

# A Proposed Curriculum Framework for Filipino Sign Language Interpretation Program in Tertiary Education

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**Abstract:** This research seeks to propose a curriculum framework that can serve as a guide for higher education institutions (HEIs) in developing their sign language interpretation programs. This is in response to the increasing demand for professional sign language interpreters in the Philippines [12]. Purposive sampling was utilized to target twenty participants who are involved as sign language interpreters, trainers, faculty members, Deaf community representatives, and school administrators and/or directors involved in sign language interpreting (SLI) education. SLI training varies and is usually offered by either HEIs or private, non-Commission on Higher Education (CHED) accredited institutions. Six themes emerged from this study which include sign variations, practicum and internship programs, lack of qualified sign language trainers to teach in HEIs, learning resources and facilities, national standards based on the Philippine Qualifications Framework, and local and international linkages. All data collected, including the criteria and expectations from the Deaf Community, are considered in the crafting of the proposed SLI curriculum framework in Philippine tertiary education. The said curriculum framework has undergone initial validation from the respondents who are experts in SLI training education. The recommendations of this study are very significant to regulate and professionalize this field of study.

**Keywords:** curriculum framework, sign language interpretation, tertiary education, Deaf education.

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## I. INTRODUCTION

Sign language is a full-fledged and complex natural language with its own grammar, vocabulary, and dialect. At present, the world has more than 140 types of sign languages and, due to their evolution like spoken languages, the use and interpretation vary. Verily, the Deaf community does not recognize a “universal” sign language considering that signs are acquired and processed by the brain. The process of acquisition is similar to how the brain processes spoken language. Sign language and tactile sign language have taught us that our ability to speak is media-independent [4].

Interpretation between signed languages is typically interpreted between spoken languages and other signed languages. The term “visual language interpretation” is also used to describe it. Different countries have different sign languages. As a natural language, it is independent of but closely related to the spoken language of the countries where it is used. Deaf individuals prefer using it as their first language. A sign language interpreter has one of the most important roles in the Deaf community. Interpreters have the responsibility of solving communication problems between a speaker and a listener. Interpreters assist in seminars, lectures, and other official affairs and serve as the voice of the deaf people [8]. It is critical that sign language interpreters visualize abstract concepts or general descriptions when they hear them, as well as implicitly encode them in their interpretations when they hear them. Educational training programs in sign language interpretation in other countries, like the United States of America (USA), provide options to choose from a two-year associate degree interpreter education program (IEP), which is offered in community colleges, or a four-year bachelor’s degree program. Due to the growing number of Deaf and hard-of-hearing individuals graduating from higher education institutions, which was a driving force behind the decision to raise the education standards to a bachelor's degree, the educational standard was increased to satisfy the consumer's needs. Throughout these perspectives, we can see that deaf individuals have consistently demonstrated higher levels of academic success, and that there is a need for corresponding increases in the standards of American Sign Language (ASL)-English interpreters, and there are also several factors that led to a general increase in

minimum education standards. More training opportunities and time need to be provided within interpreter education, according to field interpreters of sign language interpreters, interpreter educators, and interpreting students to improve the quality of interpreter education.

This paper presents a proposed curriculum framework to guide sign language teachers/instructors, interpreters, school head, and/or institution directors in designing curricula for sign language interpretation programs in the context of Philippine tertiary education.

### **Statement of Purpose**

The study's main goal is to offer a curriculum framework for sign language interpretation programs in tertiary education. Specifically, the study also aims to:

1. Describe the current designs and implementation of sign language interpretation programs.
2. Analyze the issues and challenges encountered in the implementation of the sign language interpretation programs.
3. Identify the criteria and expectations set by the Deaf community in terms of sign language interpretation; and
4. Develop and validate the proposed curriculum framework.

### **Limitations of the Study**

The following are the study's limitations:

- 1.) The study is limited to the existing practice of SL training in the Philippines.
- 2.) The study only seeks to propose a curriculum framework necessary for HEIs in crafting their own curriculum programs.
- 3.) The study does not seek to replace the existing policy guidelines of CHED. It only serves as a complementary guideline for the existing CHED Memorandum Order (CMO), particularly, CMO No. 77 series of 2017.
- 4.) The study is limited to respondents' lived experiences in the field of sign language interpretation training in the Philippines.

