

Language Fluency Expectations for Interpreter Education Programs

Position Paper: Conference of Interpreter Trainers (CIT)

Watch the ASL Summary:
CIT Task Force Report

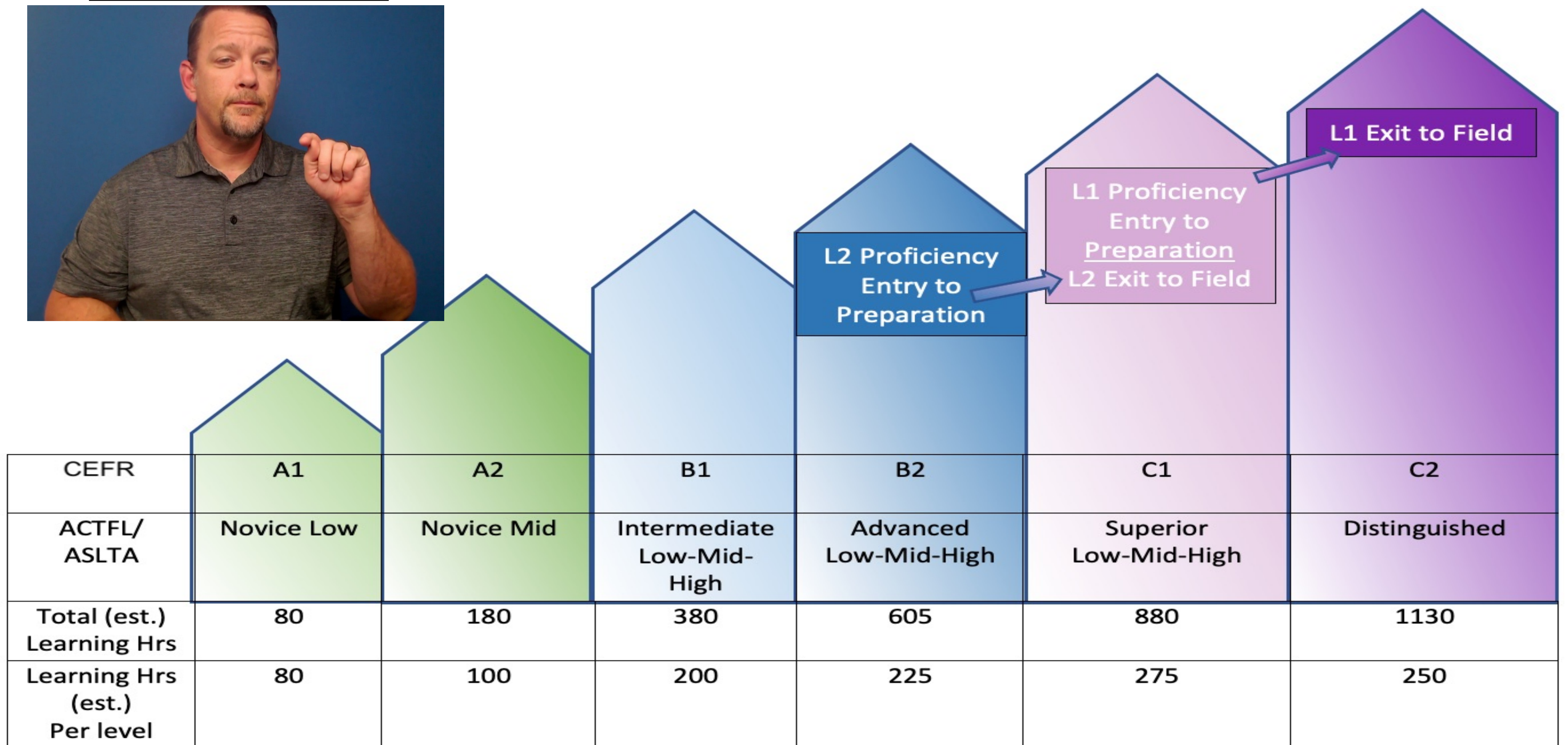
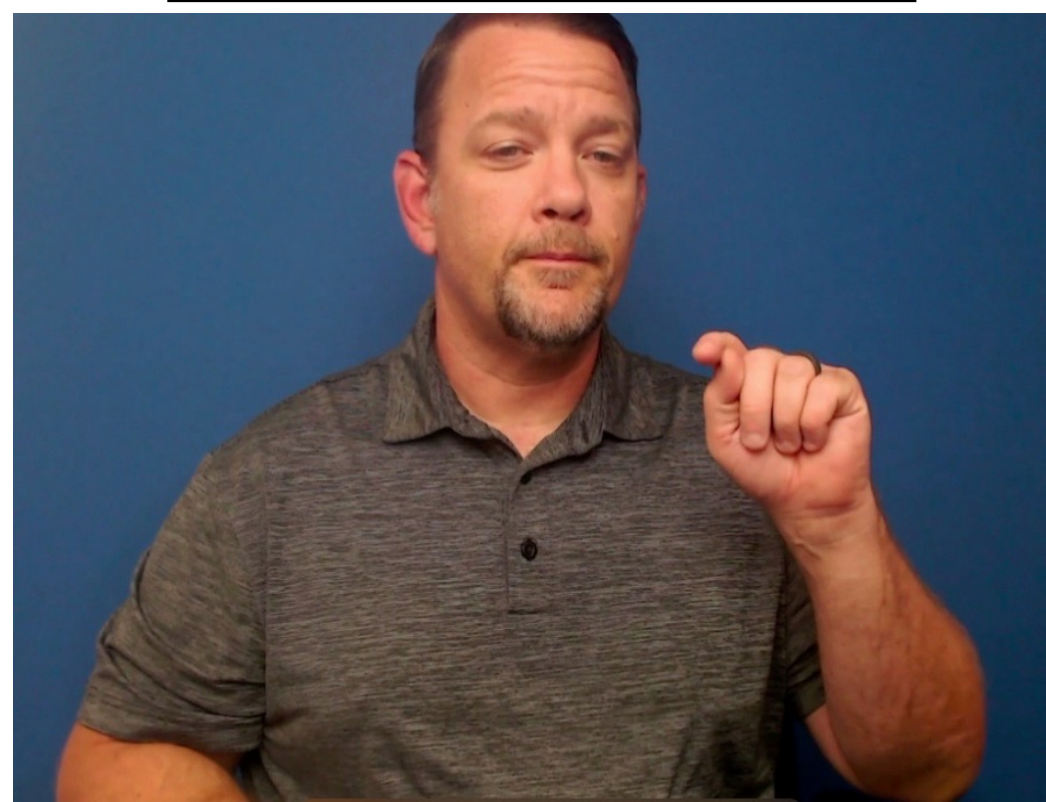


