Available processing capacity

Note: mathematical notation used very loosely, by convention

In other words, in order to have good interpretation:



Historical background (2) – Automatic and controlled operations

Soon (still early 80s) started exploring cognitive psychology and psycholinguistics literature, and found out about the existence of a classification:

- Automated operations

Require (virtually) no attentional resources, very fast

- Controlled operations

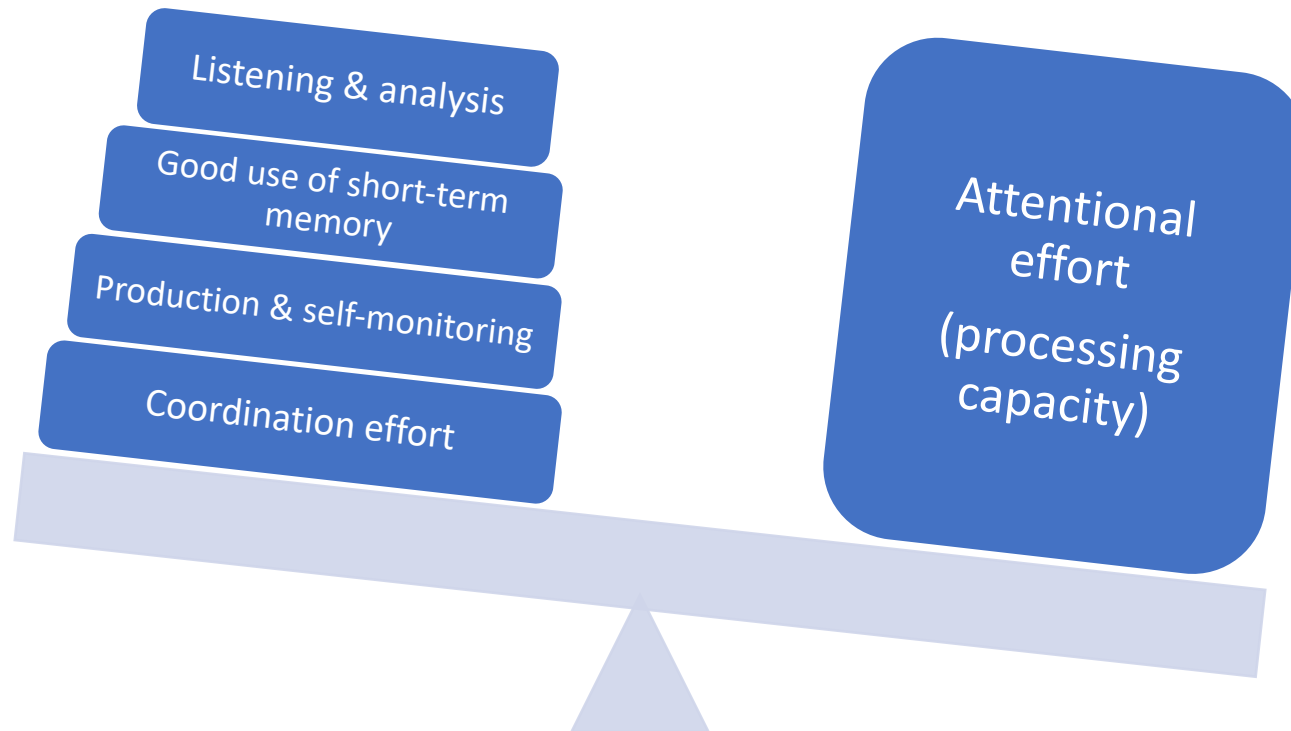
Require attentional resources, much slower

Controlled operations become gradually ‘automated’ when repeated

Also found out that cognitive psychologists believe that attentional resources ('processing capacity') are limited at any time in humans and that a 'coordination' function ('*executive*' *function*), which also uses up attentional resources, is important when managing cognitive activities

Added the ***coordination Effort C*** to the Model

In other words, in order to have good interpretation:



What can go wrong?

If conditions are not met, this may result in:

- Incomplete/incorrect comprehension of source
- Incorrect/clumsy target speech
- Incomplete/incorrect storage/retrieval of information from short-term memory
- Slowing down of one or more of efforts
- And then chain reaction

Does this apply only to
simultaneous?