## **II. REVIEW OF THE RELATED LITERATURE**

### ***Foreign literature education and training***

In many ways, sign language interpreting (SLI) has led the way in critical thinking about ethics and role in interpreting studies. Early SLI literature was predominantly initiated by 'models' discussion way of interpretation, as practitioners and educators struggled to define the role of interpreters in the Deaf community. For many years, deaf people had relied on individuals who had grown up in their community, typically people with deaf parents, who served as interpreters because they saw this as their duty. This was the era of the interpreter as a 'helper', someone who would ask the deaf person what they wanted and do it for them. Deaf people thus had little autonomy and – some would argue – were paternalistically oppressed. With the evolution of the profession, some legislations have been considered and passed to rehabilitate the disabled to provide policies anent anti-discrimination. By 1972, the Registry of Interpreters for the Deaf (RID) had set up a certification system, testing and evaluating the qualifications of interpreters in the US [2], and many other countries have followed suit. In parallel with the development of assessment processes came the establishment of interpreter education. The idea of accrediting such programs has also developed in some regions in line with protocols for many other practice professions. While master's degree programs exist in some countries [11], formal training is still not in place in many countries around the world and, instead, ad hoc training at the community level remains the only route available for many practitioners [14].

While academicization brings benefits in terms of wider societal recognition of signed languages and interpreting, it has also functioned as a wedge between the interpreting community and the Deaf communities they serve. Cokely [2] notes that interpreters have moved from being "service agents of the Community" to being "service providers for the Community", leading to a consumer-driven model of interpreting. Sign language interpreter education programs work to bridge the gap by ensuring that student activities in the community are seen by Deaf communities as beneficial to them (Monikowski & Peterson, 2009) and that programs are seen as being "of the community" even if individual would-be practitioners are not [2]. Further, in a growing number of nations, licensing bodies and associations of interpreters, such as the World Association of Sign Language Interpreters (WASLI), and the European Forum of Sign Language Interpreters (EFSLI) are demanding that practitioners engage in continuous professional advancement, creating a demand for high quality post-qualification, in-service training.

In the USA, students can obtain a degree or certificate in interpretation or sign language. Associate, bachelor's, and master's degrees in American Sign Language (ASL) are available to students. Many community colleges offer ASL certification programs, which permit learners to study and use the language without receiving a degree. The ability to interact with friends and coworkers can be gained by students by earning an ASL certificate. Numerous courses are sometimes included in certificate programs, which students finish at their own leisure. Certain programs feature an immersive element. Many American universities and colleges offer ASL degrees and certificates. There are 28 colleges and universities that offer certificate programs, 7 colleges and universities that offer associate programs and 13 colleges and universities that offer bachelors program [17].

### ***The Philippine context***

There has been documentation of Filipino Sign Language (FSL) since 1604 in Dulag, Leyte. Throughout the centuries, FSL has taken on influences from other cultures, such as American Sign Language (ASL). It is undeniable that it is a unique language that was developed by Filipinos who are deaf and remains an essential part of their cultural heritage [7].

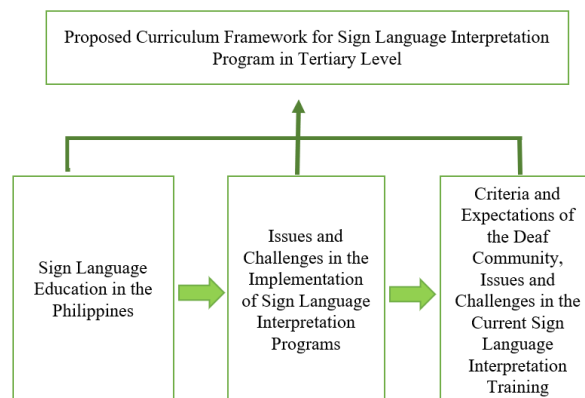
Philippines is among the countries that recognize the importance of visual languages to the deaf and hard-of-hearing (DHH) people. Some industries in the country are gradually accepting DHH people to be part of its workforce. This can be manifested in the hiring of DHH people in the government and non-government organizations like restaurants, malls, hotels, factories and even in the field of education. However, many employers are still not aware of the abilities and skills that the members of Deaf community have. The communication barrier is one of the main concerns. Not all hearing people are welcoming to learn sign language. This results to assistance from a certified sign language interpreters who can provide receptive and expressive interpreting services [7].

