sine qua non: Language Standards in Interpreting Education

Rico Peterson NCIEC 10/21/06

ASL I = 40-60 hrs. of classroom study ASL I-III = 120-180 hrs. of classroom study

What can we reasonably expect to accomplish in 180 hours of instruction?

What the experts say about time to fluency...

Defense Language Institute:
 ILR Proficiency Level 2 = 176 hrs
 ILR Proficiency Level 2+ = 352 hrs

ILR Proficiency Level 2* (176 hrs of instruction)

- ✓ Able to satisfy routine social demands and limited work requirements
- Can handle routine work-related interactions that are limited in scope
- The individual's utterances are minimally cohesive
- ✓ Language usage generally disturbs the native speaker

ILR Proficiency Level 2+* (352 hrs of instruction)

Limited work proficiency
Language usage that is often, but not always, acceptable and effective.
When under tension or pressure, the ability to use the language effectively may deteriorate

 May require a native speaker to adjust to (interpreter) limitations in some ways

*www.dliflc.edu

What the experts say about time to fluency...

Omaggio -- 720 hours of instruction under ideal circumstances for intermediate rating

American Council on the Teaching of Foreign Languages (ACTFL)

Standards for Foreign Language Learning

ACTFL's Definition of Intermediate Skill:

...able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations...

...conversation limited to predictable and concrete exchanges necessary for survival...

ASL I = 60 hours of classroom study ASL I-III = 180 hours of classroom study

What can we reasonably expect to accomplish in 180 hours of instruction?

Given a "typical" entry-level job or assignment, does this describe classroom activities?

What about...

✓ Reading aloud
✓ Group discussions
✓ Lectures/Presentations

What about...

✓ Homeroom...
✓ Assemblies...
✓ Gym class...
✓ Lunch...

Is this--

...able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations...

...conversation limited to predictable and concrete exchanges necessary for survival...

good enough?

What the experts say about proficiency in the workplace...

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Interpreter, Accountant, Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment.

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Advanced	Narrate and describe in past, present and future and deal effectively with unanticipated complication	University professor of foreign languages Doctor, Social Worker, Police, schoolteachers, salespeople	Students with M.A.s or Ph.D.s Native speakers who learned in the home environment

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Intermediate	Create with	Aviation	Graduates who
	language;	personnel,	have not lived
	initiate, maintain,	telephone	in native
	and close simple	operator,	environment
	conversations by	receptionist	
	asking and		After 6 years
	responding to	Tour guide,	of academic
	simple questions	cashier	instruction

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases		After 2 years of academic (generally high school) instruction

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr. Elvira

Why do people study ASL?

Academic reasons -
 humanities requirement
 prerequisite for applied study
 curiosity

 Personal reasons -
 friend or family member is deaf
 curiosity

What do students expect?

American Sign Language = English.
 Therefore, learning ASL is easy

Therefore, it will not take long

Study conducted in 1999
12 colleges/universities represented
1,040 responses
ASL 1 students
Measured "naïve" perceptions

American people are good at learning languages.AgreeDisagree9.1%34.8%

ASL is a language anyone can learn. Agree Disagree 77.6% 7.3%

ASL is very different from English.

 Agree
 Disagree

 35.5%
 22.5%

ASL is a form of English. Agree Disagree 67.8% 17%

I believe I will learn to sign as well or better than I speak.

Agree 37.1%

Disagree 22.8%

What do students expect?

- American Sign Language = English.
 - A language anyone can learn
 - My sign skills will exceed my English abilities
 - ➤ I will be fluent in 1-2 years
- Are these expectations reasonable?
- Do these misapprehensions confound learning?

I do not consider deaf people to be disabled.

Agree 55.8%

Disagree 21.8%

I can make a contribution to the lives of deaf people.

AgreeDisagree71.4%1.7%

Part of my reason for taking this class is to help deaf people.

