

Action Plan – Meaning Equivalence

Goal - Skill to improve:

Improve accuracy of the target message in the interpretation; errors may be related to omissions, additions, skews, etc.

Source: English**Target:** ASL**Related terms:** accuracy; dynamic equivalence; functional equivalence**Root cause - What is causing the error in your work?**

- Did you have problems understanding exactly what the hearing person said in English? (comprehension)
- Was the source information unfamiliar to you? (background knowledge)
- Did you have a clear mental picture of what the hearing person meant? (visualization)
- Did you know how to sign what the hearing person meant, using effective ASL vocabulary and grammar? (reformulation)
- Did you prepare to interpret a concept, but then forget it? (memory)

Knowledge Resources:

1) Read this resource: Gish, S. (1987). *I Understood All The Words, But I Missed The Point: A Goal-To-Detail/Detail-To-Goal Strategy For Text Analysis*. Paper presented at the Sixth National Convention of the Conference of Interpreter Trainers, "New Dimensions in Interpreter Education: Curriculum and Instruction". (This document can be accessed by center management in the SharePoint QSSR "Materials Library" section.)

2) Read this resource: Isham, William P. (1986) *The Role of Message Analysis in Interpretation*, in Marina McIntire (ed.) *Interpreting: The Art of Cross Cultural Mediation*, Linstok Press: RID Publications, 151-165. (This document can be accessed by center management in the SharePoint QSSR "Materials Library" section.)

3) Read this resource: Viaggio S. (1992): *Teaching Beginners to Shut Up and Listen*, The Interpreters' Newsletter, 4, 45-54. (This document can be accessed by center management in the SharePoint QSSR "Materials Library" section.)

Activities:

1) Film yourself consecutively interpreting "My Audience and Women in Comics" at <http://webofstories.com/play/16771> (or another text from www.webofstories.com). Print the transcript. Compare your interpretation to the transcript, line by line. Analyze when there were additions, omissions, and skews. Why did this happen? Reinterpret the same text simultaneously and check for errors again.

2) Film yourself interpreting the recordings from the "Automated Messages" Activity. (This document can be accessed by center management in the SharePoint QSSR "Materials Library" section.) Analyze when there were additions, omissions, and skews. Why did this happen?

3) Film yourself simultaneously interpreting Randy Pausch's "The Last Lecture" at http://www.youtube.com/watch?v=jj5_MqicxSo. Print the transcript from <http://www.cs.cmu.edu/~pausch/Randy/pauschlastlecturetranscript.pdf>. Compare the best five minutes of your interpretation to the transcript, line by line. Analyze when there were additions, omissions, and skews. Why did this happen? Reinterpret the same text and check for errors again.