Recent legislation in the Philippines, the Republic Act 11106, also known as the Filipino Sign Language Act, entrusts the provision of sign language interpreters in all government and non-government transactions involving deaf person [1]. This law is considered a milestone for the Deaf community in attaining full access to information. Among the many professions in the human services field, sign language interpretation is relatively new. The increased in demand of certified sign language interpreters in the country led to the formation of different sign language training institutions in the Philippines.

The FSL Law's enactment led to an increase in the Philippines' need for sign language interpreters the demand of certified sign language interpreters in the Philippines is increasing [12] and there is a need to offer sign language interpretation courses or programs across higher education institutions in the country. There is a limited number of private institutions that offer SLI training, course or program in the Philippines. The national curriculum framework will serve as a guide for higher education institutions (HEIs) to develop the actual SLI curriculum. Hence, the impact of this study will greatly benefit the people engaged in sign language interpretation, the Deaf community, and the academe, particularly the higher education institutions. This research endeavour will contain guidelines, specifications and standards for curriculum policy development and practice.

### ***Conceptual Framework***

The current implementation and design of sign language education in the country, issues and challenges encountered and the criteria expectation of the Deaf community form part of the crafting of the curriculum framework of the study. Figure 1 shows the conceptual framework of the present study. It dug deeper into the available information about the sign language education in the Philippines. It includes educational institutions registered with the Philippine government. Document review and analysis of the current implementation of sign language education in the Philippines was also done.



**Figure 1. Conceptual Framework**

### III. METHODOLOGY

#### *Research design*

A descriptive developmental research design was used in this study, which include primary qualitative data to find out what really happened in the current situation and seek to determine what the realities are. As an additional advantage, this method focuses primarily on describing, comparing, analyzing, and interpreting the data that exists in order to achieve its objectives [5].

#### *Respondents and locale of the study*

A group of 20 individuals who are involved in sign language interpreting instruction in the Philippines were evaluated and asked to participate in the study for the purpose of participant selection. 10 respondents were Deaf, of legal age, who represent the Deaf Community. The other 10 respondents were hearing people who work as sign language interpreters, trainers, faculty members/instructors, and members of any sign language interpreting organization.

#### *Data collection method*

A validated survey instrument titled, Questionnaire for Characteristics of Qualified Interpreters, was used to gather relevant data. Likewise, the data gathering procedure includes the document review, interview, and focus group discussions (FGD).

#### *Analysis of data*

Thematic analysis was done to analyze the data collected from the interview and focus group discussion. Sources of information for the document analysis were derived primarily from the available data online. Means was utilized to describe the data obtained from the survey questionnaires, which describe the ideal implementation of sign language interpretation programs in the country.

#### *Ethical considerations*

The ethical standards in conducting research have been upheld in this study to provide a safety net for both the research participants and the researcher. Since the proposed study involved a special population, particularly, Deaf respondents were provided with an opportunity to choose a sign language interpreter/s with whom they have trust and confidence. Further, the informed consent form includes a sign language video utilized by the Deaf respondents. This study ensures the safety and protection of the research respondents as stated in the informed consent.

### IV. RESULTS AND DISCUSSION

Following the study's four research objectives, the findings were arranged and presented qualitatively.

#### *The Current Designs and Implementation of Sign Language Interpretation Programs*

Sign language training in the Philippines can be earned from a higher education institution and private non-CHED training institution. Table 1 summarizes the training programs in sign language interpretation that are available in the Philippines.

