The link between expected learning outcomes, learning activities and examination based on CEFR

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Bachelor's program in sign language and interpretation, 180 hp

- The program started in the fall semester of 2013
- Holmström (2018): Instruction in Swedish Sign Language as a second language: A report from the UTL2 project started in the fall semester of 2016
- The development steps based on PT started in the fall semester of 2017

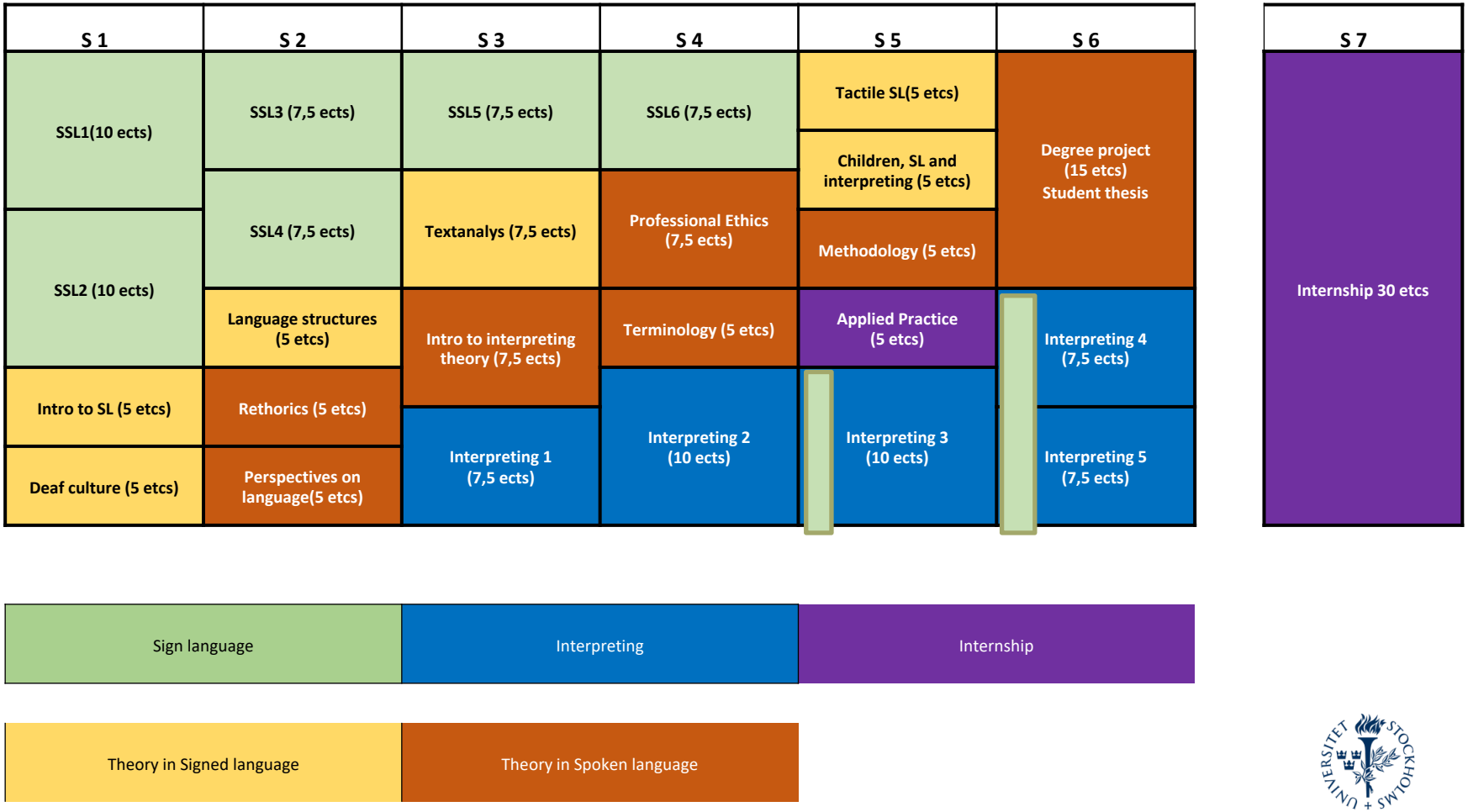
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Bachelor’s program in sign language and interpretation, 180 hp

- At the start of the program in the fall semester of 2013
- 390 hours of Swedish Sign Language proficiency
- Today, in 2018, the program encompasses 650 hours of sign language proficienct
- In addition, another 40 hours with an interpretation instructor on the subject of interpretation

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Deaf teachers, whose first language is Swedish Sign Language, also teach classes with experienced teachers of interpreting.