Long Consecutive with Notes

(‘long’) Consecutive interpreting (with notes)

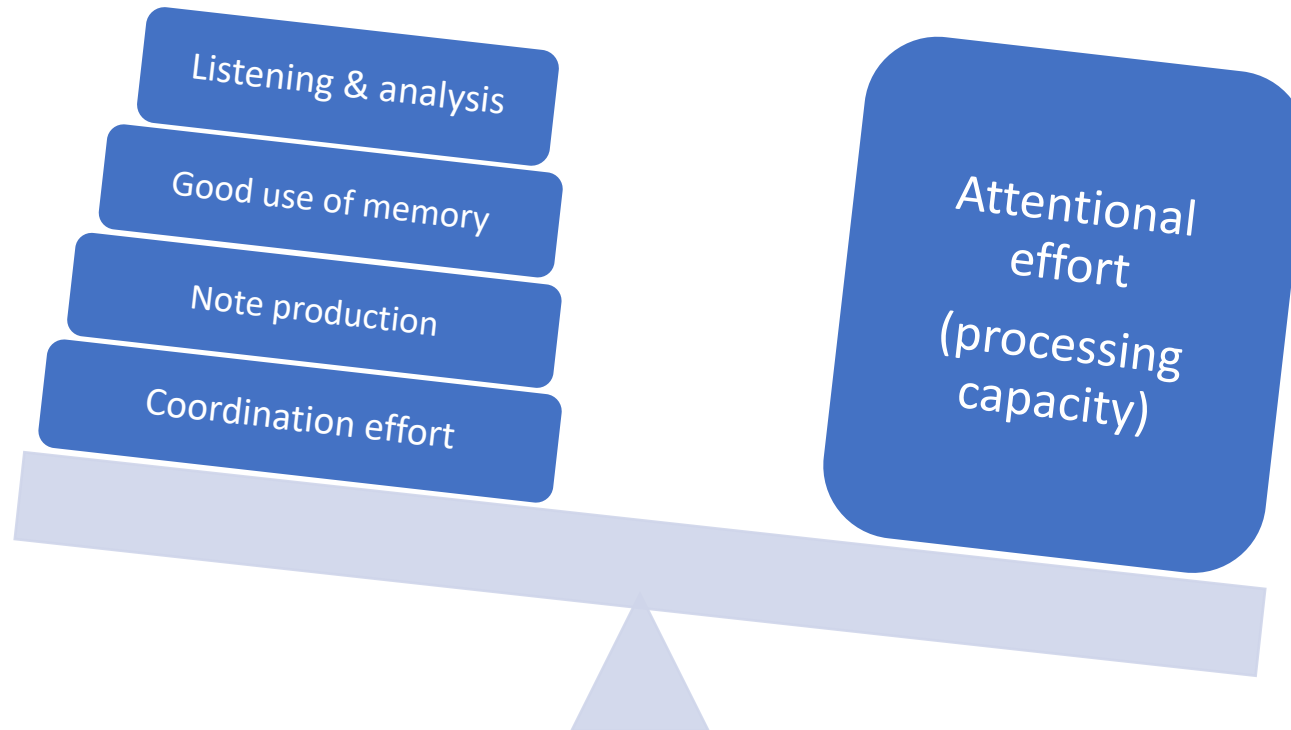
Comprehension phase: L + M + NP + C

NP: Note Production

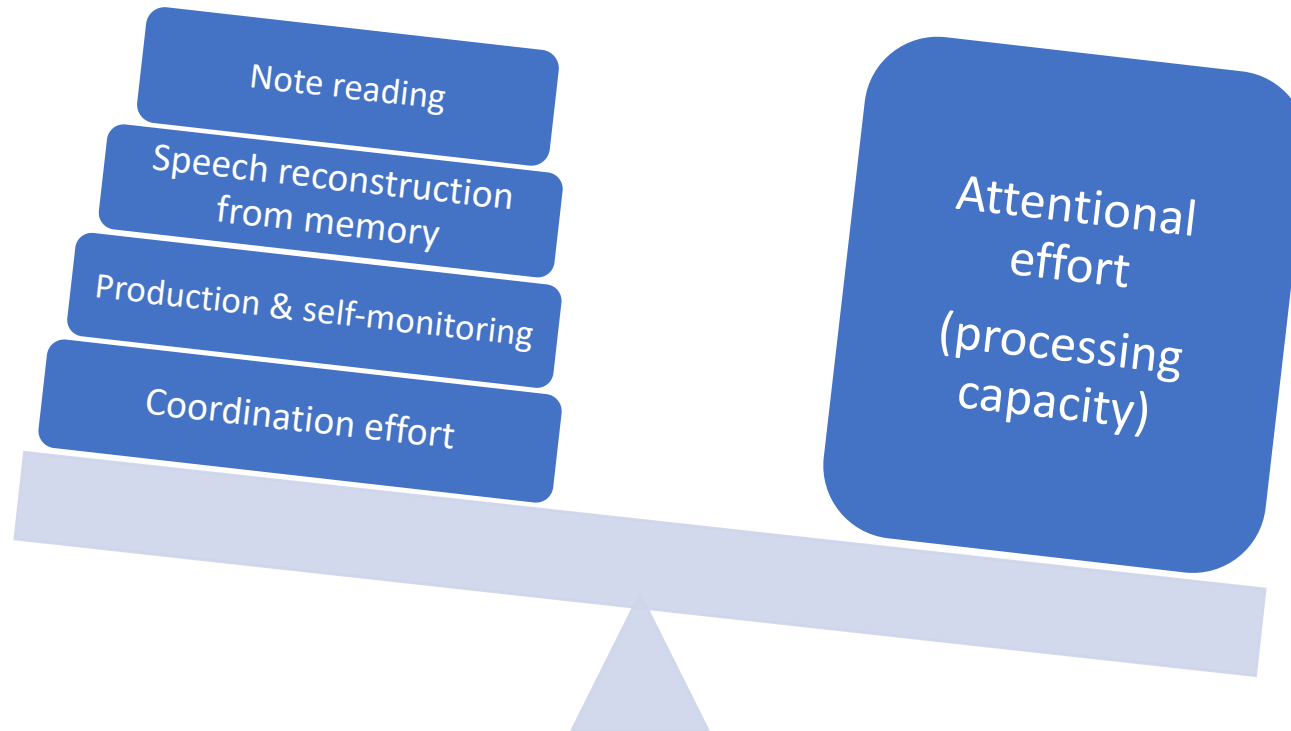
Reformulation phase: NR + SR + P + C

NR: Note Reading SR: Speech Reconstruction from Memory

In order to have good interpretation in long consecutive with notes (comprehension phase):



In order to have good interpretation in long consecutive with notes (reformulation phase):



Long Consecutive with Notes

