CLERC CENTER
AT GALLAUDET

Bilingual Strategy: Literal Translation

ADMINISTRATOR WALKTHROUGH CHECKLIST

Literal translation is the process of directly translating between ASL and English to examine how each language represents meaning. In an ASL/English bilingual context, it involves making language structures visible by analyzing differences in grammar, word order, and expression. The focus is not on understanding content, but on understanding how language works across both languages.
This checklist is designed to guide administrator observations and feedback on how instruction supports students in developing metalinguistic awareness and using ASL and English more strategically.

Planning (Evidence of Intentional Design)

- ◯ Teacher plans opportunities to examine language structure
- ◯ Examples highlight meaningful differences between ASL and English
- ◯ *(MS/HS)* Focus includes complex or academic language

Implementation (Classroom Look-Fors)

- ◯ Meaning is clearly established before literal translation occurs
- ◯ Teacher models literal translation intentionally
- ◯ Differences between ASL and English are explicitly highlighted
- ◯ Students are guided to analyze language (not just observe)
- ◯ Translation is used at appropriate moments (not during initial learning)
- ◯ *(MS)* Students are prompted to notice differences
- ◯ *(MS/HS)* Students are supported in explaining differences
- ◯ *(HS)* Students independently engage in analysis and translation

Engagement (Student Evidence)

- ◯ Students demonstrate understanding of the original concept
- ◯ Students identify differences between ASL and English
- ◯ *(MS)* Students begin describing differences with support
- ◯ *(MS/HS)* Students explain how meaning shifts across languages
- ◯ *(HS)* Students independently analyze and apply translation

Instructional Integrity (What to Monitor)

- ◯ Literal translation supports metalinguistic awareness, not basic comprehension
- ◯ Translation highlights structure, not just vocabulary
- ◯ Instruction maintains a clear distinction between meaning-making and analysis
- ◯ *(MS/HS)* Instruction reflects increasing student independence

Reflection (Coaching Prompts)

- ◯ Was meaning clearly established before translation activities?
- ◯ What did students learn about how ASL and English structures differ?
- ◯ How were students engaged in analyzing both languages?
- ◯ Where could students take more ownership in this process?

NOTES