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A Professional Development Curriculum For Educators of Deaf Students: Comparative Linguistics

MSSE Master's Project

Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf and Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Sharon C. Staehle

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

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Approved: _____
Project Advisor

Project Advisor

MSSE Program Director

**A Professional Development
Curriculum For
Educators of Deaf Students:
Comparative Linguistics**

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ABSTRACT

The teachers at Rochester School for the Deaf (RSD) find a challenge: their ability to translate fluently between two languages grammatically, American Sign Language (ASL) and English providing the instruction related to the literacy. Almost all of the teachers have been rated at the Advanced level of Sign Communication Proficiency Interview (SCPI), an assessment measurement. The indication is that they do not demonstrate complete bilingual competence.

For the literacy skills, it is important for the teachers to be able to switch fluidly between the two languages of instruction - ASL and English - while teaching deaf and hard of hearing students in the classroom. This is where the attention shifts to the needs of teachers.

To satisfy the teacher's particular needs, they need to attend professional development training to improve their language skills, enhance their metacognitive skills and be able to apply the bilingual strategy to their instruction. The one-year professional development training was designed to provide the resources for the teachers and teacher assistants to work on this area. After one year of training, they would have more knowledge in grammar translation between ASL and English and be able to apply bilingual strategies in the classroom. Consequently, teachers hope that children will acquire more literacy skills in both ASL and English.

This proposal outlines a professional development training program, which focuses on teachers' and teacher assistants' development of metacognitive awareness of targeted language concepts. After a one-year training period, the participants' skills will increase in grammar translation between ASL and English in order to apply bilingual strategies in the classroom. This will positively impact the literacy development of their deaf and hard of hearing students.

I. PROJECT OVERVIEW

This curriculum development project involves an in-service training as part of requirement for professional development at a school. The purpose of this is to improve the use of bilingual strategy by using both languages, ASL and English. It would increase the teachers' knowledge on the language structure by comparing ASL and English (reading and writing). In this section of the project, the following two areas are included: the description of in-service training program and the characteristics of the participants.

Description of In-Service Training Program

The in-service training as a part of professional development primarily focuses on the teachers of the deaf and teacher assistants. Approximately the number of the participants is (50) fifty. There are two co-trainers, an ASL Specialist and an English and Language Arts (ELA) Specialist, who worked with the participants. The ELA Specialist instructed and modeled English as well as so did the ASL Specialist on ASL. In this study, I am one of the two trainers as the ASL Specialist. We introduced eight different topics discussing comparative linguistics between ASL and English and incorporating the use of Fairview Learning tools in ASL and English.

During the academic year, in-service training occurred on every third Wednesday of the month for eight (8) months. The length of in-service training was 30 minutes. Each topic had a mini lesson plan that will be discussed further in this section. The lesson plan included the objectives, group activities/discussion and assessment developed by the trainers. The topics of the comparative linguistics varied. They comprised two languages, ASL and English (written and spoken) focusing on five levels: phonological, morphological, lexical, syntactic, and

discourse; discuss comparison and similarities between the two languages. Examples of dates and topics for in-service training were as follows:

Date	Topics to be discussed
October 2004	Non Manual Signals: Wh-?s, Yes/No-?s and Negation
November 2004	ASL Mouthing
December 2004	Discussion of ASL Modeling/Semantics
January 2005	Grammar Translation/Semantics
February 2005	Syntax
March 2005	Use of Fingerspelling
April 2005	Use of Space
May 2005	Classifiers

Characteristics of the Participants

Teaching faculty were comprised of employees having direct instructional responsibilities such as high school teachers, middle school teachers, primary/elementary teachers, early childhood center teachers, speech/communication teachers, physical education teachers and Residential Treatment Facility (RTF) teachers. The staff included Teacher Assistants, Librarian, the Specialists (ASL Specialist, English Language Arts Specialist, Math Specialist, and Social Studies Specialist), the Support Service Faculty such as Audiologists, the Behavior Management Specialist, Educational Evaluator, Psychologist, Head Nurse, Counselors and Family Service Specialist and the Directors Team. The classroom teachers of all grade levels and Early Childhood/Infant Program, along with Teacher Assistants, were the primary audience for this project because they closely worked together as a team to provide direct

instruction to deaf and hard of hearing students as well as to communicate with their parents. I used these terms “participants” instead of teaching faculty for this project.

The statistics of the participants related to hearing status (hearing and deaf) were as follows:

- High School Teachers: 22 Hearing and 8 Deaf
- High School Teacher Assistants: 0 Hearing and 8 Deaf
- Middle School Teachers: 4 Hearing and 0 Deaf
- Middle School Teacher Assistants: 1 Hearing and 2 Deaf
- Elementary Teachers: 5 Hearing and 0 Deaf
- Elementary Teacher Assistants: 1 Hearing and 5 Deaf
- Early Childhood Center Teachers: 6 Hearing and 0 Deaf
- Early Childhood Center Teacher Assistants: 2 Hearing and 3 Deaf

The participants were expected to get involved in the activities such as role-playing, practicing in pair practices, and/or discussing pertaining to the videotapes viewings of all topics mentioned above or to any topics/concerns related to grammar translation or Fairview Learning tools. Observation of the activities also served as part of the assessment tools. In addition, the participants in a group are strongly encouraged to bring up and discuss various issues or clarifications in every session. This allows flexibility for participants to express their thoughts pertaining to the application of using bilingual strategies outside of the training.

Each lesson plan includes objectives/goals, procedures, activity options, evaluation, materials and references. In addition, the unit plan includes some demonstrations to integrate Fairview Learning (FV) and English Language Arts (ELA) into the lessons and the instruction.

These lesson plans serves as a guideline for the ASL and ELA Specialists. The lessons could be altered, as needed, in order to fit the targeted audience's needs.

Resources, references and materials list are found in each lesson plan in Activities/Time Line section. This list could be used as a guide to finding materials, books, videotapes, and website. The lesson plans were placed in the sequential order of the curriculum; however, the plan could be changed depending on the needs of the teachers.

II. THE IMPORTANCE OF THE PROJECT

Educators in residential settings today use various common communication strategies such as an oral method, total communication or simultaneous communication. More schools start to accept the notion of teaching American Sign Language (ASL) as part of the language development. This may integrate in learning two languages - ASL and English - for the purpose of acquiring language/communication and literacy skills. This is called a bilingual strategy. Teachers are subjected to teach the deaf and hard of hearing students whose background is very diverse in their language/communication and literacy skills. In order to gain mastery at reading and writing in English, teachers should use and facilitate two languages fluently - American Sign Language (ASL) and English - to teach deaf and hard of hearing students. Thus, the classroom teachers are responsible to provide literacy skill development in both ASL and English. In fact, many teachers of the deaf tend to use one communication strategy solely in which it is total communication rather than using ASL.

