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

Eira Balkstam
Joel Bäckström
Åsa Gustafsson
Magnus Ryttervik
Josephine Willing

Department of Linguistics  Conference en Serbien 17-20 october 2018
Bachelor’s program in sign language and interpretation, 180 hp

- The program started in the fall semester of 2013


- The development steps based on PT started in the fall semester of 2017
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 proficiency

- In addition, another 40 hours with an interpretation instructor on the subject of interpretation
Deaf teachers, whose first language is Swedish Sign Language, also teach classes with experienced teachers of interpreting.

<table>
<thead>
<tr>
<th>S 1</th>
<th>S 2</th>
<th>S 3</th>
<th>S 4</th>
<th>S 5</th>
<th>S 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSL1 (10 ects)</td>
<td>SSL3 (7.5 ects)</td>
<td>SSL5 (7.5 ects)</td>
<td>SSL6 (7.5 ects)</td>
<td>Tactile SL (5 ects)</td>
<td>Degree project (15 ects) Student thesis</td>
</tr>
<tr>
<td>SSL2 (10 ects)</td>
<td>SSL4 (7.5 ects)</td>
<td>Textanalys (7.5 ects)</td>
<td>Professional Ethics (7.5 ects)</td>
<td>Methodology (5 ects)</td>
<td></td>
</tr>
<tr>
<td>Language structures (5 ects)</td>
<td>Intro to interpreting theory (7.5 ects)</td>
<td>Terminology (5 ects)</td>
<td>Applied Practice (5 ects)</td>
<td>Interpreting 4 (7.5 ects)</td>
<td></td>
</tr>
<tr>
<td>Intro to SL (5 ects)</td>
<td>Rethorics (5 ects)</td>
<td>Interpreting 1 (7.5 ects)</td>
<td>Interpreting 2 (10 ects)</td>
<td>Interpreting 3 (10 ects)</td>
<td></td>
</tr>
<tr>
<td>Deaf culture (5 ects)</td>
<td>Perspectives on language (5 ects)</td>
<td></td>
<td></td>
<td>Interpreting 5 (7.5 ects)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S 7</th>
<th>Internship 30 ects</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sign language</th>
<th>Interpreting</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory in Signed language</td>
<td>Theory in Spoken language</td>
<td></td>
</tr>
</tbody>
</table>
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](http://www.sttf.org/k/?page_id=1535)
Ideas begin to grow in the work team

Pedagogical seminars

Deliberate work in theory and practice

Processability theory (PT)/ The developmental ladder

Pedagogical seminars

CERF: support and inspiration
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.
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
# Example rubric for evaluation of language progress

<table>
<thead>
<tr>
<th>Level 1 Content</th>
<th>Students who can</th>
<th>Students who cannot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signing space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual memory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simultaneity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand alphabet and spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classifier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimal sign pairs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

Mandatory assignments:
- Homework
- Deaf and sign language spaces

Enviromental conditions
Students are introduced to the Deaf community through fieldtrips and events and get a foundation for networking with the sign language community.
Using The European Language Portfolio (ELP)
- Grading
- Self evaluation
- Continued progress and tolls for continuous learning
Theme- and domain-based teaching:
- Deaf-accessible classroom
- Production
- Comprehension
- Interaction

Student achievement

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

My ELP
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 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.

Teachers give individual feedback: Teachers use common evaluation forms.

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
Thanks!