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(Based on CIT Task Force Recommendations and Input from Members)

Interpreter Education Programs typically accept students who have no previous experience with American Sign Language (ASL) or its users. Although the goal of IEPs is to graduate students who can interpret accurately and appropriately in professional and work-related settings, it is common knowledge that most students are not fully competent for professional practice when they graduate.

It is time for programs who profess to teach interpreting skills to acknowledge that entering students should have a high level of mastery in each intended working language. This will mean that programs must institute fluency requirements for each working language for both entry to and exit from programs. To this end, we make the following recommendations:



CEFR: C2

- Can understand with ease virtually all texts.
- Can express him/herself spontaneously, very fluently and precisely, differentiating nuances of meaning even in more complex situations.
- Can summarize information from different sources and reconstruct arguments and accounts in a coherent presentation.

ASLTA/ACTFL: Superior

- Communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives.
- Discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy.
- Present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions.
- Able to construct and develop hypotheses to explore alternative possibilities.

CEFR: C1

- Can understand a wide range of demanding, longer texts, and recognize implicit meaning.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can express him/herself fluently and spontaneously without much obvious searching for expressions.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

ASLTA/ACTFL: Advanced

- Can engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest.
- Handles topics concretely by means of narration and description in the major times frames of past, present, and future.
- Can also deal with a social situation with an unexpected complication.
- Speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

CEFR: B2

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

ASLTA/ACTFL: Intermediate

- Able to create with the language when talking about familiar topics related to their daily life.
- Able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation.
- Produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time.
- Are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Access & Read the CIT Task Force Report & Recommendations



TASK FORCE ON LANGUAGE FLUENCY REQUIREMENTS IN ASL AND ENGLISH FOR ENTRY AND EXIT FOR INTERPRETING PROGRAMS

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AUGUST 30, 2021

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