Programs in Translation and Interpretation

The University of Arizona

Improving Latino Academic Success: Innovation Through Translation & Interpretation

All projects originally funded by:

Fund for the Improvement of Post Secondary Education
The University of Arizona National Center for Interpretation is looking for schools and school districts that are serious about improving the academic outcomes of their Latino students.

Thanks to a series of grants funded by the U.S. Department of Education’s Fund for the Improvement of Post-Secondary Education, we have developed curricula and teacher in-service training that has demonstrated a transformative ability to rapidly increase Latino students’:

- Engagement with and interest in education
- Academic performance
- Composition skill
- Reading comprehension
- Critical thinking skills
- GPA
- Attendance, retention & completion rates.

Preparación Online
Online In-Service Training for Secondary and Post-Secondary Teachers

DATES: September 8 – December 5, 2014
COST: $995—A limited number of $750 Tuition Awards are available!
STRUCTURE: Self-paced in-service (with several deadlines throughout)
COMMITMENT: Approximately 5 hours per week

http://preparacion.arizona.edu
The University of Arizona National Center for Interpretation has developed a series of projects that use innovative translating and interpreting training to improve Latino students’ academic success.


2) The Arizona Initiative (2003-2006) Grant #: P116B031416—Developed and implemented (a) the only interdisciplinary T&I major and minor in the U.S.; and (b) a turnkey introductory course in T&I that has been exported to 22 postsecondary institutions in six states. The translation and interpretation program has been institutionalized at the University of Arizona.

Premise

Bilingual students possess a powerful and underutilized set of linguistic and cultural skills that, when accessed, both increase the motivation and the abilities necessary to pursue higher education.

Hypothesis

Training in interpretation and translation generalizes to increase:

- Language proficiency
- Critical thinking skills
- Academic Engagement
3) **Preparación** (2006-2009) Grant #: P116B060067—Developed and implemented (1) three-week onsite in-service to build middle and high school teacher capacity to deliver T&I curricula effectively in the classroom; and (2) turn-key T&I units for integration into existing Spanish curricula in middle and high schools.

4) **Preparación Online** (2008-2013) Grant #: P116B080013—Adapting *Preparación* in-service for online, national delivery, enabling broader distribution and use of the middle and high school T&I curriculum units.

What these projects have in common is relevant, cognitively challenging curricula that inspire students to tap into their language and culture, empowering them to excel academically, and enable them to pursue postsecondary education.

The overarching goal of our projects is to improve Latino enrollment, persistence, and completion rates at the secondary and post-secondary levels.

Our FIPSE-funded programs succeeded not only in motivating students and accelerating cognitive growth, they did so by fostering institutional change in a way that is visible to Latino students and the community, thus promoting Latino academic achievement through diversity, inclusion, and collaboration (Nevarez, 2001; Cummins, 1986).

Kids were surprised how much their parents knew. It was the first time they were required to consult their parents’ fund of knowledge in Spanish.

~Tucson High Magnet School

Before the program, students separated themselves into English-dominant and Spanish-dominant speakers during group work, during the program however, students mixed so that they could help, learn from, and teach each other.

~Desert View High School

“The students have found a more formal, assertive, and passionate voice.”

~Pueblo High School
Our current project, *Preparación Online*, will expand the reach of the innovative *Preparación* translation and interpretation curriculum that, in conjunction through a comprehensive online teacher in-service training in the pedagogy of translation and interpretation, addresses pervasive Latino educational underachievement and under-representation in secondary and postsecondary education.

Both issues have their roots in the failure of school cultures to value and cultivate the students’ unique bilingual and bicultural proficiencies as educational strengths (Angelelli, Enright, and Valdés, 2002; Apapicio, 1998; Edwards, 1985; Krashen, Tse & Mcquillan, 1998; Nevarez, 2001; Nieto, 2003; Samaniego & González, 1999; Sanchez, 1993; Shorris, 1992; and Valdés, 2003).

As the Latino population grows, this failure to capitalize on its heritage will further marginalize this population, limiting access to higher education and employment, with profound implications for our society.

"The program made school ‘make sense’ [to students].”
~Sunnyside High School

Many Latino students are reluctant to speak Spanish because they feel it is “inferior” – high register units showed them for the first time that it was not.
~Pueblo High School
### Evidence of Effectiveness of UA FIPSE-Funded Projects

<table>
<thead>
<tr>
<th>Professional Language Development Project</th>
<th>Arizona Initiative</th>
<th>Preparación (local project being disseminated nationally)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Students</td>
<td>350+</td>
<td>1000+ and additional students at other institutions</td>
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</tbody>
</table>

**Student Learning**

1) **Pre-/Post-Testing:**
   - +33% in interpreting skill.
   - +46% in translating skill.
   - +25% in academic writing skills.
   - +10% in cognitive academic language proficiency.
   - +38% in reading complex academic texts.