ASL is a conceptual visual language that contains many grammatical features that are used in the signer's space. In addition, ASL provides complex yet rich meanings that are found in the grammar syntax (Valli & Lucas, 1992). This requires some years of language training to become proficient in using ASL. Many teachers might either take basic ASL classes or do not

take ASL courses at all. This leads to a result that they may underdevelop metalinguistic/metacognitive skill awareness in ASL particularly. This is a necessary educational tool to be implemented in using the bilingual strategy. This becomes a need for the professional development. In-service training is provided for teachers to improve the ability of using the bilingual strategy and able to apply appropriate teaching strategies in both languages, English and ASL.

Statement of the Problem

I, as the ASL Specialist, have been teaching ASL to hearing faculty and staff at Rochester for the Deaf (RSD). In fact, RSD administration expects that the faculty and staff provide a language model for the students in both ASL and English; therefore, they are committed to providing sign language instruction to those who need to either learn or improve ASL skills. For those teachers who work closely with deaf and hard of hearing students, they are required to take Sign Language Communication Proficiency Interview (SCPI). SCPI is a measurement of communication ability, not a measurement of ASL skills. SCPI is not the "wholistic" language assessment to measure ASL skills; however, it lacks at measuring metacognitive skills. Metacognitive skills play a big role in using the Fairview Learning approach. Many teachers struggle to incorporate metacognitive skills between two languages - ASL and English. This impacts on the inflexibility of implementing instructional strategies in the classroom.

This problem brought to my attention. How can I, as the ASL Specialist, be a part of change for the betterment? That is where the importance of this proposal comes in. At the early stage of language development, it would be the most ideal approach for deaf and hard of hearing students to learn ASL taught by teachers who are fluent in using ASL. This can lead to smooth transition at learning literacy skills in ASL and English. That is where the bilingual strategy

comes in. This is a strategy that can either minimize or eliminate the source problem. Lack of ASL skills equals lack of acquiring literacy skills in both ASL and English.

Teachers have their opportunity to expand their teaching approach related to learning literacy by improving ASL skills. This increases their versatility in using communication strategies. In addition, this also helps the students to learn and acquire literacy skills in both languages fluently.

Providing in-service training as part of their professional development is a crucial step in this project. This serves two purposes for the teachers: 1) gain an in-depth understanding of ASL as a language and to develop and 2) implement metacognitive skill awareness used in both languages - ASL and English.

III. PROJECT OBJECTIVES

The goal for this project is to develop and implement in-service training program as part of the professional development designed for teachers of the deaf, teacher assistants and staff who work closely with deaf and hard of hearing students. The in-service training focuses on the Comparative Linguistics. The program involved learning ASL linguistics to compare two languages using the grammar translation skills. Each teacher has the options of incorporating teaching strategies by using both ASL and English in their instruction.

The following objectives for the professional development series are for the participants to:

- * Demonstrate a metacognitive awareness of linguistic difference in both ASL and English;
- * Identify linguistic components of ASL such as non manual signals (NMS), semantics, syntax arrangement, use of fingerspelling, use of space, and classifiers;

- * Demonstrate understanding of grammar translation in both ASL and English and;
- * Be able to incorporate instructional strategies using Fairview Learning tools in a bilingual approach, using ASL and English.

IV. LITERATURE REVIEW

One challenge today in programs educating Deaf students is how to meet Deaf students' needs in language learning when educators of Deaf students have a weak understanding of linguistics and metacognitive skills in using both languages, American Sign Language (ASL) and English. Knowing how to utilize ASL as the language of instruction in the classroom is an important factor for educators because this is one important way that Deaf students are exposed to the language. Otherwise, deaf students would not have full and accessible language models in both languages. According to Alejandro Oviedo's research on Bilingual Deaf Education in Venezuela (1996), "... if deaf children do not understand their teachers adequately, the teachers are prevented from performing their main role in the school. This will continue to occur as long as the flow of information between the teachers and deaf children is obstructed (pg. 78)."

However, the concerns and struggles of educators of deaf students have not been addressed in many studies. While the concept of bilingual education for the Deaf has been discussed for more than two decades (Gallimore, 1992; Charrow, 1973; Kannapell, 1974), there is a lack of resources or training for instructional strategies pertaining to bilingual approaches designed for the educators of Deaf students. This review of the literature will outline four components that should serve as a framework for the planning of in-service training as part of professional development for educators of Deaf students pertaining to comparative linguistics. The components include: A) the development of literacy with two languages, B) the Fairview

Learning (FV) Program, C) the role of educators, and D) professional development. With the development of this training, educators who understand the structure of ASL and English will be able to assist deaf and hard of hearing students in the development of literacy in two languages.

Introduction

As the ASL specialist, I have been teaching ASL Level I, II and III for those teachers who either have not passed or barely passed at the Advanced level of Sign Communication Proficiency Interview (SCPI). I also work closely with the teacher individually in the classroom to include instruction support using bilingual strategies. My role is to consult and show teachers to use ASL in their classroom as a language model. This approach has been supported by Vaughan, Bos, and Schumm (2003) because they believe that "working with other professionals can be rewarding and can provide the opportunity to learn from others who have different training and experiences. It can also be demanding (pg. 243)."

Not only have I been as the ASL specialist, but also I was involved in Ad Hoc Sign Standardization committee and Deaf Studies committee, which develop instructional strategies in order for the educators of Deaf students to integrate Deaf Studies into educational practice to enhance knowledge and understanding about ASL as a language and Deaf Culture. Moreover, the committee members obtained a list of concerns from the teachers; they needed to address the concerns including teachers' need to learn/understand how to employ ASL into their instruction. At the same time, coincidentally, the school wide improvement plan for 2004-2005 committee gathered concerns that were similar to those of the Ad Hoc Sign Language Standardization committee and Deaf Studies committee. The concerns were: 1) a weakness in applying bilingual strategies for literacy development, 2) a lack of understanding of how to incorporate Deaf Studies/ASL curriculum in their subject curriculum such as New York State education

requirements, and 3) a weakness in using ASL simply because they were not familiar with ASL structure.

A. Developing Literacy with two languages

Ideally, Deaf students would come to school with a basic understanding of ASL. Experienced and fluent teachers would use ASL and English as the languages of instruction. In this way, educators would provide a foundation in literacy in both ASL and English.

It is essential to use bilingual strategies because ASL enhances the learning of English as a second language by providing a basic linguistic foundation (Nover, Christensen, & Cheng, 1998). However, teachers are subjected to teach to the deaf and hard of hearing students whose backgrounds are very diverse in their language and communication and literacy skills. In order to gain mastery reading and writing in English, teachers should use and facilitate two languages fluently - American Sign Language (ASL) and English - to teach deaf and hard of hearing students. Yet because 90% or more deaf children are born into hearing children where ASL is not the family's primary language (Nover, Christensen, & Cheng, 1998, pg. 64), deaf children often come to school without a basic linguistic foundation in either ASL or English.