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Action research as main method

- Teachers learn more about their own practice
- Action research connects theory to practice, and reflections to actions
- Central issues are following the process systematically and reflecting about what is happening
- The research process ends with documentation
- The knowledge generated from the project is implemented in practice and forms further development work

(Holmström, 2018) http://www.sttf.org/k/?page_id=1535

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The Processability Theory

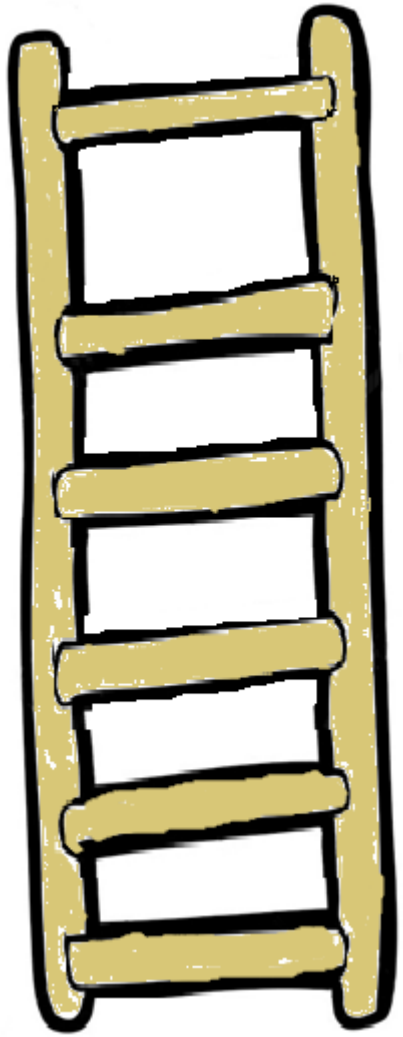
- Theory and grammar teaching follow a given pattern based on CEFR and the Processability Theory (PT)

- We created a developmental ladder for Swedish Sign Language with respect to the modality of a signed language (PT is based on spoken language)

- The developmental ladder is based on ideas from the Processability Theory, from literature review, and from teaching experience.

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The developmental ladder



Level 6: Text and discourse

Level 5: Text level

Level 4: Phrase/sentence level

Level 3: Modification in the signing space, morphological processes and simple syntax

Nivå 2: Signs which build up knowledge of the four aspects, both lexical and depicting signs. The aim is to get phonological awareness

Nivå 1: Modalitet

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Example rubric for evaluation of language progress

Level 1 Content	Students who can	Students who cannot
Signing space		
Visual memory		
Simultaneity		
Hand alphabet and spelling		
Figures		
Classifier		
Minimal sign pairs		

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Enviromental conditions



Using The European Language Portfolio (ELP)
- Grading
- Self evaluation

Students are introduced to the Deaf community through fieldtrips and events and get a foundation for networking with the sign language community

Mandatory assignments:
- Homework
- Deaf and sign language spaces

Self study:
- Visit sign language spaces
- Study sign language resources

Enviromental conditions



Students are introduced to the Deaf community through fieldtrips and events and get a foundation for networking with the sign language community

Enviromental conditions



Using The European Language Portfolio (ELP)

- Grading
- Self evaluation
- Continued progress and tolls for continuous learning

Student achievement

Theme- and domain-based teaching:
- Deaf-accessible classroom
- Production
- Comprehension
- Interaction



