INSTRUCTION AND ASSESSMENT

CLERC CENTER
AT GALLAUDET

Bilingual Strategy: Literal Translation

TEACHER 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 teacher reflection and decision-making on how instruction supports students in developing metalinguistic awareness and using ASL and English more strategically.

Planning

- ◯ I identify opportunities where examining language structure will support learning
- ◯ I select sentences or examples that highlight differences between ASL and English
- ◯ (MS/HS) I prioritize complex or academic language for analysis

Implementation

- ◯ I model direct, literal translation between ASL and English
- ◯ I make differences in grammar, structure, and expression explicit
- ◯ I guide students in analyzing how meaning is represented accurately
- ◯ I use literal translation intentionally (not during initial content learning)
- ◯ *(MS)* I prompt students to notice and discuss differences
- ◯ *(MS/HS)* I support students in explaining language differences
- ◯ *(HS)* I release responsibility for students to independently analyze and translate

Engagement

- ◯ Students can understand the original meaning before translation occurs
- ◯ Students can recognize differences between ASL and English structures
- ◯ *(MS)* Students can begin describing differences between language structures with support
- ◯ *(MS/HS)* Students can explain how meaning changes across languages
- ◯ *(HS)* Students can independently analyze and apply translation across contexts

Reflection

- ◯ Did I clearly focus on language structure rather than content?
- ◯ Did I make the differences between ASL and English explicit?
- ◯ How were students engaged in analyzing both languages?
- ◯ How did I support students in making strategic language choices?

NOTES