Agree
62%Disagree
8.5%

Deaf people are not disabled.55.8%I can contribute to
the lives of Deaf people71.4%I am taking this class
to help Deaf people62%

Are you in regular contact with Deaf people?Yes, every day4.9%Yes, at least weekly15.7%Only rarely46.9%No, never32.3%

(Peterson, 1999)

Student Contact with Deaf people (in 1975)Weekly57.0%Occasionally33.8%Never9.5%

(Miller, 1975)

Student Contact with Deaf people 1975 1999 1975 1999 1000 Weekly/ Occasionally 90.5% 20.8% Never 9.5% 79.2%

Expectations and Ambiguity

ASL = English
Curriculum = Culture
Classroom = Community
Are these expectations reasonable?
Do these misapprehensions confound learning?

ASL Students come to their study with remarkably different understandings about the target language, culture, and about themselves as language learners than do most other students of world languages.

The Unlearning Curve -Students have to unlearn much of what they think they know about : • ASL

- Deaf People
- Language Learning
- Interpreting

ACTFL's Standards for Language Learning Communication Cultures Connections Comparisons Communities

ACTFL's Standards for Language Learning

Communication

 Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

 Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

ACTFL's Standards for Language Learning

Communication

 Standard 1.3: Students present information, concepts, and ideas to an audience of listeners on a variety of topics

Cultures

 Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

 Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

 Standard 3.1: Students reinforce and further their knowledge of other disciplines through the language

 Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the language and its cultures

Comparisons

 Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

 Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own

Communities

Standard 5.1: Students use the language within and beyond the school setting
 Standard 5.2: Students show evidence of becoming life-long learners by using the langauge for personal enjoyment and enrichment

Our dilemma -How to give students enough time to learn the language before moving them through a curriculum that requires competence in that language

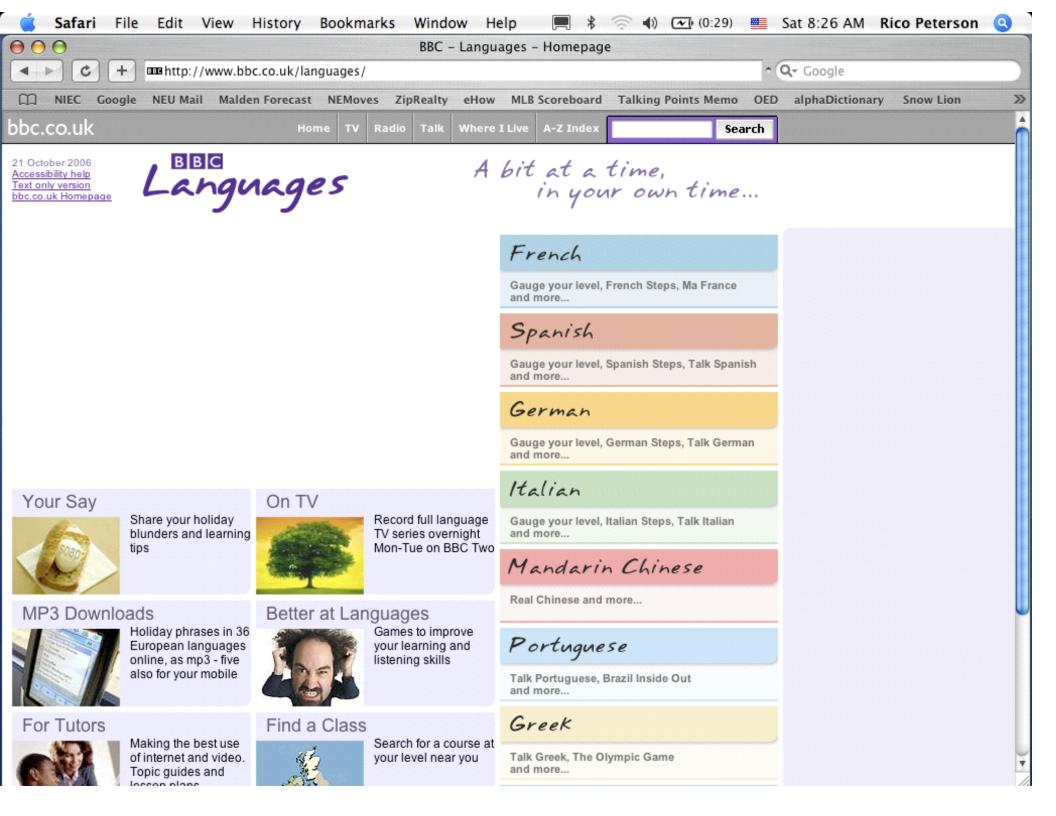
Possible Solutions Standardized outcomes, <u>not</u> standardized curriculums
Realistic Expectations: Novice-High / Intermediate Low after 4 semesters/6 quarters