**Strong cognitive pressure during comprehension phase
less during reformulation phase**

Actually, during reformulation, much cognitive cooperation,
as opposed to competition during the comprehension phase.

Because of cognitive and mechanical aspects of note-taking during
comprehension:

Comprehension phase is origin of most EOs
not of Infelicities

So note-taking is important

Sight Translation

R + M + P + C

R: Reading Effort

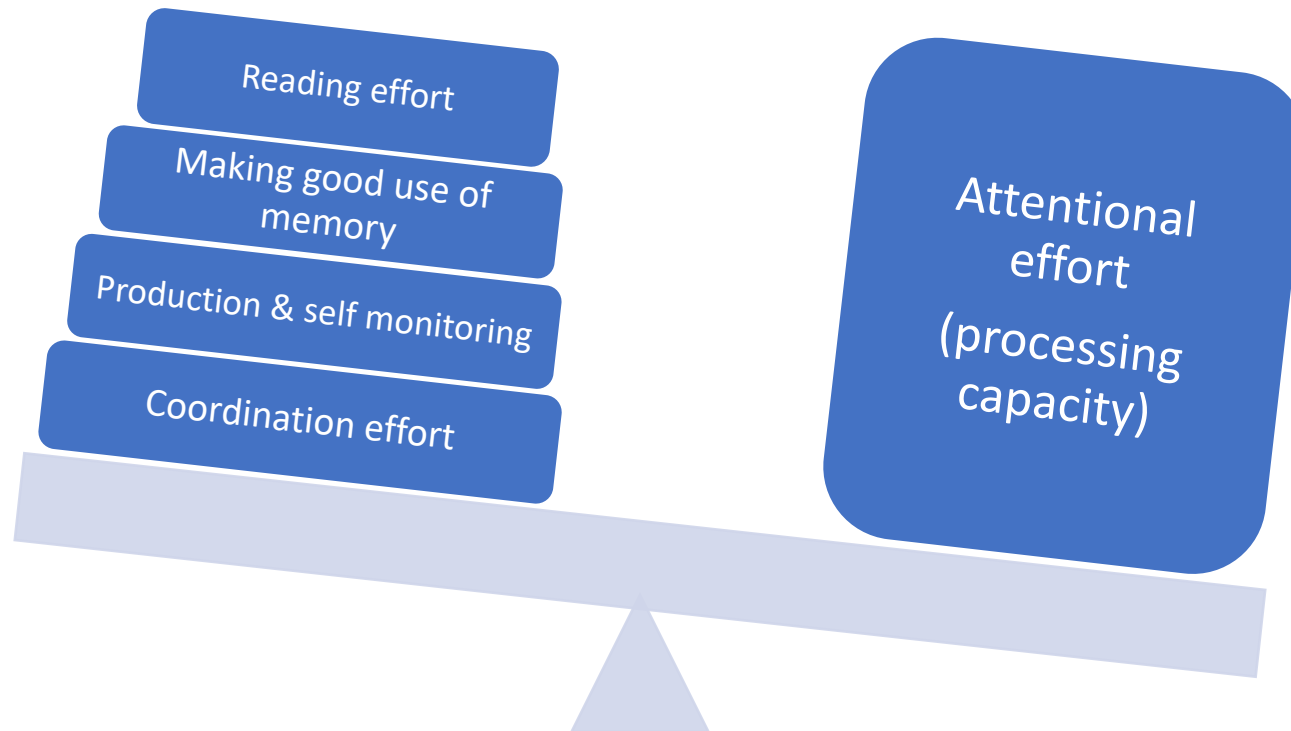
At first sight,
Sight Translation seems easier than simultaneous or consecutive because the
information is there to see at any time,
but