Continued progress and tolls for continuous learning

Curriculum guides the content and aim of teaching

Theory and practice in exercises

Exams based on learning outcomes

Course evaluation by teachers and students

Student achievement



Theme- and domain-based teaching:

- Deaf accessible classroom
- Production
- Comprehension
- Interaction

Student achievement



- Curriculum guides the content and aim of teaching
- Exams based on learning outcomes
- Course evaluation by teachers and students

Teachers and teaching

Teachers give individual feedback: Teachers use common evaluation forms

Teachers have pedagogical seminars to acquire and develop knowledge. Teachers work with a common curriculum

The teachers document their teaching. Leads to a common, deeper awareness and experience. Used to develop teaching.



Deaf teachers, whose first language is Swedish Sign Language, also teach classes with experienced teachers of interpreting.

Language progress and fulfilment of teaching outcomes are evaluated continuously with the help of report sheets for each individual student. The report sheets are based on the developmental ladder. That is, we are measuring whether the students progress at the pace and in the order we anticipate.

Teachers focus their own knowledge development by ……

Having pedagogical seminars to acquire and develop knowledge.

Documenting their teaching. Leads to a common, deeper awareness and experience. Used to develop teaching.

Taking an active part in research by being filmed during classes and letting the material be analyzed, discussed and documented as a part of new data to build further development upon.

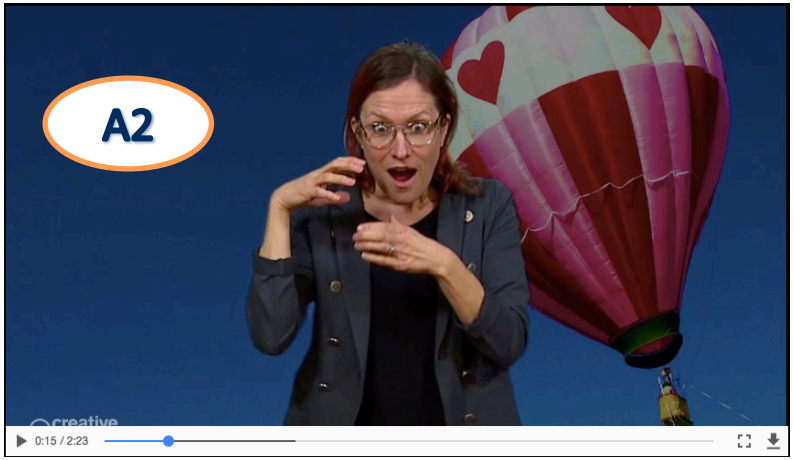
Teachers focus their own knowledge development by ……

Deaf teachers, whose first language is Swedish Sign Language, also teaching classes with experienced teachers of interpreting.

Giving individual feedback: Teachers use common evaluation forms

Continuously evaluating language progress and fulfilment of teaching outcomes with the help of report sheets for each individual student.

Some examples



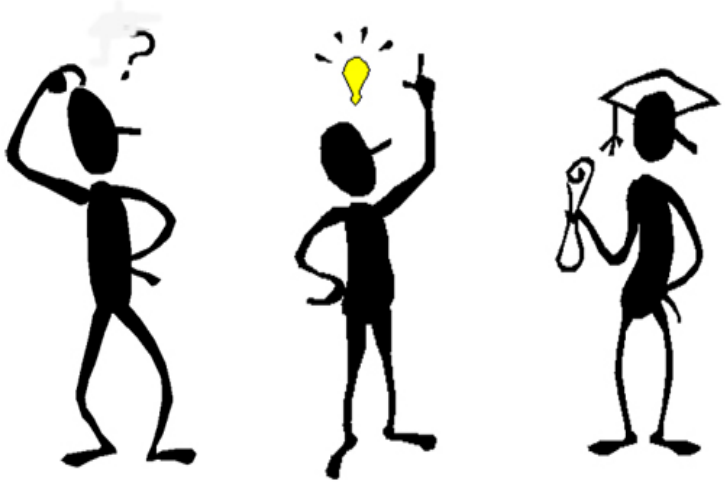






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Thanks!





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