

# Constructive Alignment Approach: A Rubric for Assessment of Consecutive Interpretation Competences in English-Vietnamese Interpretation Training

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Measuring levels of achievement of programme learning outcomes is a requirement for quality assurance of outcome-based study programmes. Thanks to their positive characteristics, assessment rubrics is strongly recommended by programme quality assessors as a tool to help measure levels of achievement of programme learning outcomes in higher education. This presentation is prepared based on some domestic and international studies related to training of competences for interpretation with English as the source language, developing and using assessment rubrics for assessment of student learning outcomes in accordance with the constructive alignment approach in education, and the presenter's experiences in teaching interpretation courses in an English studies programme at a state university in Vietnam as well as his experiences as a freelance interpreter providing interpretation services for international events in Vietnam. The presentation recommends an analytic assessment rubric for assessment of consecutive interpretation competences in English-Vietnamese interpretation training applicable in higher education institutions in Vietnam. This assessment rubric is composed of 4 criteria, namely listening comprehension, memory, reproduction, and soft skills, and 4 level of assessment, namely below average, average, above average, and good achievement. The descriptors of this assessment rubric reflect the intents of the learning outcomes of a course on consecutive interpretation skills. Taking into consideration theoretical and practical components, this presentation aims to support the outcome-based education for interpretation in EFL study programmes.

## Online Profile

## Biography

**Primary author:** Mr DAO, Lam (Can Tho University)

**Co-author:** Dr TRINH, Lap (Can Tho University)

**Presenter:** Mr DAO, Lam (Can Tho University)

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