

## **SPANISH LANGUAGE TOOL**

The examinee should first discuss his/her professional goals with the examiner to determine how the second language ability is likely to be used. For most students there are two options – one written and one oral. When a written product results, it should be incorporated into a bound packet to reflect that the tool has been completed in a professional manner, and is available for future use by the examinee.

### **WRITTEN OPTIONS:**

1. Translate a questionnaire on the student's topic of interest, or some other topic in the examinee's area of expertise, from English to Spanish. The idea is that the survey or questionnaire may be used for an initial assessment of a participant. If a survey instrument with psychometric properties or a standardized instrument is used, the examinee should include a paragraph describing the instrument, its intended use, and information regarding reliability and validity. A copy of the original questionnaire, as well as the translated survey, should be included in the bound packet prepared by the examinee.

The translated instrument is not intended to be an "official" translation done by a professional translator, but an instrument representing an accurate translation that can be used by the examinee in his/her work. The examinee may use a dictionary and/or other individuals versed in the language being evaluated (Spanish in this case) to create the most accurate translation possible. Of course, it is expected that the examinee will translate the initial draft of the instrument to his/her best ability, before enlisting the help of others to "polish" the translation.

2. The examiner can furnish a consent form, for example, and the examinee will be given approximately one hour to translate the item in the presence of the examiner.

ORAL OPTIONS -- The purpose of the oral performance is to illustrate how the second language can be utilized by the examinee in an applied setting, should the examinee indicate that this is his/her intention.

1. The examinee will select a participant who speaks Spanish (possibly from the assessment lab), and interview the participant in Spanish using a short interview. The examinee should conduct the interview in Spanish, though he/she may write responses in English. The examiner will observe the interview, assess the interviewer's abilities, and subsequently make comments or suggestions for improvement to the examinee.

2. The examiner is willing to go to a work/applied setting off-campus with the examinee and observe a Spanish interview as indicated in number 1 above.

3. The examinee can interview someone on an audiotape using a typical interviewing tool from his/her field of study. Note: if the examinee chooses this format, it is imperative that the examiner be able to clearly hear the examinee on the tape. (If beneficial, the examinee might also elect to transcribe the taped interview and include it in the bound documentation of this tool item.)

4. The examiner can furnish a consent form or other document for the examinee to orally translate from English into Spanish, in front of the examiner.