**Table 1: Summary of Sign Language Interpretation Training Programs**

<b>Institution</b>	<b>Training Program</b>	<b>Target Outcomes/ Competencies</b>	<b>Instructional Delivery/ Modality</b>	<b>Assessment and Evaluation</b>	<b>Learning Materials</b>	<b>Duration</b>
College1	Bachelors degree in sign language interpreting	Production of professional and ethical sign language interpreters; instillation of relevant sign language interpreting skills that will enable students to meet professional standards and achieve the highest possible quality of interpretation; development of language facilitators, cultural ambassadors and allies respectful of the diversity and uniqueness of both	Face to face	written and oral exams, in-class discussions, seatwork, demonstrations, reflective essays, portfolio submissions, assignments, case study analysis, research, and individual and group reports	books, modules, pre-recorded videos	3 years

University 1	Basic Sign Language Training Certificate	the Deaf and hearing communities Production of individuals who want to learn the fundamentals of sign language	Face to face	In-class discussion, demonstration, written and oral exams	Modules	40 hours
University 2	Training Certificate; 3-levels of sign language trainings	Production of highly skilled sign language interpreters in different fields or industry for the benefit of the for Deaf community	On-line	In-class discussion, demonstration, written and oral exams	Modules	120 hours
College 2	Certificate; Post-secondary training program	Production of sign language interpreters who want to learn proper, effective, and efficient way to communicate with the Deaf people	Face to face	In-class discussion, demonstration, written and oral exams	Modules	1 year
TBI 1	Training Certificate; 6 levels of sign language training	Creation of a highly skilled sign language interpreters to serve the Deaf clients in the different fields of society.	On-line	class discussion, written and oral examinations, actual sign language demonstration, individual and group projects, situational and case study analysis, and research	Books, pre-recorded videos,	2 years (240 hours)
TBI 2	Training Certificate; 4 levels of sign language training	Creation of a support system for families and individuals through sign language training workshops in order to become FSL advocates and to help eliminate language barrier	On-line	class discussion, written and oral examinations, actual sign language demonstration,	Modules; pre-recorded videos	160 hours
TBI 3	Training Certificate; 3 levels of sign language training	Provision of a comprehensive center with a wide range of services for the Deaf, their allies, and partners in order to create an inclusive world with limitless opportunities	On-line	class discussion, written and oral examinations, actual sign language demonstration,	Modules; pre-recorded videos	120 hours

*\*TBI-Training-Based-Institution*

The design and implementation of sign language interpretation (SLI) training in the Philippines varies. Few private HEIs offer certificate basic sign language training programs and they employ hearing and Deaf sign language trainers. At present, only one known private HEI is offering an undergraduate degree in SLI wherein its program consists of CHED general education courses, institutional courses, program Core Courses, major courses, and electives. In existence also are private and non-CHED accredited institutions, otherwise known as training-based institutions or TBIs that offer SLI training. At present, they are believed to be the primary sources of registered sign language interpreters in the field. Each TBIs has its training program distinct from one another. They also have trainers composed of hearing and deaf individuals following their respective guidelines for evaluation and assessment.

***The Issues and Challenges Encountered in the Implementation of the Sign Language Interpretation Programs***

To move from categories to themes, the researcher reviewed the data to find similarities, differences, and repeated expressions. Saldana (2013) stated that themes may be thought of as discoveries made during the interpretation of data. Creswell (2012) suggested that a research study should include five to seven themes. Table 2 identifies the six themes the researcher identified from the issues and challenges encountered by the respondents.

Table 2. Themes

Issues and Challenges	Themes
Prevalence of Sign variations	Sign Variations
Sign language interpreting exposure through practicum and internship program	Practicum and internship program
The importance of a sufficient number of qualified sign language trainers to teach in HEIs	Lack of qualified sign language trainers to teach in HEIs
Availability of learning resource materials and facilities	Learning resources and facilities
Importance of government regulation and national standards that are based from the Philippine Qualifications Framework	National standards based on the Philippine Qualifications Framework
Essence of linkages with the international and local deaf associations and the principles of Sustainable Development Goals and UNCRPD	Local and International Linkages

The themes included sign variations, practicum and internship programs, lack of qualified sign language trainers to teach in HEIs, learning resources and facilities, national standards based on the Philippine Qualifications Framework and local and international linkages.

