

Action Plan – Redundant Concepts

Goal - Skill to improve:

Produce interpretations with complete thoughts, while avoiding redundancies and unnecessary repairs

Source: English

Target: ASL

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: 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.)

2) Read this resource: Ford, L. (1988). *Mind mapping. A technique for expanding short-term memory in interpreting*. In David-Francois Dinning (Ed.), Papers from the 1988 Conference of the Association of Visual Language Interpreters of Canada (pp. 20-24). Edmonton, Alberta: Association of Visual Language Interpreters of Canada. (This document can be accessed by center management in the SharePoint QSSR "Materials Library" section.)

Activities:

1) Watch the test directions by the Deaf person on the NIC Practice DVD. Shadow his signs and pacing. Make notes about his ASL grammar and sign choices that are different from your interpreting/signing style.

2) Film yourself consecutively interpreting Randy Pausch's "The Last Lecture" at http://www.youtube.com/watch?v=ji5_MqicxSo. Draw a mind map of the best five minutes of your interpretation, then compare your video to the mind map. Find times when you did not have complete and concise thoughts. Why did this happen? Reinterpret the same text simultaneously and check for errors again.

3) At least two weeks after you complete activity #2, do a back translation. Interpret from ASL to English using your interpretation of "The Last Lecture" as the source. Is your original interpretation from activity #2 easy to understand? Why or why not?