**P is particularly difficult in sight translation
because of the permanent visual presence of the ST
and the resulting risk of linguistic interference from the source language**

So on balance, it seems to be just as difficult, at least for beginners
who have not yet mastered the skill of mentally taking some distance from
linguistic forms and retaining a highly deverbilized mental
representation of what they say

Source: <https://www.cirinandgile.com/powerpoint/The-Effort-Models-and-Gravitational-Model-Clarifications-and-update.pdf>

In order to have good sight translation:

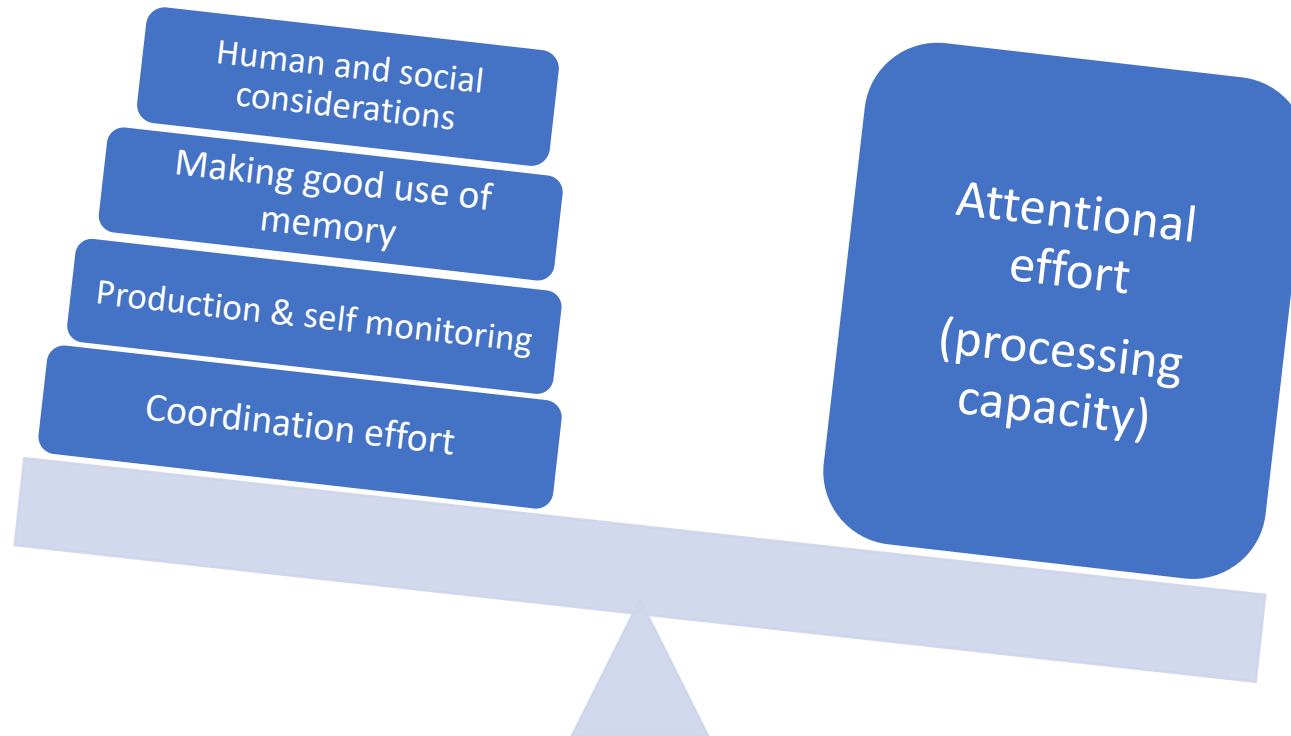


Community interpreting

If interpreters need to constantly pay attention to what role they should play in a particularly sensitive mediated face-to-face interaction and what reformulation decisions are most appropriate psychologically and socially
(e.g. some situations in community interpreting, diplomatic/political interpreting)

HSC: Human and social consideration effort

In other words, in order to have good community interpreting:



Juggling Efforts

- Listening and analysis
- Memory
- Reading
- Production
- Coordination
- Note production
- Note reading
- Speech reconstruction
- Human and social considerations



Photo by [juan pablo rodriguez](#) on [Unsplash](#)

Which effort is taxed if:

- A baby crying during a healthcare encounter.
- Interpreter unable to decipher her notes.
- Interpreter thinks provider is mistreating the LEP
- Document to be sight-translated is poorly hand-written

A Final Word

- It is all about the balance



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Thank you

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