***The Criteria and Expectations Set by the Deaf Community in Terms of Sign Language Interpretation***

The survey instrument utilized in this study consisted of categories, namely, interpersonal skill, level of sign language skill, education requirements, ideal interpreting program, and license and certification (professional career development). All respondents considered that sign language interpreters are expected to agree and deeply understand Deaf culture and values; work cooperatively and patiently with Deaf clients; show respect towards Deaf consumers and able to accept constructive criticisms; adhere to the code of ethics of sign language interpreters; and be on time and consider all information as confidential concerning topics subject of interpretation. Regarding the hard skills or the level of sign language skill of an interpreter graduate, respondents were convinced that an interpreter graduate should be able to interpret in Filipino Sign Language that is comprehensible to the Deaf; provide sign language through a comfortable conversation format; utilize manually coded English once the Deaf requests for that type; accurately interpret Filipino Sign Language; accurately execute sign language interpretation in religious, government, medical, academic, social media, court or quasi-judicial settings; and accurately sign-to-voice from and to spoken English. Most of the respondents believed that qualified sign language interpreters should be considered qualified if they have graduated from a one to two-year sign language interpretation training program (certificate/associate); be considered qualified if they have graduated from a three to four-year sign language interpretation training program (diploma/bachelor); be present at workshops for the improvement of their skills; programs; and consider mentoring programs with a culturally Deaf person and seasoned sign language interpreters in the field to be able to understand various values of the Deaf culture and sign language interpreting. All criteria under the professional-career development portion of a sign language interpreter garnered a strongly agree rating. Respondents believed that a qualified interpreter should obtain a national level Filipino Sign Language Certification and/or Accreditation based on the existing Philippine Qualifications Framework; seek to propose a PRC national licensure accreditation to professionalize their status as government licensed interpreters; pass the criteria and ethical standards or certification requirement as sign language interpreter; and convene regularly to discuss issues, concerns, updates, and other related matters concerning sign language interpretation.

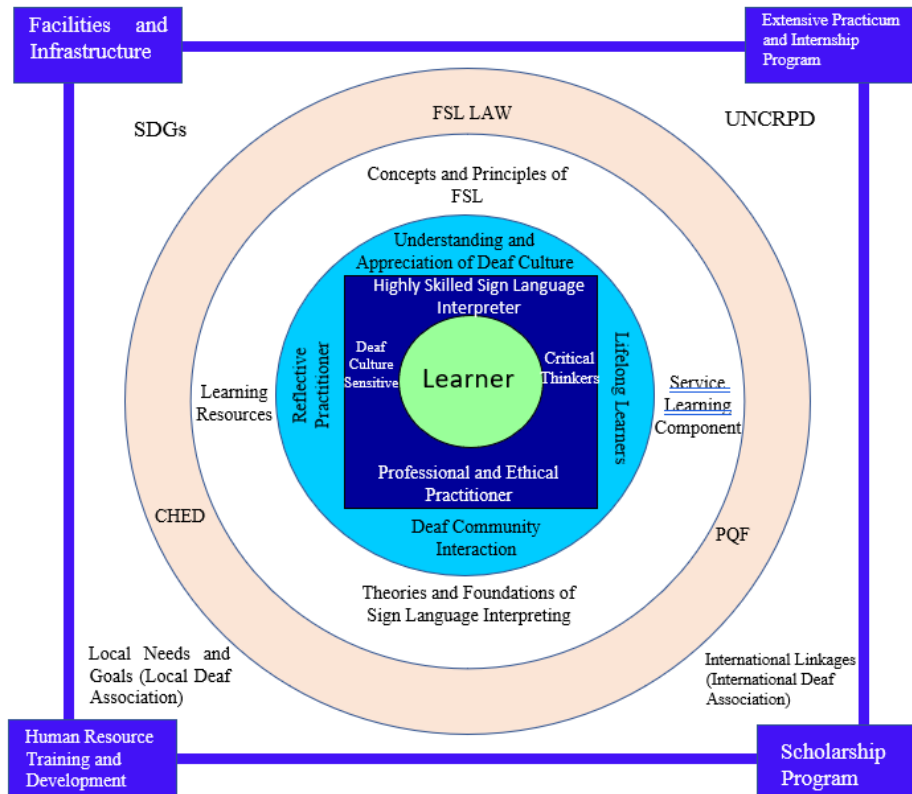
***Development and Validation of the Proposed Curriculum Framework***