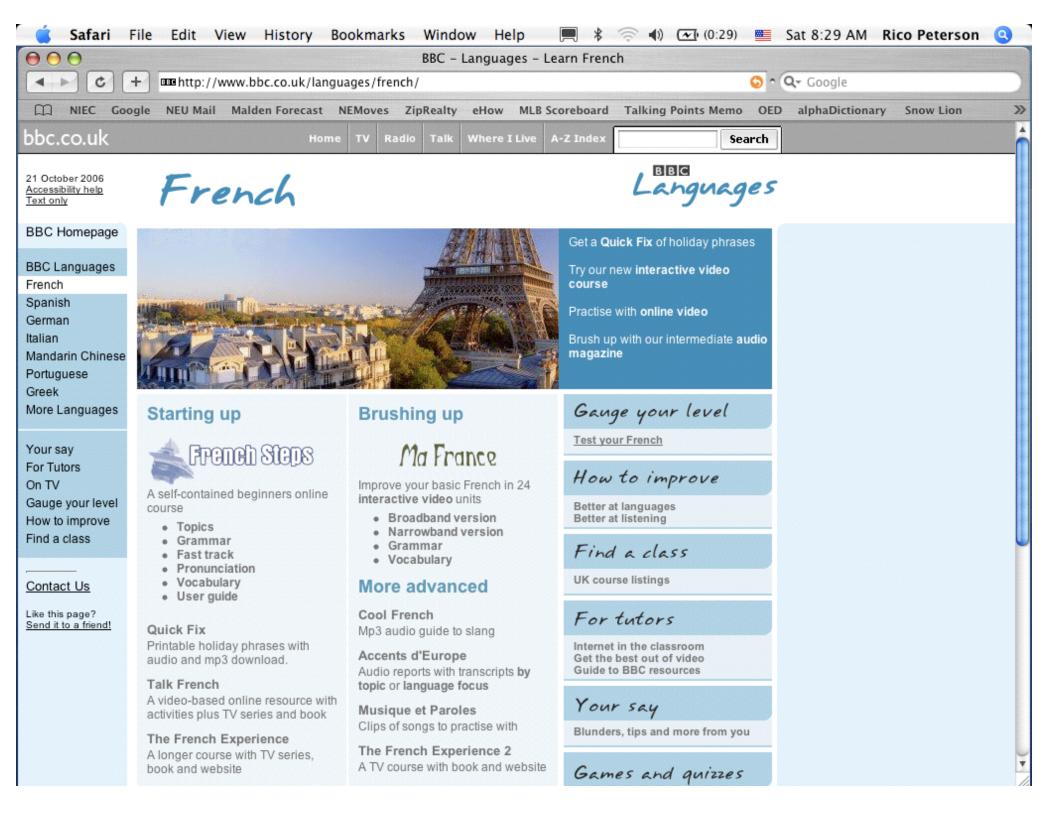
Possible Solutions -Tracking students: After ASL 1 or 2, grouping students into smaller sections for pre-interpreting study (sections of 10-12 are considered ideal)

 Possible Solutions Portfolio Assessment: Putting students in charge of their learning
 Common standards facilitate transfer between schools

Language Screening--

www.bbc.co.uk/lanuages/





bbc.co.uk Home TV Radio Talk Where I Live A-Z Index								
	bbc.co.uk	Home	тν	Radio	Talk	Where I Live	A-Z Index	

20 October 2006 Accessibility help

French

Bonjour! Languages

Search

BBC Homepage Languages French

***Test Your** French

Contact Us

Like this page? Send it to a friend!

