



GARBAGE IN > GARBAGE OUT

WHAT ARE APPROPRIATE ASL MATERIALS FOR TESTING STUDENTS?

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Collaborative Project

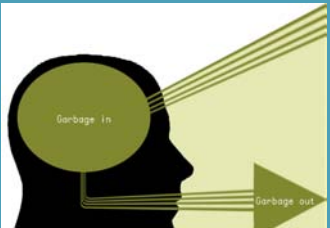
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Goals

- Explore the impact of source text selection on target interpretation processes and products
- Identify effective criteria for selecting source texts for assessment and practice
- Review & rate source texts for assessment

WYTIWYG
(David Sawyer, 2004)
What You Test is What You Get



Source Text Online Seminar I



Preliminary Findings

2 Uses for Source Texts

- Evaluation
- Education

Preliminary Findings

Evaluation: provide a snapshot to demonstrate minimum competence for a given domain/environment

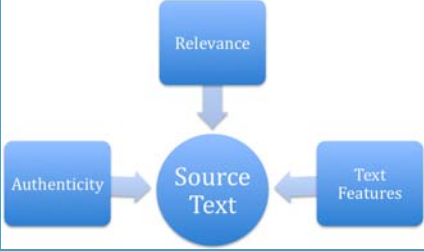
- New grad
- Certified/Credentialed Generalist Interpreter (varying levels e.g. NAATI, RID)
- Certified/Credentialed Specialist Interpreter (e.g. Conference, Legal, Educational, etc.)

Preliminary Findings

Education: provide on-going practice to encourage growth toward competence

- Identify strengths and weaknesses
- Demonstrate/ document growth & progress

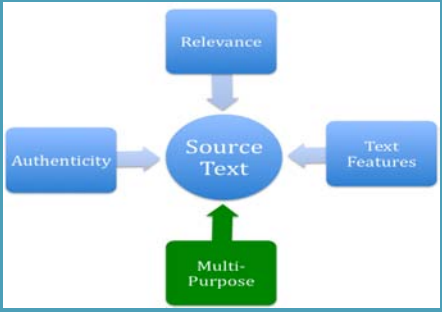
Criteria for Evaluation



```

    graph TD
      Relevance[Relevance] --> ST((Source Text))
      Authenticity[Authenticity] --> ST
      TextFeatures[Text Features] --> ST
    
```

Criteria for Education



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    graph TD
      Relevance[Relevance] --> ST((Source Text))
      Authenticity[Authenticity] --> ST
      TextFeatures[Text Features] --> ST
      MultiPurpose[Multi-Purpose] --> ST
    
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Relevance

The topic /content is relevant to the need/ application

- Certifying medical interpreters: a medical source text that reflects the expected medical environment
- Teaching educational interpreting: a text taken from K-12 setting
- Register & Genre are appropriate

Authenticity

- texts should be taken from real-world events whenever possible
- simulated authenticity (role plays with authentic participants; re-reading of authentic presentations) is sometimes necessary to
 - meet students needs in learning
 - delete unusable sections of an authentic text (too dense, too difficult, off-topic, inaudible, etc.)
 - render administration of text more feasible (shorten, breaks for consecutive practice, etc.)

Text Features

Linguistic features

- source text matches or appropriately challenges a student's current level of expertise (for teaching)
- source text matches the level of expertise deemed essential for working / certification in that arena (for evaluation)
- source text triggers linguistic/discourse features in target language production
- Speed
- Pace
- Length
- Accent
- Use of metaphor & idiom

Multi-Purpose

- spiraling them through the students' growth (translation > CI > SI)
- learning how to prep a topic
- learning how to analyze discourse
- opportunity to see multiple or parallel versions of similar texts
- provides an authentic task-students prep for topics that they will need to eventually interpret
- provides practice working with other interpreters
- selective watching

Seminar Product

- List of resources and materials for gathering source texts
 - Internet
 - Radio
 - VLOGs
 - Podcasts
 - 2nd Language learning
- Commentary about uses

Added benefit

Also began to collect teaching strategies/ approaches—how they used these source texts

- Authenticity surfaces here: the teaching/ learning activity is ALSO authentic
 - Summary translations of articles to be read in classes by Deaf students
 - Preparation for future interpreting

Source Text Online Seminar II



Preliminary Findings

- > Relevance
- > Authenticity
- > Text Structure
- > Multipurposing

Cautions & Next Steps

Preliminary findings



Cautions & Next Steps

Next Steps



Acknowledgments

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Participants & Supporters of Online
Seminars 1 & 2

Participants in all data collection events:
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References

References will be provided by separate
handout at ASLTA

Thank You!

QUESTIONS?

For more information contact the presenter

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http://www.tiemcenter.org/projects_sourcetext.html