2) **+27 increase in GPA in first semester post-intervention.**

3) **Student Comments:**
   - “My writing has improved and I’m more comfortable with my writing.”
   - “I learned a lot and became more interested in language and politics and better translation systems.”
   - “This is the first time I was ever taught to read.”

1) **Pre-/Post-Testing (Intro course):**
   - +41% in interpreting skill.
   - +57% in translating skill.
   - +46% in academic writing skills.
   - +25% in cognitive academic language proficiency (includes reading complex academic texts).

2) **Student Comments:**
   - “This class made me practice my Spanish more than regular Spanish classes and it made me understand English grammatical rules.”
   - 100% agreement that English proficiency improved.

1) **Pilot Teacher Survey:**
   - Rated average 4.5 out of 5: “Preparación has the potential to improve Latino enrollment and retention rates at the college level.”
   - Average 4.5 out of 5: “…capacity to improve academic outcomes is significant.”
   - Average 4.7 out of 5: “…promoted intellectual/cognitive growth in students.”

2) **Teacher Observations:**
   - Students’ grades have improved.
   - Students who usually do not participate in class became very vocal and participatory as well.
   - Students completed more assignments than usual.

3) **Student Self-Report:**
   - High School: 91% agreed that Preparación improved language proficiency in at least one language; 57% agreed that it improved both English and Spanish.
   - Middle School: 100% agreed that Preparación improved language proficiency in at least one language; 89% agreed that it improved both English & Spanish.
## Evidence of Effectiveness of UA FIPSE-Funded Projects

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<tr>
<td>Teacher Quality</td>
<td>N/A</td>
<td>1) Pilot Teacher Survey:</td>
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<tr>
<td></td>
<td>1) Training of Trainer Participant Survey:</td>
<td>• 100% agreement in-service was “among the best ever taken.”</td>
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<td></td>
<td>• 100% agreement that training was “excellent” and “advanced the profession.”</td>
<td>• Rated average 4.5 out of 5: “The capacity of the Preparación project to improve teacher quality is significant.”</td>
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<td>2) Pilot Teacher Survey:</td>
<td>• Average 4.9 out of 5: “Training students in T&amp;I can have an important impact on their academic performance.”</td>
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<td>• Average 4.8 out of 5: “Preparación has the potential to improve foreign language instruction.”</td>
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<tr>
<td>Student Engagement</td>
<td>1) Self-Report:</td>
<td>1) Pilot Teacher Survey:</td>
</tr>
<tr>
<td></td>
<td>• Increased confidence in academic ability and prospects.</td>
<td>• Rated average 4.8 out of 5: “promoted an interest in learning.”</td>
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<td></td>
<td>2) UA Matriculation Rate:</td>
<td>• Average 4.4 “Promoted academic confidence/motivation.”</td>
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<td></td>
<td>PLDP = 36%</td>
<td>• Average 4.3 “promoted interest in higher education.”</td>
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<td>Tucson Latino HS = 11%</td>
<td>• Average 4.7 “…has expanded students’ career interests and recognition of the employment value of their bilingual abilities.”</td>
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<td>3) Dropout Rate during Pilot Period:</td>
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<td>UA = 36%</td>
<td>2) Teachers Observations:</td>
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<td>PLDP = 2.6%</td>
<td>• Students had many “eureka” moments.</td>
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<td>4) Student Comments:</td>
<td>• Student attendance increased.</td>
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<td>• 90% felt that the PLDP improved school performance.</td>
<td>• Increase in number and complexity of questions asked by students.</td>
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<td>• 90% felt the increased motivation to attend college.</td>
<td>• Dozens of students now interested in PLDP summer program and UA major/ minor.</td>
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<td>• “Learned what benefits came from being bilingual in today’s society.”</td>
<td>3) Student Self-Report:</td>
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<td>1) Self-Report:</td>
<td>• Many comments recognizing the value of T&amp;I for employment and social justice.</td>
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<td>• Increased confidence in academic ability and prospects.</td>
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<td>2) At UA, almost 400% increase in enrollment in 4 semesters;</td>
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<td>department chairs report unprecedented growth in a new major.</td>
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<td>3) Student Comments:</td>
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<td>• “It’s a much bigger profession than I ever knew; eye opening, as a matter of fact!”</td>
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<td>• 100% agreement that courses will improve job competitiveness.</td>
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<td>• “I am more sure now what word power is!”</td>
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About Preparación

Preparación is a long overdue program that has the one ingredient missing in many academic programs: It values what students are bringing from home, their native language. Not only does it take it to higher levels, it allows students to see the value of their native language in different realms of society. Preparación is a win-win program for English and Spanish, but perhaps most importantly for students’ self-view of how crucial their developed, well-trained bilingualism is to today’s world.