Test Your French

find what suits you best

Are you a complete beginner, quite fluent or somewhere in between?

Answer one question at a time.

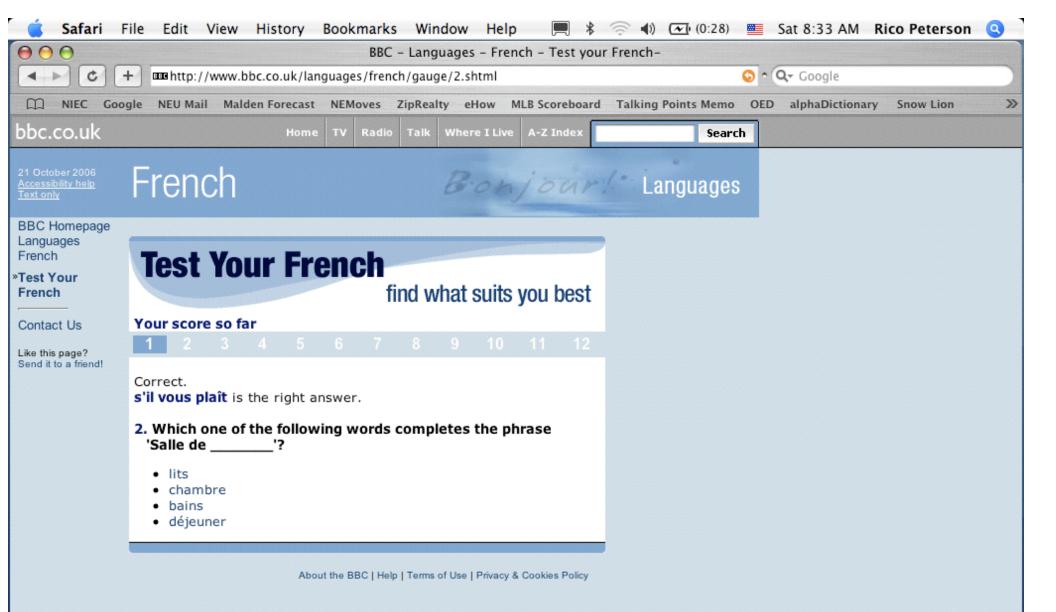
Choose the correct answer and you'll get a more challenging question.

Choose a wrong one and you'll get your final score plus a guide to those parts of our site that will be most useful for you.

Start

This quiz gives you an approximate indication of your knowledge. It is not an exact assessment tool and does not correspond to any national levels.

bbc.co.uk		Home	τν	Radio	Talk	Where I Live	e A-Z Index		Search
20 October 2006 <u>Accessibility help</u> <u>Text only</u>	French					Box	jour		_anguages
BBC Homepage Languages French *Test Your French Contact Us	Test Your Your score so far			fi			s you best		
Like this page? Send it to a friend!	1 2 3 4 1. You are in a Paris What would you say Un café,	sian cat /?							
	 s'il vous plaît. salut. je vous en prie. enchanté. 							_	



bbc.co.uk	Home TV Radio Talk Where I Live A-Z Index Search
20 October 2006 <u>Accessibility help</u> <u>Text only</u>	French Bonjoart Languages
BBC Homepage Languages French *Test Your French	Test Your French find what suits you best
Contact Us Like this page? Send it to a friend!	Your score so far 1 2 3 4 5 6 7 8 9 10 11 12
	Correct. salle de bains is the correct answer.
	3. A passer-by asks you a question. Click on the speaker to hear it and choose the most likely answer. ◄ ◄ If you have technical problems getting the audio, read the transcript 🛋.
	 La première à droite, et tout droit. C'est ouvert de 9H00 à 17H00. Le ticket coûte 5 euros. C'est très intéressant.
	About the RRC Likely LTerry of Line J Réserve & Cooking Relieu

