SIGN LANGUAGE TEACHING AND ASSESSMENT IN HIGHER EDUCATION: DIDACTIC USE AND EFFECTIVENESS OF THE CEFR

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Background

Target population	• 4-yrs bachelor program • Teacher and Interpreter Sign Language of the Netherlands
Didactic shift	• <2010 Grammar-based • ≥2010 Communication-based – teaching aligned to CEFR
Research purpose	• To evaluate the outcomes of this didactic shift on students' production of SL

Overview of didactic shift

Grammar Based

Explicit grammar from start, production is leading

Feedback focus on grammatical mistakes

Communication Based

Implicit grammar from start, comprehension is leading

Feedback focus on functionality and pragmatics
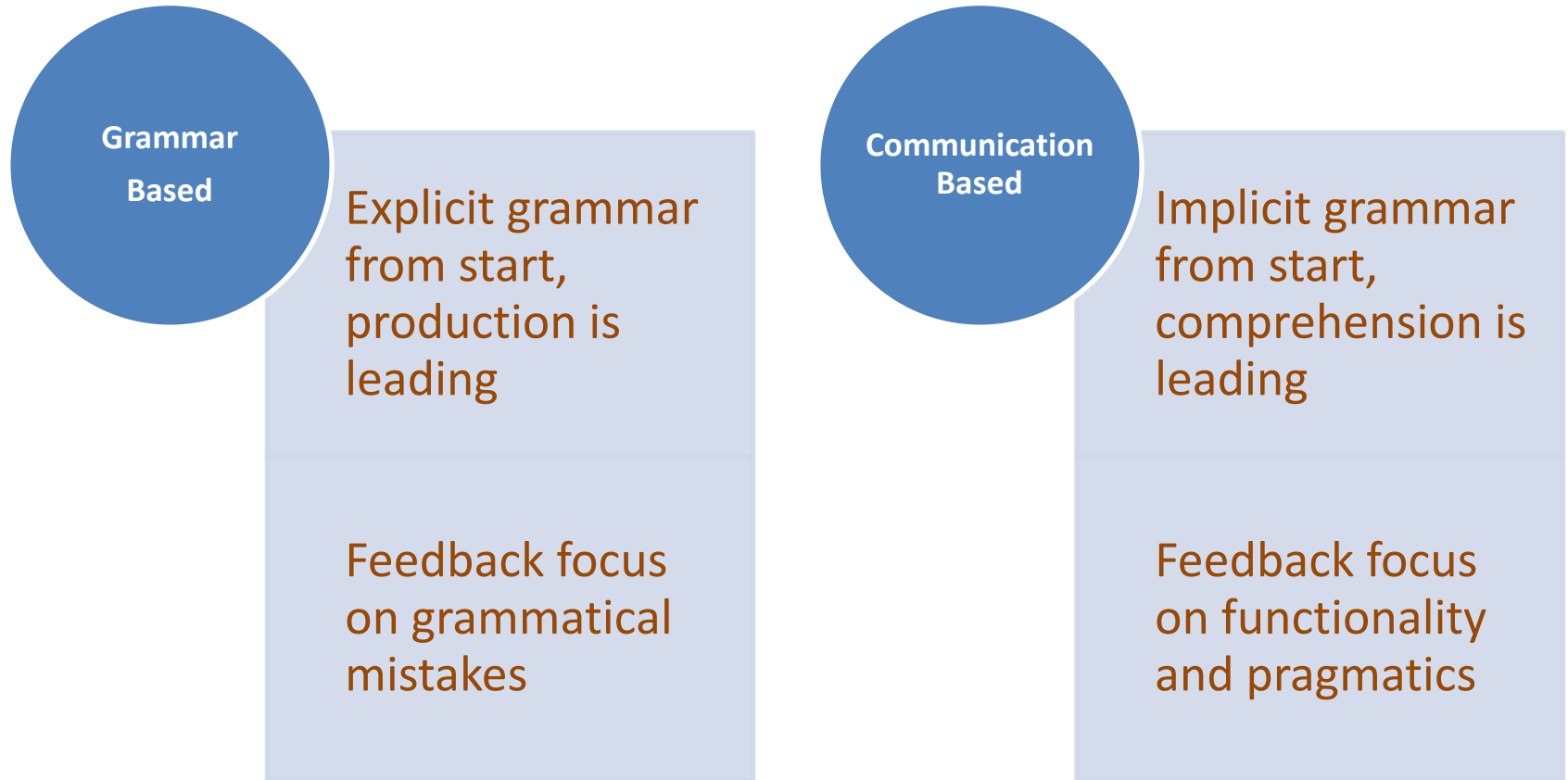
Design of study