Juan Rojas, Assistant Principal, Sunnyside Unified

Preparación’s Impact on Teacher Effectiveness

Ten high school and three middle school teachers completed the 120-hour Preparación teacher in-service in July, 2007. The in-service teachers unanimously agreed that it was “among the best I have taken.” Further, on a scale from 1 to 5 (5 being “strongly agree”), the in-service received 4.9 regarding its value to the teachers personally, and 4.9 regarding its professional value.

In April, 2008, the Preparación teachers were surveyed again. At this point, most had just completed piloting the curriculum and had the opportunity to experience its impact on their teaching and on their students. The teachers maintained their high opinion of the importance of the Preparación in-service, as indicated by the following responses:

✓ The capacity of the Preparación project to improve teacher quality is significant (4.5).
✓ Training students in translation and interpretation can have an important impact on their academic performance (4.9).
✓ Preparación has the potential to improve foreign language instruction (4.8).
Preparación’s Impact on Student Engagement

Based on teachers’ classroom observations, Preparación has a significant and positive impact on students’ engagement with school. There was wide agreement that Preparación promoted:

✓ An interest in learning (4.8)
✓ Academic confidence/motivation (4.4).

Several teachers observed that students frequently had “eureka” moments. Another teacher astutely observed that attendance had not only increased in her class, but that students were “asking more and more critical questions.”

Teachers observed that Preparación promoted interest in higher education (4.3) and has expanded students’ career interests and recognition of the employment value of their bilingual abilities (4.7).

Preparación’s Impact on Student Academic Impact

Not only were the students more engaged, the teachers also saw a positive correlation with improved student outcomes, indicating that the capacity of Preparación to improve academic outcomes is significant (4.5), and that it has promoted intellectual/cognitive growth in their students (4.7).

One teacher commented that her students’ grades have improved in her class. Another teacher observed that students who usually do not participate in class (and who she felt had given up on school) became very vocal and participatory as well, and that they were completing assignments more than usual.

The students were much more interested and participatory during T&I than compared to regular curricula, “I was in shock. It changed the students.”

~Vail Middle School
The University of Arizona National Center for Interpretation is looking for schools and school districts that are serious about improving the academic outcomes of their Latino students.

Secondary and post-secondary Spanish and ESL teachers from around the country are invited to participate in the

2014 Preparación Online In-Service:

DATES: September 8 – December 5, 2014
COST: $995—A limited number of $750 Tuition Awards are available!
STRUCTURE: Self-paced in-service (with several deadlines throughout)
COMMITMENT: Approximately 5 hours per week

We have developed and piloted a comprehensive, multimedia translation and interpretation (T&I) curriculum, designed for integration into existing Spanish curriculum at the middle and high school levels. These units are specifically designed to build students’ conceptual knowledge and cognitive academic language proficiency.

Upon completion, participants will receive

- Certificate of Completion of 65 Professional Development Hours
- T&I units on:
  - Introduction to Translation and Interpretation
  - Healthcare
  - Criminal Justice
Teaching T&I is not the same as teaching Spanish. It requires its own unique and intensive instructional methodology to maximize T&I skills and specialized register language acquisition. To maximize the impact of our T&I curriculum units and provide the best possible chance for success in their implementation, teachers need to be trained in the pedagogy of translation and interpretation.

The Preparación In-Service has several key goals:

- Building teachers’ high and specialized register linguistic repertoires and T&I skills
- Building T&I theory and practice
- Introducing conceptual content central to delivering the in-class T&I units
- Introducing T&I pedagogical methods and collaborative and culturally-based teaching techniques that spur Latino academic achievement and cognitive growth.
- Aiding teachers in reviewing the curricula, understanding the scope and sequence, and teaching and learning assumptions, as well as learning pedagogical techniques and strategies to teach translation and interpretation.

Past participants in the Preparación Online in-service have ranked it as among the best in-service trainings they have ever attended. Preparación’s In-Service training methodology is based on the Agnese Haury Institute for Interpretation, the premier interpreter training program in the country.

If you are interested in participating in the Preparación Online in-service, or simply want more information, contact us!
Want more information?

Interested in participating in *Preparación Online*?

Contact us!

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