Accordingly, a good curriculum framework for the sign language interpretation program in tertiary education must: (1) have sufficient learning resources and service-learning component; (2) give provision for scholarship grants; (3) have highly skilled and qualified faculty members; (4) contain theories and foundations of sign language interpreting; (5) include the concepts and principles of Filipino Sign Language (FSL); (6) inculcate the relevance of ethics and professionalism

7. Develop the learners’ receptive, expressive, and communication skills; (8) put emphasis on the development of the learners’ understanding and appreciation of Deaf culture; (9) engage the Deaf community in the teaching-learning process; (10) provide for extensive practicum and internship immersion programs with the Deaf community and sign language interpreters in the field; (11) have sufficient facilities and infrastructure components; (12) be consistent and aligned with the existing Philippine Qualifications Framework for professionalism purposes and regulation; (13) comply with

international policies and principles of Sustainable Development Goals and UNCRPD; (14) be in unison with the goals and objectives of local and international deaf associations.

Figure 2 shows the Proposed Sign Language Interpretation Curriculum (SLIC) framework which will serve as basis in the crafting of various training and academic programs regarding post-secondary education.



**Figure 2. Proposed Sign Language Interpretation Curriculum (SLIC) Framework in Tertiary Education**

The learner is the focal point or the center of the curriculum framework which prioritizes individual development, and connects students' identities and learning to promote long-term retention of information, lifelong learning, and the development of essential sign language interpreting skills [13]. This framework comprises the broad curriculum content and pedagogy for sign language interpreting, and the application of Filipino Sign Language in higher education institutions anchored on the findings of data collection. Moreover, this framework intends to enhance the goals and objectives of academic institutions in achieving sustainable and more inclusive education in HEIs.

Initial validation of the proposed curriculum framework in the sign language interpretation program was done by 10 respondents composed of 5 hearing and 5 deaf individuals who are experts in the field of Filipino Sign Language and sign language interpreting education. The experts gave an overall rating median of 5 which represents "Strongly Agree". The validators likewise manifested strong agreement that the proposed framework is associated with the criteria expectations of the Deaf community and that it is ideal from the perspective of the hearing sign language interpreters.

## V. CONCLUSION AND RECOMMENDATION

### Conclusions

Based on the results of the study, the following conclusions are hereto inferred, to wit:

1. The current design and implementation of sign language interpretation education in the Philippines varies. Most training programs available are offered by private institutions composed of CHED (HEIs) and non-CHED (TBIs) accredited institutions. While both institutions employ skilled hearing and Deaf sign language trainers, they have different curriculum programs and varying sets of evaluation and standards of assessment.
2. The study provides the issues and challenges being encountered in the implementation of SLI program which includes sign variations, practicum and internship programs, lack of qualified sign language trainers to teach in HEIs, learning

resources and facilities, national standards based on the Philippine Qualifications Framework and local and international linkages.

3. The participation of the Deaf community in the SLI training programs is essential to provide enough opportunity for real hands-on practice (Elliott & Hall, 2014). Cross-cultural interaction with the Deaf community is achieved through increased participation of the Deaf community in the training of sign language interpreters. This is advantageous to the participating students in interpretation training because they will be immersed on how to create ethical professional judgments and, further, to enable communication in official capacities between the Deaf and hearing communities. Moreover, meeting the needs and expectations of the Deaf community can only be realized if they are involved in the teaching-learning process of SLI students. Further, this study provides the criteria and expectations set by the deaf community of a sign language interpreter, to wit: (a) interpersonal skill, (b) level of sign language skill, (c) education requirements, (d) ideal interpreting program, and (e) license and certification (professional career development).

4. The study provides a curriculum development model that could be used in developing a sign language interpretation curriculum in the HEIs. The developed curriculum framework may serve as a guide for the sign language educators, curriculum specialists, and school administrators in the program development and implementation. The contents and components of the developed curriculum framework for the sign language interpretation program are anchored from the data gathered from phases 1 to 5. Insights, suggestions, and opinions of the field experts were taken into consideration for the final crafting of the aforementioned framework.