Data from Cohort study

Cross-sectional data collection

	Cohort 1 2009 – 2013 (Grammar-Based)	Cohort 2 (2010 – 2014) (Pilot – Comm. B)	Cohort 3 (2011 – 2015) (New – Comm. B)	Cohort 4 (2013 – 2016) (Established – Comm. B)
Year 1	2	2	2	2
Year 2	2	2	2	2

Longitudinal data collection

Method

- Recording interview (ca. 7 min.)
- All recordings are standardized to 6 min.
- Detailed annotation in Excel
- Variables of use-of-space include:
  - INDEX
  - Locative Signs
  - Classifiers
  - Verbs
  - List-Buoys

Measuring effectiveness

Practical relevance

to assess the quality of our curriculum.

to add to the body of literature on the didactic uses of the CEFR (e.g. Alderson, 2002; Goullier, 2007)
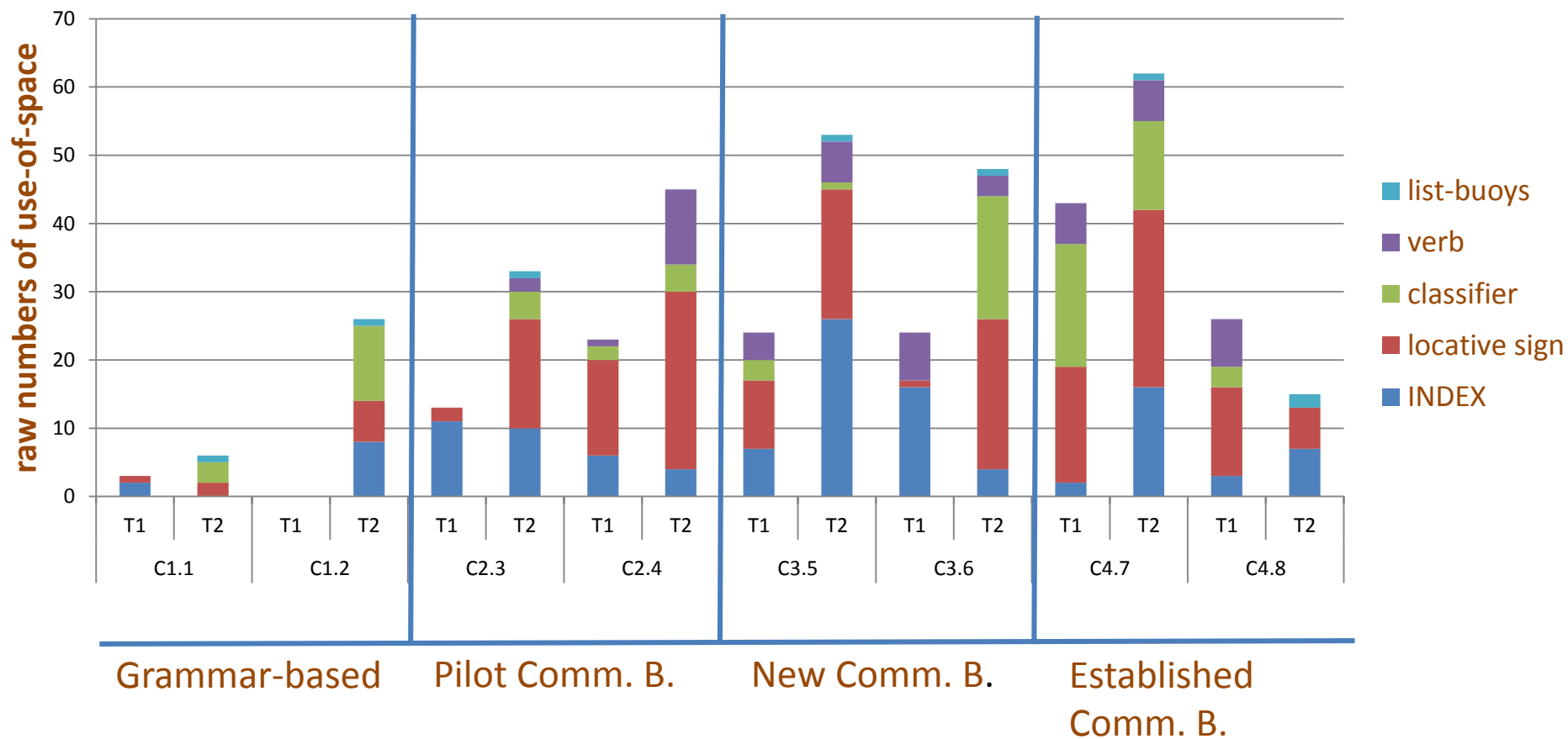
Theoretical relevance