Yet, teachers do not use ASL within the classroom environment because they are not familiar with ASL structure as opposed to the English language structure. Also, they feel incompetent to use bilingual strategies and their lack of metacognitive awareness compromises their effectiveness as educators and facilitators of literacy for deaf and hard of hearing students. In other words, if the teachers are not able to use bilingual strategies while teaching deaf and hard of hearing students, then the students' literacy skills may not be sufficiently developed. Teachers, thus, need to develop not only their ASL skills but also their implementation of bilingual strategies. Teachers found it challenging to use bridge phrases - several English words represented by one ASL sign - from English to ASL or vice

versa. This strategy or tool, called Fairview Learning (FV) Program, will be discussed below.

Therefore, it is significant for educators to recognize that they are the language models and must use two languages in their instruction in order to develop literacy skills through two languages - ASL and English. In Nover, Andrew, Baker, Everhart, & Bradford's research (2002), they pointed out that since 1960's, researchers and educators such as Stokoe, Casterline & Croneberg (1965), Kannapell (1974), Barnum (1984), Johnson, Liddell, and Erting (1989) have recommended bilingual/bicultural approaches that utilize deaf students' preferred or dominant language – American Sign Language (ASL) – to facilitate the development of English (pg. 9). Furthermore, Marshark, Lang, & Albertini's research (2002) concluded, "Unfortunately, communication barriers and lack of understanding about deaf children's knowledge and skills can result in teachers' and parents' unwittingly suppressing their natural creativity because they fail to recognize creativity expressed in sign language or less-than-fluent English (pg. 129)."

Educators should be the language models for deaf and hard of hearing students; however, educators themselves have noted their need to improve as language models and being able to translate across languages. There is a need for professional development training program for teachers of the deaf. Akamatus, Stewart, Mayer's research (1999), indicates that "to focus solely on the signing skills of the teachers overly constrains the conception of what constitutes a good teacher of deaf students. It becomes clear that it matters less which language or mode of communication is used than the manner in which language is employed by teachers. It is the exploitation of the 'symbolic potential of language' that enables 'thought processes themselves to become the object of thought' (Wells & Chang-Wells, 1992, pg. 164)." Therefore, the professional development training assisted the educators to include ASL linguistics, translation strategies, and the development of metacognitive skills in their literacy instruction.

B. Fairview Learning Program

The Fairview (FV) Learning Program, a five-component program designed to bridge the gap between ASL and written English in the curriculum. It is also called "Integrative ASL-English Language Arts" that will be explained shortly. As noted, this term is abbreviated as FV, for this project. FV is composed of a tool to help deaf students understand the concept – not just the words – of a whole context in order provide equal semantic value of both ASL and English through a conceptual translation.

Approximately five years ago, Rochester School for the Deaf, where I am currently employed as the ASL Specialist, sent several teachers to the Fairview (FV) Learning training workshop conducted by the programs' developers, Connie Schimmel and Sandra Edwards, at St. Mary's School for the Deaf. Those who went to the training confirmed that using FV tool in their instruction was very positive. That led to an invitation to the trainers to come to RSD for FV training for all teachers and teacher assistants along with the staff who have direct contact with deaf and hard of hearing students in 2002. Afterwards, the teachers started utilizing FV as a component of their curriculum.

The purpose of FV is to help teachers and students begin to think and sign bilingually that leads to a more in depth understanding of American Sign Language, as well as English reading and writing. It identifies and remedies typical translational problem phrases and words through various practices. This program, in general, helps to provide a more organized and manageable approach to consistent linguistic usage and input. The Reading/Language Intervention Method, which is part of Fairview, promotes thinking and signing bilingually. The RSD teachers have found FV to be a very useful tool. As a matter of fact, there is another term for Fairview Learning Program that may be rather different from other schools. The concept is basically same.

Another term is called Integrative ASL- English Language Arts that Bailes, the author of *Bridging Literacy: Integrating ASL and English Into the Language Arts*, used for her research. Bailes' research (2004) took place in Metro Deaf School (MSD) in St. Paul, Minnesota.

"ASL was prominent during the school day at MSD: instruction took place primarily in this language. This ensured clear and effective communication between teacher and students in an accessible and comprehensible language. ASL was integrated seamlessly into English Language Arts, a strategy that I have called 'Integrative ASL-English Language Arts.' Attending and signing replacing the listening and speaking modes of traditional language arts programs, and younger children were immersed in these two modes. As the children became more fluent in ASL, attention was gradually shifted toward a balance between the four modes of attending, signing, reading, and writing. There was abundant evidence of written English use among teachers and students at all grade levels. Spoken English was attended to through pullouts of functional purposes. The goals of such sessions were set primarily by the students and parents (pg. 128)."

Bailes (2004) described five principles that emerged in support of the use of FV through the observation of classes. (For more extensive descriptions, see Bailes, 1999, 2001). They are Principle 1: Provision of Language Models in ASL and English, Principle 2: ASL as the First and Natural Language for Deaf Children, Principle 3: Developing World Knowledge, Principle 4: Promoting Metalinguistic Awareness and Knowledge, and Principle 5: Valuing Approximations in Both ASL and English.

Bailes concluded, "The use of ASL did not appear to detract from the goal of achieving English literacy. Indeed, because it was a shared and accessible language, it appeared to promote a growing understanding of reading and writing processes. By first focusing on a known language, ASL, and subsequently connecting and comparing this growing knowledge with the forms, structures, and use of written English, these teachers fostered connections between the languages in ways that promoted English literacy (pg 137)."

Again, it is vital for teachers to know how to use bilingual strategies, whereas the teachers have the metacognitive awareness. Therefore, the educators that I worked with as an ASL specialist had some exposure to bilingual strategies and some awareness that metacognitive skills were important in order to assist them in developing skills, which would support the literacy development of their students. However, this was a short-term training experience and the teachers themselves realized they needed more intense professional development over the year to be able to use actually the FV program.

C. The Role of Educators in Using ASL and English Instruction

However, not all of the teachers have the metacognitive and/or metalinguistic awareness necessary to implement bilingual strategies or the FV program. They do not have the ability to switch between ASL and English relative to such semantics or syntax. Many are not able to assess their deaf and hard of hearing students' ASL competency because the teachers are not competent ASL users themselves. It is unreasonable to expect these educators to improve their fluency in ASL, their knowledge of ASL assessment, their ability to translate between languages, and their metacognitive skill development without receiving significant support and training. Then the deaf and hard of hearing students would have the opportunity to acquire languages taught by the teachers in the classroom.

Bailes (2004) proved from her research that "Through explicit use of ASL, the teachers evinced English forms and their meanings, and the students uncovered the meaning of English sentences, primarily through comparisons with the corresponding ASL forms and meanings. Without ASL as a shared language, the teachers would have experienced great difficulty in explaining the nuances and syntax of the English language. Further, because the students had developing knowledge of this shared language, the teachers were able to use it as a tool toward

the learning of a second language - English (pg 134)." Pertaining to Gallimore (1992), it has previously been established that potential educators of Deaf students are not gaining the knowledge needed to work within a bilingual/bicultural framework (Woodward and Allen, 1987). How could educators have lack of skills? This may be due to several reasons. They are: 1) signing skills, 2) grammar translation, 3) teachers' view, and 4) lack of training.