5. The developed sign language curriculum framework encompasses the following components: (i) sufficient learning resources and service-learning component; (ii) provision for scholarship grants; (iii) highly skilled and qualified faculty members; (iv) theories, and foundations of sign language interpreting; (v) concepts and principles of Filipino Sign Language (FSL); (vi) ethics and professionalism; (vii) development of receptive, expressive and communication skills; (viii) development of the learners' understanding and appreciation of Deaf culture; (ix) deaf community engagement in the teaching learning process; (x) extensive practicum and internship immersion programs with the Deaf community and sign language interpreter in the field; (xi) sufficient facilities and infrastructure component; (xii) consistent and aligned with the existing Philippine Qualifications Framework for professionalism purposes and regulation; (xiii) compliance with international policies and principles of Sustainable Development Goals and UNCRPD; and (xiv) compliance with the goals and objectives of local and international deaf associations.

6. Sign language interpretation is still not yet considered as a legitimate profession in the Philippines. Most interpreters have other full-time job and they do sign language interpreting on a part-time basis.

## **VI. RECOMMENDATIONS**

In the light of the results and conclusion of the study, the researcher hereby recommends to:

1. Coordinate with the different representatives from the CHED, Department of Education (DEPED), state universities and colleges (SUCs), Professional Regulation Commission (PRC), Deaf Community, sign language interpreter community, and other stakeholders for possible standardized national assessments, certification, and licensing regulations of the sign language interpreting profession in the Philippines.

2. Propose a regular convention or summit of hearing and Deaf sign language interpreters to collaboratively address the issues and challenges encountered in the SLI programs. Regular dialogue among SLI stakeholders can create positive outcomes and enhance cooperation and collaboration.

3. Develop partnerships with existing internal and/or external stakeholders through a memorandum of agreement/ understanding to pave the way to increased sign language interpretation (SLI) programs and sharing of best practices in the field. This shall indubitably benefit key stakeholders, i.e. educators, administration, curriculum committee, Deaf community, and interpreting students. The Deaf community should continue to be a collaborative partner for educators and stakeholders of interpreting training programs, and they should give opportunities for students undergoing interpreter training to enhance their signing proficiency, confidence, and ability to inspire trust through continued cultural interaction. Signing skills through interaction is assisted by extended cultural experiences, internships, practicums, mentoring, and courses designed to evaluate and streamline interpersonal and personal conduct skills.

4. Adopt/Adapt the proposed framework as a reference in developing a sign language interpretation (SLI) curriculum for further validation and improvement.



5. Encourage staff and faculty members of SUCs and other HEIs to learn the basics and fundamentals of sign language interpreting. Sign language training is crucial in establishing service-learning components that will involve the participation of the Deaf community. Likewise, the establishment of a community-based service-learning unit, mainly composed of Deaf community members, shall give the faculty members and staff of HEIs the opportunity to apply the methods gathered during trainings. To improve the study of Filipino sign language, a service-learning component would stress immersion in Deaf culture through social activities and/or formal learning service commitments. Additionally, it would offer small-scale interpreting chances for Deaf customers in order to increase not only trust and cultural understanding but also FSL proficiency through language exposure.
6. Offer SLI elective courses in HEIs. This will give college students the freedom to choose classes outside their prescribed plan of coursework. Offering this can also allow students to study sign language that might interest them outside their core courses.
7. Designate/Create an office or coordinating body composed of representatives from the CHED, DEPED, SUCs, PRC, Deaf Community, sign language interpreter community, and other stakeholders to foster in-depth collaboration to effect policy decisions related to the creation, and development of guidelines, curriculum, and training-related materials for sign language interpreting program.
8. Create a certificate in sign language interpreting program designed as a certificate course for degree holders who want to work as professional sign language interpreters. The program shall be comprised of the professional sign language interpreting components of the SL interpreting education program required by the Commission on Higher Education and the Professional Regulations Commission.
9. Revisit CMO No. 77 series of 2017 for possible modification of special education subjects in professional education and specialization courses, to include components indicated in the proposed curriculum framework.
10. Give more opportunities for outside classroom learning to provide students of sign language interpretation training programs with real-world experience through interaction within the Deaf and interpreting communities through intensive practicum and internship programs. Hence, to accomplish progressive learning, the creation of experiential training programs that can be successfully linked to experiential learning modalities is necessary. For learner-centered instruction, curriculum development, and lifelong learning, experiential learning has gained acceptance as a framework [10].

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