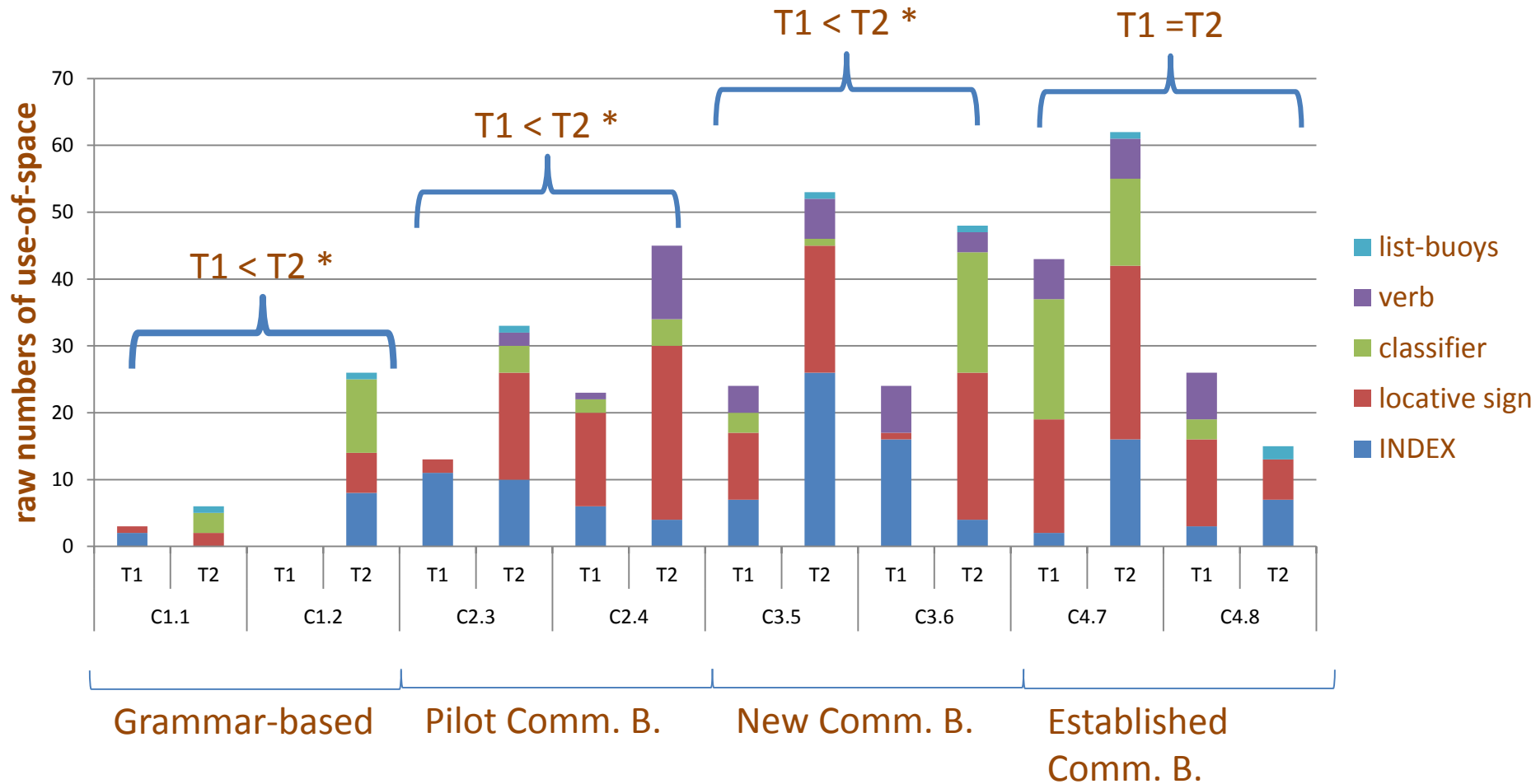to increase our insights in L2-development of Sign Language

to contribute to the refinement of the CEFR descriptors (e.g. Hulstijn, 2007; Figueras, 2012)