The first reason may be their signing skills. The educators of Deaf students are required to take Sign Language Communication Proficiency Interview (SCPI). It usually offers those, who want to work/teach closely with deaf students, to become aware of their ASL proficiency levels. It is like "SCPI is a conversational approach to Sign Language Communication Skills Assessment." (Caccamise & Newell 2004) In other words, SCPI is a measurement of communication ability, not a measurement of ASL skills. Therefore, SCPI is not the "wholistic" language assessment to measure ASL skills in which it involves metacognitive skills. Metacognitive skills play a big role in using the Fairview (FV) Learning that was mentioned earlier. In other words, SCPI helps determine sign language skill level standards such as "no functional", "novice", "survival", "intermediate", "advanced" and "superior". Ideally, educators of Deaf students should be higher than an advanced or higher level standard. Many teachers are not placed at that level.

Another reason is possibly grammar translation. ASL is a conceptual visual language that contains many grammatical features that are used in the signer's space. In addition, ASL provides complex yet rich meanings that are found in the grammar syntax (Valli & Lucas, 1992). This requires some years of language training to be proficient in using ASL. Additionally, Bailes (2004) concluded, "By first focusing on a known language, ASL, and subsequently connecting and comparing this growing knowledge with the forms, structures, and use of written

English, these teachers fostered connections between the languages in ways that promoted English literacy". Thus, the educators of Deaf students are responsible to provide literacy skill development in both ASL and English. Pertaining to Evans' (2004) observation for her research of *Educating Deaf Children in Two Languages*, she concluded that the effective strategies of using ASL, conceptual translation, and multimodal presentation provided useful information regarding the implementation of a bilingual/bicultural program for deaf children (pg.143). These ideas are what the teachers had expressed frustrations and concerns with prior to designing this project because they do not have the advanced skills to be able to switch two languages. To use conceptual translations - grammar translations, the teachers have to know how to translate two languages. This means that the teachers' signing skill should be placed at the superior level and this would have already shown that teachers may internalize using ASL.

The third reason may be teachers' view based on what they grew up in a dominant language of their own without sensitivity of the cultural diversity. Gilmore (1993) pointed out "such programs are currently developed with views largely based on Hearing perspectives. These programs are designed with a pathological view, rather than a cultural view, of Deaf children (pg. 2)."

The fourth reason may be the lack of training in their previous educational background. The educators may have not taken either introductory or intensive courses related to Deaf Culture or ASL as a language or ASL linguistics rather than auditory related courses or special education, which is rather broad. Akamatsu, Stewart, and Mayer's research of *Teachers' Signing Behavior* (2004) clearly stated that "First, at the outset of the total communication revolution, the teachers themselves have not received instruction in signing during their pre-service training. Most teacher education programs were oral in nature at that time (pg. 43)."

Although more schools and colleges offer training or programs, there are still limited resources out there to provide wealthy information about ASL as a language applying bilingual strategies for educators of Deaf students. Gallimore (1993) pointed out, "In addition, programs offer limited training in the areas of bilingualism, second language learning, and biculturalism/multiculturalism. Finally, training in the areas of education often does not emphasize the critical relationship between language, cognition, and culture and the process of total human development and learning (pg. 76)."

Thus, Gallimore concluded "... due to lack of communication there is a serious gap between the schools for the Deaf implementing bilingual/bicultural educational program and the TTPs (Teacher Teaching Programs) that still follow the outdated Total Communication Philosophy (1993, pg. 73)." It is crucial for the educators to have fluent skills in ASL in order to be language models for Deaf students. In addition, they need their ability to understand ASL and English linguistics for application. When they have strong metacognitive skills, they can employ FV tools into their teaching. Nevertheless, because of a very little training and resources out there, in-service training is critical in order to enhance the skills of educators who attended teacher training programs, which did not provide these skills.

D. In Service Training as a part of Professional Development

Although educators are fully aware of being responsible to provide literacy skill development in both ASL and English through academic instruction, they felt that they have weakness in using ASL and English and lack of training. This is obviously a huge gap in their training especially when the bilingual education became recognized as a part of Deaf education.

In-service training is necessary in order to fill these missing gaps for current educators. The training helps meet the needs of the educators such as learning how to employ FV in their instruction or

understanding ASL linguistics or comparing two languages between ASL and English. Yet, the training may be a refresher for some of the educators. For instance, in Mahshie's book (1995), "Educating Deaf Children Bilingually", it clearly points, "Study of the grammar of both languages is an important component in the training of both Deaf and hearing teachers. Teachers from the most successful bilingual classes in Denmark and Sweden have worked to learn as much as they can about current research in Sign Language grammar, Swedish grammar, and teaching second languages. They have continued to expand their understanding of linguistics and language acquisition, and have applied their knowledge in ways that allow their students to proceed on a schedule that seems developmentally appropriate (pg 163)."

One program has recognized the need for additional training of teachers of the Deaf. Stephen Nover's paper, "Staff Development in ASL/English Bilingual Instruction for Deaf Students" (USDLC Star Schools) describes the implementation of training for those educators of deaf students from other residential schools in the understanding linguistics of both languages and of appropriate instructional strategies that can provide deaf students for language acquisition and language modeling (2004). Additionally, Nover and Everhart's project, ASL/English Bilingual Professional Development (AEBPD) supported by the Center for the ASL/English Bilingual Education and Research (CAEBER) at the New Mexico School for the Deaf explained, "The goal of improving student achievement has become even more widespread and urgent given the recent implementation of the *No Child Left Behind Act (NCLB)* (pg.1). That was what they found,

"Therefore, there was an inconsistency between schools' staffing needs and qualifications of pre-service teachers entering schools (LaSasso, & Lollis, 2003; Strong, 1995). It is important to note that teacher preparation models exist for hearing bilingual educators of spoken languages and for ESL teachers; but not until recently for ASL/English bilingual educators of deaf students. In fact, the Council of Education of the Deaf (CED), the national professional association that accredits the 70 teacher education programs serving deaf students, only added the new

ASL/ English bilingual specialization in recent years (pg. 3).”

