

# **Interpretation Analysis: Improving your feedback ability with Salient Linguistic Features**

Colorado RID Conference 2010 (3 hrs = .3 CEUs)

## **Workshop/Course Description:**

Struggling to provide feedback? Uncomfortable with the dialoging process? This workshop will open with a discussion of how feedback often falls into one of two categories: “tough love” or “meaningless praise.” The discussion will transition to how feedback should and can be thoughtful and reasonable. The best way to make feedback thoughtful and reasonable is to improve your ability to analyze interpreting work. This workshop shows interpreters how to identify Salient Linguistic Features within discourse, analyze its intent in the source language and determine its equivalent in the target language. Participants, using their own analysis of a text, will watch an interpreted version and develop the feedback they would give to the interpreter if they were working as a team. Participants will work with others to identify ways to improve the feedback so that it’s neutral, non-judgmental and based on specific examples found within the work.

## **Educational Objectives (List specific observable actions by participants that will demonstrate comprehension and integration of information presented):**

Participants will participate in hands-on activity that will: 1) identify why feedback often follows “tough love” or “meaningless praise” tendencies as well as identify ways that feedback can transition to being thoughtful and reasonable, 2) introduce participants to Salient Linguistic Features by using small groups to initially explore ideas and the large group reporting to check their understanding, 3) use texts to identify real examples of Salient Linguistic Feature and brainstorm target language equivalents, 4) develop feedback based on their own analysis and an interpreted text, 5) improve feedback as participants work together and 6) conclude with a group discussion reflecting on what was presented.

## **Media/Materials (List the print, audio and visual materials you will use. Who is responsible for providing them?)**

Materials to be used: 1) blank paper [Presenter will provide], 2) an interactive text as well as a spoken English text showcasing presenter giving feedback [Presenter will provide], and 3) media equipment (i.e.: screen and LCD projector or equivalent **with** speakers) to play texts [Colorado RID will provide].

## **Evaluation & Assessment (Describe how you will evaluate student learning & presentation effectiveness.)**

The workshop will begin with a group discussion identifying reasons/actions that have made analysis successful or unsuccessful in the past. Participants will initially apply concepts in small groups; identify Salient Linguistic Feature and brainstorm target language equivalents. Each group will report to the group as a whole to share ideas. Each activity builds on its self until participants develop their own feedback based on their analysis and observing the text interpreted. Participants will help each other to improve feedback as they work with each other. The presenter will walk around helping groups to develop neutral, non-judgmental feedback. Groups will share their feedback and they will watch an example of feedback based on Salient

Linguistic Feature. The workshop will conclude with a group discussion about the effectiveness of the feedback examples.