bbc.co.uk	Home TV Radio Talk Where I Live A-Z Index Search
20 October 2006 <u>Accessibility help</u> <u>Text only</u>	French Bonjour! Languages
BBC Homepage Languages French	Test Your French
*Test Your French	find what suits you best
Contact Us	Your score so far
Like this page?	1 2 3 4 5 6 7 8 9 10 11 12
Send it to a friend!	Correct. La première à droite, et tout droit. is the right answer. 4. Odd one out. One of the following is not suitable for vegetarians:
	 Légumes Champignon Agneau Beurre

000	BBC – Languages – French – Test your French–
 C 	+ Ima http://www.bbc.co.uk/languages/french/gauge/5.shtml Or Q+ Google
MIEC Goo	ogle NEU Mail Malden Forecast NEMoves ZipRealty eHow MLB Scoreboard Talking Points Memo OED alphaDictionary Snow Lion
bbc.co.uk	Home TV Radio Talk Where I Live A-Z Index Search
21 October 2006 <u>Accessibility help</u> <u>Text only</u>	French Bonjour! Languages
BBC Homepage	
Languages French *Test Your	Test Your French
French	find what suits you best
Contact Us	Your score so far
Like this page? Send it to a friend!	1 2 3 4 5 6 7 8 9 10 11 12
	Correct. Agneau is the correct answer.
	5. You've just met someone and you want to ask him where he is from. You're still being formal at this stage.
	 D'où viens-tu ? Où allez-vous ?
	 Ou allez-vous ? D'où venez-vous ? Tu veux venir ?
	Tu veux venir ?

bbc.co.uk	Home TV Radio Talk Where I Live A-Z Index Search
20 October 2006 <u>Accessibility help</u> <u>Text only</u>	French Bonjour! Languages
BBC Homepage Languages French *Test Your French Contact Us	Test Your French find what suits you best
Like this page? Send it to a friend!	1 2 3 4 5 6 7 8 9 10 11 12 Correct. D'où venez-vous ? is the right answer.
	 Au restaurant / ce soir / tu veux / aller ? Aller / ce soir / tu veux / au restaurant ? Ce soir / aller / au restaurant / tu veux ? Tu veux / aller / au restaurant / ce soir ?

bbc.co.uk	Home	TV Radio	Talk	Where I Live	A-Z Index		Search
20 October 2006 <u>Accessibility help</u> <u>Text only</u>	French			Bon	jour	Lanç	juages
BBC Homepage						_	
Languages French	Test Your Fre	anch					
»Test Your French	iest ioui rit		ind w	hat suits	you best		
Contact Us	Your score so far						
Like this page? Send it to a friend!	1 2 3 4 5	6 7	8	9 10			
	Correct. Tu veux aller au restauran	t ce soir ?	is the	correct choi	ce.		
	7. Click on the speaker to information desk and then hours.						
	If you have technical problems gettin	g the audio, re	ad the t	ranscript 🖹.			
	 De 09H00 à 12H30 De 09H30 à 12H00 De 09H30 à 12H30 De 09H00 à 12H30 De 09H00 à 11H30 						
						-	

bbc.co.uk Home TV Radio Talk Where I Live A-Z Index	Search
Accessibility help Text only French	ges
BBC Homepage Languages French *Test Your French Test Your French find what suits you best	
Contact Us Your score	
Like this page? Send it to a friend! 1 2 3 4 5 6 7 8 9 10 11 12 Sorry, wrong. The correct answer was De 09H30 à 12H30, from 9.30 am to 12.30 am. You scored 6, so you might like to try these: You scored 6, so you might like to try these: • Get some more practice listening to details with French Steps. You may like to try the whole course, which is entirely online. • Talk French is a quick way to brush up your knowledge. There are online activities, a TV series on the BBC Learning Zone and a handy book with audio cassettes or a CD pack. • Make French your Business and follow this short course with basic work and travel situations. Add this page to your favourites.	

Where do we go from here?