Because the ASL/English bilingual approach was founded on the theories and principles of bilingual education and second language learning (with ASL as the students’ L1 and English as their L2 (Nover and Everhart, 2004), there is need for teachers trained in using ASL/English teaching competence and ASL/English bilingual teaching methods. Nover and Everhart’s project is “to improve the quality of educational instruction for deaf/hard of hearing (hh) students, the authors included the goal with six interrelated objectives: (1) to replicate and scale up the AEBPD program in other schools educating deaf/hh students and deaf education teacher preparation programs; (2) to continue refinement of the AEBPD program; (3) to provide training and technical assistance to State Mentors; (4) to develop and disseminate at the states and national levels resource materials and products that will support the replication and scaling up of the AEBPD programs; (5) to conduct research studies that determine the efficacy of the program when implemented at other school sites (at a distance from the developers) by examining two areas: teacher outcomes and student outcomes; and (6) to monitor the program implementation fidelity and evaluate the ease with which schools are able to carry out the program (pg. 5).”

Nover and Everhart (2004) stressed that school administrators and instructors of deaf education preparation programs need technical assistance and resources to build local capacity of their teaching staff to apply an effective ASL/English approach. Of their program's five goals, I borrowed one goal to help match the needs of our teachers in professional development. This goal is to enhancing teachers’ skills in using ASL and English as languages of communication and instruction in order to facilitate optimal learning opportunities for deaf/hh students. This is what I want to give the opportunity for educators of Deaf students to enhance metacognitive skills and develop knowledge of ASL linguistics so that the educators can increase confidence in using two languages - ASL and English with deaf students.

This professional development program will support teachers who are currently working in the schools and who need more personalized and basic instruction than what is offered by the Fairview Learning Program. The educators can also improve their quality of instruction and language modeling for the deaf students that can help create an ideal environment where both ASL and English skills can flourish.

V. ACTIVITIES/TIME LINE

As I stated previously, the 30-minute in-service training occurred on every third Wednesday of the month for eight (8) months. The trainers, the ASL specialist and the English and Language Arts (ELA) specialist agreed to provide eight different topics discussing comparative linguistics between ASL and English and using Fairview Learning tools as part of bilingual strategy. The dates for each topic mentioned below:

Activities	Timeline	Evaluation
Non Manual Signals: Wh-?s, Yes/No-?s and Negation	Oct 2004	Videotape/Discussion/Simulations and Demonstration
ASL Mouthing	Nov 2004	Videotape/Discussion/Simulations and Demonstration
Discussion of ASL Modeling/Semantics	Dec 2004	Participant reflection/Group discussion
Grammar Translation/Semantics	Jan 2005	Participant reflection/Group discussion
Syntax	Feb 2005	Group Discussion
Use of Fingerspelling	March 2005	Lecture
Use of Space	April 2005	Simulation and Demonstration
Classifiers	May 2005	Videotape/Discussion/Simulations and Demonstration

So far, we have gathered topics based on the feedback from staff that were discussed a year before. The participants strongly felt that the main issue was focused on grammar translation between two languages, ASL and English. Majority of them were not familiar or fluent using ASL. One strong indication that most of them are rated at below the Advanced level of the Sign Communication Proficiency Interview. They expressed a desire to advance their ASL signing skill. The participants brainstormed topics that they were interested to learn more. The ELA Specialist also documented some areas that need to be worked on based on an one-to-one meeting or an observation in the class where she worked closely with English teachers of all

various levels. The ASL Specialist gathered information based on their needs through the ASL classes and observations in their class.

Also, the Ad Hoc committee was formed to address the issues that need to be focused on. The committee members developed a list of ASL linguistic components, and then prioritized them in order. The list consists of eight topics: Non Manual Signals: Wh-questions, Yes/No-questions and Negation, ASL Mouthing, Discussion of ASL Modeling/Semantics, Grammar Translation/Semantics, Syntax, Use of Fingerspelling, Use of Space and Classifiers.

This leads to create a mini lesson plan. In each lesson plan, it includes objectives, group activities and discussions that would be facilitated by the specialists. The participants, in return, attend the activities, discuss on various topics like using grammar translation, switching communicative skills, or applying the Fairview Learning tools. At the end of the session, they fill out and complete the evaluation forms. The participants, as a whole, are strongly encouraged to implement teaching strategies, such as bilingual strategy in their instruction in the classroom. This hopefully makes an impact on deaf and hard of hearing students to develop their literacy skills.

Outside of the in-service trainings, there are many ways that the participants can take an advantage to enhance their professional development in order to improve their metacognitive skill in their teaching strategies. An example, I-movies can be installed in the school server where the participants can access to view at their convenience. The I-movie is set up by the ASL specialist based on the needs of the teachers. Another example is that the teachers can view some segments from the videotapes during the brown bag lunch sessions. In addition, the teachers and specialists can discuss further after viewing to enhance some more knowledge on grammar features, and so forth. The best ideal approach is for some of the teachers to attend ASL classes

to improve their ASL skills. This can support their effort to advance their SCPI level if their commitment is at the best focused. Some teachers, who have proficient ASL skills, may receive some support or assistance from the ASL specialist or the ELA specialist. Some of them will use certain resource periodically at their own. The posters, for instance, ASL Handshape poster or Eyebrows (NMS) poster, are posted in the classrooms to reinforce the application of bilingual strategy in teaching literacy skills.

Comparative Linguistics Lesson Plan

Lesson #1

Subtopic: Non-Manual Signals: Y/N-?s, Wh-?s & Negation

Objectives: Participants will:

- utilize eyebrows properly related to Wh-?s, Y/N-?s
- shake head for negation
- demonstrate a metacognitive awareness of linguistic differences in both ASL and English

Procedure:

1. Ask two participants from the audience to volunteer for the specialists. The specialists give the sheet of Three Conversational Situations to the participants.
2. Have the volunteers read and demonstrate Situation #1 in gesture to the audience.
3. Ask the audience to tell what the participants were telling. Collect right information from the audience. Ask the actors to repeat the Situation #1 to act out in ASL. Discuss.
4. Show the transparency of three conversation situations (T-1). The specialists discuss the importance of using eyebrows appropriately, as to what the English intonation is referred. Both specialists give a couple of sentences both in ASL and English for demonstration related to negation. Discuss from the audience for clarification or demonstration, if any.
5. View *Signing Naturally* Level 1 for demonstration focusing on Yes/No-questions and Wh-questions. Discuss.
6. Divide into a group of three and practice. One of three observes to identify any NMS and discuss for feedback. Each participant has her/his turn for observation. The specialists assist if the groups need help.

Materials:

- Sheet of Three Conversational Situations
- Transparency of Three Conversational Situations (T-1)
- *Signing Naturally* Level 1 videotape focused on Yes/No-questions and Wh-questions

Assessment:

Informal – The feedback is always based on group discussion that the trainers will check for comprehension. The trainers also ask participants for negation or confirmation.

Three Conversational Situations

Situation 1

Signer 1: Do you want some of this cake?

Signer 2: Yes!

Signer 1: A lot or a little?

Signer 2: A lot!!

Signer 1: Here's your cake.

Signer 2: Thanks, it's delicious!

Situation 2

Signer 1: Where's my bicycle? Hey you, have you seen my bike?

Signer 2: I don't see it.

Signer 1: I left it here TWO minutes ago!

Signer 2: Wow, I am sorry. It's gone!

