


Garbage In = Garbage Out

SOURCE TEXT SELECTION IN ASSESSMENT

Betsy Winston
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Co-Sponsored by
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Origins: Collaborative Research Project

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Research 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
- Analyze interpretations for comparison and categorizing




WYTIWYG

What You Test




is What You Get


WYTIWYG
(David Sawyer, 2004)





Where We Are Now

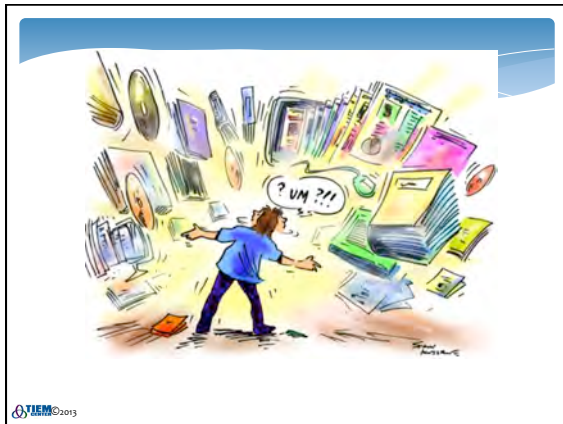


ASL Skills from Classes **≠** ENTER IEP Interpreting Skills to EXIT IEP **≠** Skills to ENTER FIELD as NOVICE



Where We Need To BE!



Sources & Resources

Information

- 3 Online Seminars (2010-2011)
- Focus Groups (RID 2011)

Data Analysis

- Source texts
- Interpretations

Data Collection:

- Professional Interpreters-RID 2011
- Online Collection: pending

The slide includes several visual elements: a globe with a laptop connected to it, a screenshot of a map or data visualization, and a photograph of two hands interacting with a screen.

Preliminary Findings

2 Uses for Source Texts

- Evaluation
- Education

Preliminary Findings

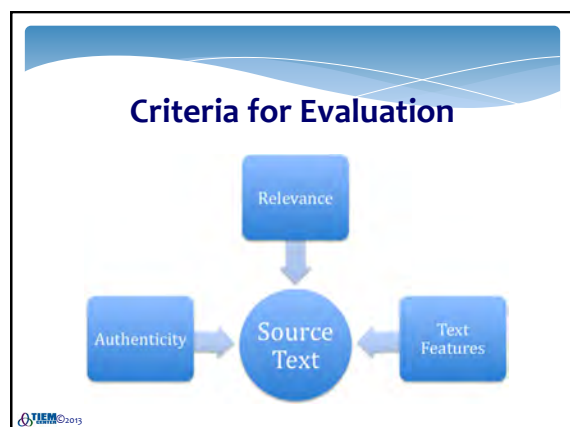
Evaluation: provide a snapshot to demonstrate minimum competence for a given domain/environment

- * 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



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

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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.)

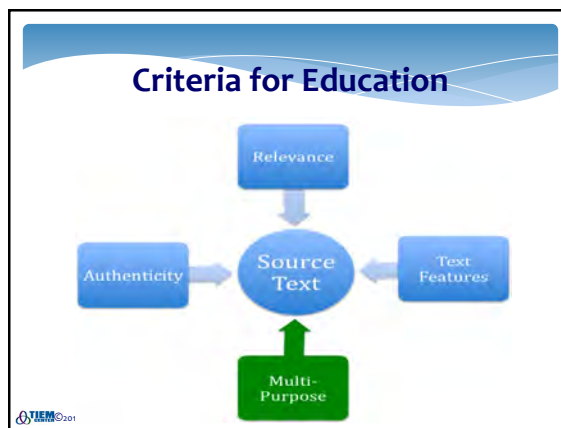
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Text Features

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

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Multi-Purpose

- * Spiraling the text 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

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Rating Source Texts

Source Text ASL Reaching Out to the Deaf Community

Watch the video below one time and then [Click here to rate the video](#)

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Source Text Features Rated

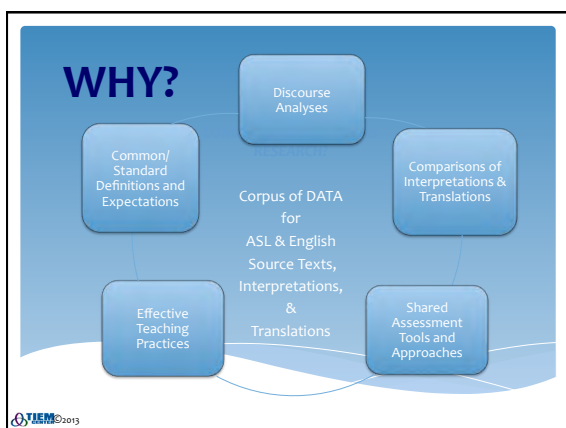
<p>Text: Content</p> <ul style="list-style-type: none"> • Topic • Setting • Purpose • Participant roles • Participant goals 	<p>Discourse Structure</p> <ul style="list-style-type: none"> • Density • Cohesion • Grammatical Structure • Lexical choices
<p>Presentation</p> <ul style="list-style-type: none"> • Speed • Pace • Articulation 	<p>> Video Quality</p> <p>> Length of time watched</p> <p>> Would a recent grad of your program succeed?</p>

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Next Steps

- Identify more source texts
- Refine analysis of
 - Source Text Features
 - Interpretations
- Begin larger scale collection, coding, and analysis of data

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Additional Input

- > Need for Deaf faculty and students in IPP's
- > Need for standardized & transparent definitions of
 - > “novice”—based on skills rather than on education & certification
 - > “successful” interpretation?

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Products to Date

- * List of resources and materials for gathering source texts
 - * Internet
 - * Radio
 - * VLOGs
 - * Podcasts
 - * 2nd Language learning
- * Commentary about uses of source texts
- * Online rating & analysis System
- * Growing corpus of data
- * Teaching Strategies (unanticipated benefit!)

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- * RID 2011: Research Room & Participants

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Selected References

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Thank You!

QUESTIONS? COMMENTS?

Join the online Discussion

For more information contact
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