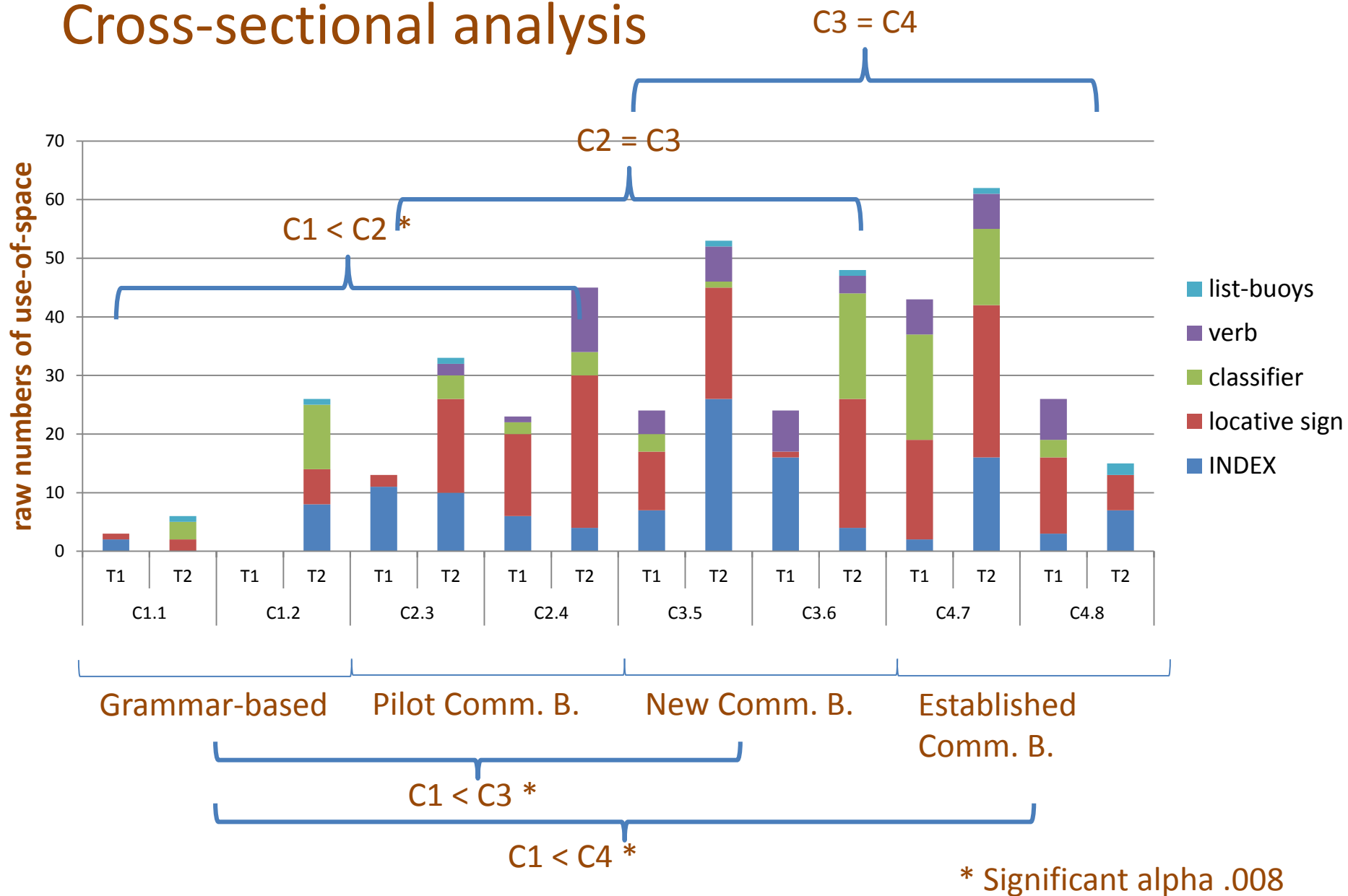**In this study, effectiveness of didactics is measured on the use of space by L2-learners.**

Results

Longitudinal analysis

Cross-sectional analysis

Conclusions

- **Longitudinal analysis** = L2 learners progress in their use of space (irrespective of didactics).

- **Cross-sectional analysis** = L2 learners have better use of space in the communication based approach as compared to grammar-based approach.

THANK YOU..