Signer 1: Someone must have stolen it!

Situation 3

Signer 1: I am SOO tired!

Signer 2: Do you want to leave?

Signer 1: Yeah! Can we leave now?

Signer 2: Not yet, I need to say good-bye to everyone.

Signer 1: OK, I can wait.

Comparative Linguistics Lesson Plan

Lesson: #2

Subtopic: ASL Mouthing

Objectives: Participants will:

- identify non-manual signals: ASL mouthing.
- demonstrate ASL mouthing

Procedure:

1. Show a transparency of Yes/No-?, Wh-?, Negation NMS Practice Sentences (T-2) for review by asking participants to demonstrate.
2. Write on the board by asking what five parameters of ASL are. Have participants give the answers. The trainers are looking someone to give location, movement, handshape, palm orientation and non-manual signals. The trainer fills in the answers in five parameters.
3. Discuss non-manual signals (NMS) by asking what its definition is and giving examples. The trainer writes examples or definition, if apply on the board. Examples are forming questions, negation, topicalization, conjunction, temporal aspect, compounds, adverbs, adjectives and etc.
4. Pick adverbs and adjectives to explain the importance of NMS. Discuss in depth by comparing English sentence with ASL. Example:

The ELA specialist saying in English with adjective: "The apple is bright red."

The ASL Specialist saying in ASL with adjective: _____t _____puckered lips
APPLE BRIGHT-RED

5. View videotape focusing on CHA, TH, OO and discuss if any.
6. Show a transparency of ASL Mouthing (T-2). The trainer will demonstrate one or two sentences from the ASL Mouthing transparency.
7. Divide into a pair to practice while the transparency (T-3) is shown for viewing. The trainers will assist if the pair needs help.

Materials:

- Transparency of Yes/No-?, Who-?, Negation NMS Practice Sentence
- Transparency of ASL Mouthing
- Transparency of ASL Mouthing (with answers)

- Mouth Morphemes in ASL Videotape, DEBEE Communications

Assessment:

Informal – The feedback is always based on group discussion that the trainers will check for comprehension. The trainers also ask participants for negation or confirmation.

Yes/No-question, Wh-question, and Negation (NMS) Sentences

1. Do you want to eat lunch?
2. Where is your homework?
3. You don't like this assignment, do you?
4. Who took my paper?
5. Did you know the computer server will shut down at 3:30 today?
6. Why is there peanut butter in your textbook?
7. Are you finished with your test?
8. You don't like tests, do you?
9. What's wrong with that printer?
10. How would you like to leave early?

ASL Mouthing

1. The teacher has not come to class yet.
2. Don't put off your research paper too long.
3. Mother wants a large cup coffee.
4. After 124 years, Gallaudet University finally had its own Deaf president in 1988.
5. My family is all hearing.
6. Sam enjoys riding a horse.
7. The sofa is comfortable.
8. I have a lot of homework.
9. I teach Deaf children not to write sloppily because other people will not understand their writing.
10. James wants to order a medium-size drink.
11. Why did you bother me when I was on the TTY?
12. In Arizona, the heat in the summer becomes intense.
13. How old are you?
14. Make sure to read carefully before you sign a contract.
15. Yesterday my brother wrote all day.
16. What are you going to do today?
17. At the theatre, there are many many people.

ASL Mouthing (with answers)

1. The teacher has not come to class yet. (TH)
2. Don't put off your research paper too long. (TH)
3. Mother wants a large cup coffee. (CHA)
4. After 124 years, Gallaudet University finally had its own Deaf president in 1988. (PAH)
5. My family is all hearing. (OO)
6. Sam enjoys riding a horse. (MM)
7. The sofa is comfortable. (MM)
8. I have a lot of homework. (CH)
9. I teach Deaf children not to write sloppily because other people will not understand their writing. (TH)
10. James wants to order a medium-size drink. (MM)
11. Why did you bother me when I was on the TTY? (FOR-FOR)
12. In Arizona, the heat in the summer becomes intense. (SOO)
13. How old are you? (OO)
14. Make sure to read carefully before you sign a contract. (CLENCHED TEETH)
15. Yesterday my brother wrote all day. (STA-STA)
16. What are you going to do today? (OO)
17. At the theatre, there are many many people. (SOW)

Comparative Linguistics Lesson Plan

Lesson #3

Subtopic: Discussion of ASL Modeling

Objectives: Participants will:

- Identify non-manual signals: Wh-?s, Y/N-?s, Negation and ASL Mouthing
- Demonstrate a metacognitive awareness of linguistic differences in both ASL and English
- Develop two-three ideas of instructional strategies using Fairview Learning tools in a bilingual approach using ASL and English

Procedures:

1. Announce Eyebrow posters that will be distributed to the teachers individually for reference in their classroom. Show two posters of Wh-?s and Y/N-?s and emphasize that they must be posted on the wall where the students can look at such as reading area or ELA area.
2. Announce I-movie and explain its purpose of using it as how and when to use it. The ASL Specialist currently works on with the Media teacher. As soon as it will be done, it will be placed in RSD server for those who could check on their own time.
3. Review topics from the previous sessions related to forming questions, adjectives, and adverbs for clarification or discussion.
4. Provide some examples of strategies that have been presented during the year's Comparative Linguistics training.
5. Ask people to brainstorm two-three (2-3) ideas for strategies they can use to compare ASL and English in their classrooms for the purpose of improving students' understanding of the languages.
6. Divide the crowd into four (4) groups.
7. Explain that the groups will discuss for about fifteen (15) minutes and list the items from their individual brainstormed lists.
8. Allow time for the groups to discuss and record a "master" list of ideas from their group.
9. Collect the groups' lists.
10. Ask the participants to fill out the given evaluation forms for sessions #1 and #2. The specialists collect evaluation forms.

Materials:

- Copies of Yes/No-question Poster
- Copies of Wh-question Poster
- Copies of Evaluation sheets

Assessment:

Informal – The feedback is always based on group discussion that the specialists will check for comprehension.



Yes/No-Question

Is...?
Are...?
Am...?
Was...?
Were...?

Do...?
Does...?
Did...?
Have...?
Has...?

Will...?
Would...?
Should...?
Could...?



Wh- Question

**Who...?
What...?
Where...?**

**Which...?
Why...?
How...?**

IN-SERVICE EVALUATION
Comparative Linguistics

Trainers: Jennifer Adams and Sharon C. Staehle

Topic(s): _____

1. Please check one: _____ Teachers _____ Teacher Assistant _____ Other

2. Please check the level of students you work with:

____ ECC ____ Elementary ____ Middle School ____ High School ____ All

3. Please rate this in-service training:

very worthwhile	worthwhile	somewhat worthwhile	worthwhile
4	3	2	1

4. What did you find most useful or interesting?

5. Have you noticed that your student(s) benefited from what you learned from in-service training? ____ Yes ____ No If yes, please explain.

