**UNIQUE APPLICATIONS TO CLASSICAL LANGUAGES:**

The *Performance Descriptors* are also intended to be applied to the classical languages (Latin and Greek). While

oft en falsely assumed that students of Latin and classical Greek spend all of their instructional time reading and

translating, these *Performance Descriptors* provide a further context for a more comprehensive view of the

instructional components to be found in such classes. The importance of the three modes of communication as

an applicable principle to the learning of the classical languages is evident in the communication standards from

the *Standards for Classical Languages*:

• Students read, understand and interpret Latin or Greek

• Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Therefore, while reading and understanding the written messages of the ancient world is a key to communication

in the study of Latin and classical Greek, the oral use of the language can also be employed to help students

avoid reading or translating word-for-word as they must listen in “chunks” (several words holding the meaning or

phrases) and respond spontaneously during oral communication. This practice also builds student interest and

heightens understanding of and appreciation for the languages and their cultures.

**UNIQUE APPLICATIONS TO AMERICAN SIGN LANGUAGE (ASL):**

These *Performance Descriptors* are equally applicable to learners of ASL, with slight adaptations according to

each mode of communication. In the interpersonal mode (signing), the visual language signed underscores the

communicative importance of facial gestures and other physical clues to meaning, but learners employ basically

the same communication strategies as other languages within each of the ranges of performance. The word

“interpretive” needs special definition for ASL: its use to identify a mode of communication denotes receptive

language or understanding, rather than the act of serving as an ASL interpreter. The “text” is either live or

recorded, such as a signed message, commentary, discussion, song, or play. In the presentational mode users of

ASL use the same communication strategies as other languages; however, educators may act more as coaches to

assist ASL language learners with the editing and revising process in the presentational mode. Examples of ASL

presentational or productive language include messages, stories, or videos. Language educators and learners need

to remember that the levels of cultural awareness as described in the *Performance Descriptors* are as important in

ASL and within the Deaf community as in other languages and cultures.