

School of Education  
Visiting Minority Scholars Lecture Series

***Expanding Definitions of "Giftedness":  
The Case of Young Interpreters of  
Immigrant Background***

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Tuesday, February 5 - 10:30-11:30 a.m.  
Room 259 Educational Sciences Building

This presentation examines the high performance capacity of young interpreters of immigrant background from the perspective of Sternberg's (1986) Triarchic Theory of Intelligence. It analyzes the performance of high-school English language learners on a simulated interpretation task and provides evidence of these youngsters' multiple intelligences including their ability to define and analyze problems at multiple levels, to select strategies for problem solving, to deal with novelty, and to compensate for unexpected limitations involving memory, language and subject matter. It presents evidence to support the position that young interpreters are youth with outstanding linguistic talents who have the potential for performing at remarkably high levels of accomplishment when compared to others of their age and experience and argues that current definitions of intelligence used to identify "giftedness" should be expanded to focus on abilities not generally identified or positively identified in formal education.



Guadalupe Valdés is the Bonnie Katz Tenenbaum Professor of Education at Stanford University and holds a joint appointment as Professor in the Department of Spanish and Portuguese. Working in the area of applied linguistics, much of her work has focused on the English-Spanish bilingualism of Latinos in the United States and on discovering and describing how two languages are developed, used, and maintained by individuals who become bilingual in immigrant communities.

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