6. What other comparative linguistics topics would you want to see covered?

7. Other comments:

Comparative Linguistics Lesson Plan

Lesson #4

Subtopic: Grammar Translation/Semantics

Objectives Participants will:

- Demonstrate grammar translation in both ASL and English
- Identify signs as bridging (Fairview tool)
- Identify the translation from English to ASL or vice versa

Procedures

1. Show a transparency of Eye Music (T-4). Ask the participants to volunteer demonstrating in their own translation. Discuss.
2. Show a videotape of The Treasure and ask the participants to observe how the signer (Ella Mae) presented in ASL.
3. Ask students if they observe the translation between English and ASL. Show it again and ask students to stop the tape if they do not get the sign or its meanings.
4. Rewind the tape going back to the performance and go on to show for discussion.

Materials:

- Transparency of Eye Music written by Ella Mae Lentz from ASL: The Easy Way, pg. 105. (T-4)
- The Treasure videotape by Ella Mae Lentz

Assessment:

Informal – The feedback is always based on group discussion that the specialists will check for comprehension.

ONE MILLION NEW SIGNS

Here is one bold wandering wire and
Now! here are five dancing . . .
 high and low in turns
 with the rhythm of the poles
Five disappearing into one again
And then a crowd,
overlapping . . . quickly and then slowly . . .
So beautiful to the eye and heart,
 one wonders what happens inside . . .

—ELLA LENTZ
"Eye Music"

HOLD THAT SIGN . . .

In the ASL version of this poem, a Deaf poet, Ella Lentz uses the handshapes for the numbers 1 and 5 to bring to life a poetic rendering of the changing image of telephone lines along the side of the road. In signs, her poem vividly awakens our own memories of watching telephone lines and posts pass by on long car trips. She creates an indelible image wherein the hands with just five fingers are a lens to a multitude of images, as is counting. Counting in ASL is not limited to the sum of the fingers nor is it encumbered by the numbers that the fingers can literally draw in the air. This chapter shows you how numbers are made in ASL, not just one number but millions of them.

Comparative Linguistics Lesson Plan

Lesson #5

Subtopic: Syntax

Objectives: Participants will

- To choose correct signs based on semantics
- To respond properly related to situations
- To use inflecting verbs and role shifting

Procedures:

1. Hand out the cards of Narrative Practice Situations
 - a. Select two students to act out Situation 1. Give the card to one of them.
 - b. Select two students to act out Situation 2. Give the card to one of them.
 - c. Select two students to act out Situation 3. Give the card to one of them.
2. Have each group of participants act out what's on their cards, then ask them from the class what they happen. They should use inflecting verbs and role shifting appropriately. For example (for situation 1):

rs: S1
S: IX "S1" (person) BUSY++ ICL "talk on phone" BUSY++, me(S1)-ASK-
TO-S2 BOOK IX-loc "over there" PLEASE FOR+ME GET. IX "S2"
rs: S2
#OK "to S1" SCL:1 "person walks to where book is", TAKE-FROM-shelf
BOOK, SCL:1 "person walks over to S1", S2-GIVE-TO-S1.

Material: Situation Cards, VISTA I Teacher's Curriculum Guide, pg 209

Assessment:

Informal - The feedback is always based on group discussion that the specialists will check for comprehension.

MATERIALS: SITUATION CARDS

T-5

Situation A

Ask someone to go tell your friend you can't meet her this evening.

Situation E

You need a dollar to get back over the bridge after class. Ask to borrow a dollar.

Situation B

You just left a party to find you have a flat tire. Return to the party and ask someone for help.

Situation F

It's cold in the room and you forgot your sweater. Ask to borrow a coat.

Situation C

Ask a friend to get a Coke for you, with specific instructions for no ice.

Situation G

Tell the person sitting next to you to tell Ann to bring your sign book to class tomorrow.

Situation D

You need a match to light your cigarette.

Situation H

Your watch stopped. You need to know the time. Approach someone who is reading a book.

Reference: Signing Naturally, Level 1; Teacher's Curriculum Guide; Smith, Lentz, & Mikos

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Comparative Linguistics

Lesson Plan

Lesson #6

Subtopic: "Use of Fingerspelling"

Objectives: Participants will:

- Identify multiple-sign words from English to ASL and vice versa
- Identify general category for specific words
- Identify particular word for specific words that may have many English synonyms

Procedures:

1. Show a transparency T-6 of a quotation from Valli and Lucas and have the participants read it.
2. Ask why fingerspelling is important. The emphasis is that fingerspelling is a representation with ASL forms of the orthographic system of English. The ASL specialist explains it based on the quotation above. Discuss.
3. Show the article of Odyssey to the class and emphasize that the talk is based on the article for summary in hoping that the participants will be able to follow the context of the use of fingerspelling.
4. Follow the ten points according to the article with the examples that the specialist interacted with teachers related to the application of using fingerspelling in the classroom such as sandwich chaining. Check with some of them who worked with me to see if they have any additional comments.
5. Spell out the four C's - Closure, Configuration, Context and Clarity and explain what the purpose of each. Then, shows a transparency, T-7 for viewing. Stop to ask for clarification or questions/concerns.
6. Continue the rest of the ten points. Discuss, if any.
7. Show a transparency of T-7, opening with questions and answers.
8. Ask the participants to fill out the given evaluation forms. The specialists collect evaluation forms.
9. Hand out the copies of "Fingerspelling ain't easy" after collecting the forms.

Materials:

- Handout: "Fingerspelling ain't easy" by Odyssey, Fall 2003, pp. 24-28
"Helpful Hints" by Cagle, K.
- Transparencies: A quotation from Valli and Lucas, T-6
Ten points from Odyssey, T-7
- Copies of evaluation sheets

Assessment: none

“Fingerspelling is a relationship between the phonology of a sign language and the orthography of a spoken language, and the forms are always part of the sign language.”

-41-

Reference: Language in Use in Linguistics of ASL by Valli and Lucas

T-6

“Fingerspelling ain’t easy”

Reference: the article from the Odyssey (pp. 24-28)

1. Fingerspelling should be used very early before the child can read or write.
2. The alphabetic basis of fingerspelling does not appear to be essential for its acquisition.
3. Children can and should play with fingerspelling.
4. Fingerspell! Don’t invent signs.
5. Personal importance, rather than length, drives fingerspelling.
6. When writing, students may focus on a “first handshape equals first letter” concept.
7. Once the child learns the rules of ASL, he or she stops using invent spelling inspired by ASL.
8. Once children discover the alphabetic principle of fingerspelling, they begin to explore connections between fingerspelling and writing.
9. English orthography is accessible through visual, rather phonemics, means.

fingerspelling ain't easy

(BUT I USE IT EVERY DAY)

David R. Schleper, M.A., is literacy coordinator for the Laurent Clerc National Deaf Education Center at Gallaudet University. You are welcome to contact him at David.Schleper@gallaudet.edu.

By David R. Schleper

Like a lot of teachers, I often ask deaf adults about certain signs I plan to use. How do you sign "cake?" How do you sign "budget?" I will ask, hoping that the adult will give me a sign. Almost every time they say just one thing: Fingerspell.

I hate fingerspelling. I am sure that the majority of hearing teachers—and maybe some deaf teachers—feel the same. But over the last few years, I have come to realize how important fingerspelling is—not only for communication, but because it connects directly to reading and writing. In fact, I've come to believe that the use of fingerspelling and reading and writing with deaf children is the same as the use of phonics with hearing children. Here is what the research says:

Fingerspelling should be used very early, before the child can read or write.

Parents and caregivers who are deaf fingerspell to their deaf children from the time they are born. Deaf children of deaf parents spontaneously produce fingerspelling as part of their expressive communication by their second birthday (Padden & LeMaster, 1985). In Kelly's study (2003), the child started fingerspelling at age 2.

I used to think that fingerspelling should not happen until children started school. In addition to this research, my own experience helped me change that idea. I do not have a name sign. When I introduce myself, I fingerspell my name, D-A-V-E. A short time after I left a friend's home, his 2-year-old child said to his mom, "Where is..." and his fingers moved in handshapes that resembled the fingerspelling for my name. The mom said, "D-A-V-E left. He will be back later."

About two weeks later, when I left again, the child said, "Where is E?" Again, the mom explained that D-A-V-E had left, and would be back later. Two weeks after that, the child said, "Where's V-E?" Once again, the mom said, "D-A-V-E is gone. He will be back later."

Finally, three weeks after that, when I again visited and left, the child had mastered the whole sequence of letters that form my name. "Where is D-A-V-E?" he asked his mom.

Just like young hearing children develop spoken language, deaf children can develop fingerspelling by using it.

Fingerspelling...

**connects
directly to
reading and
writing.**

Another great way to develop both fingerspelling and the alphabetic knowledge in a playful way is through sharing ABC stories. In ABC stories, a story is signed using successive handshapes of the finger alphabet. Here is a beginning example:

- A-handshape—I clean (a flat surface)
- B-handshape—I open it up
- C-handshape—I look for something inside

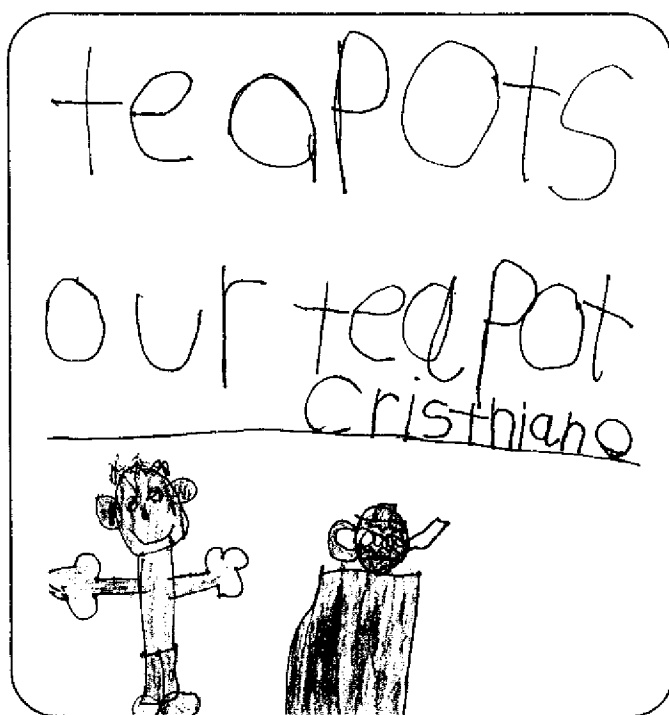
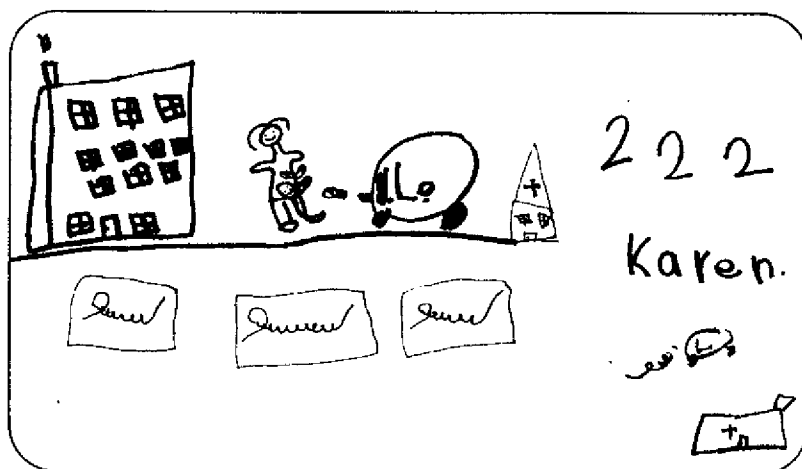
Fingerspell! Don't Invent Signs.

It is easy to invent new signs instead of fingerspelling the words. But it is not necessary, it offends people with a strong allegiance to American Sign Language, and it does not help students develop skills that connect to writing. Once I observed a class of 5-year-olds in the midwestern United States where students extended the sign for car by applying it to a variety of vehicles, with a *T* for *truck*, a *B* for *bus*, and a *V* for *van*. I asked the teacher to fingerspell "van," instead of using the invented sign. At first she was reluctant because "a lot of the children are just starting signing, and it might be too hard." I told her to go ahead and try it. When I returned to the class a few weeks later, I noticed that the children—and the adults—were signing V-A-N. The children have great minds and they C-A-N do it!

Personal importance, rather than length, drives fingerspelling.

Andrews and Mason (1986) note that most young children begin their spontaneous fingerspelling with short words. However, some children begin with longer words. According to Ruiz (1995), her child fingerspelled many words that were eight letters long, but highly meaningful to her. In first grade, her child spelled "Clifford." A week later, she spelled

Below: The student who drew and captioned this illustration is a twin. He said that his illustration shows, "two babies. Twins." He also explained that "Inside Mommy's tummy. That's my house. Drive to the doctor's house," and that the three name tags were for himself, his twin, and their Mommy.



Above: This child from El Salvador copied the text from the morning message, *Teapots our teapots*, then added his name *Cristhiano*. Finally he added the *O*. When asked about the *O*, he said that it signified *Cristhiano home*. The sign for home uses an *O* handshape.

"Hollywood" and "Christmas." If the word was important to her, or if she needed that word for writing, she would fingerspell it, no matter how long.

When writing, students may focus on a "first handshape equals first letter" concept.

As children learn sign language and fingerspelling, they notice that some words—like *blue*, *pink*, *uncle*, *aunt*, or *yellow*—are formed by the letter in the finger alphabet that represents the first letter of the word in print. They may apply this pattern—first handshape equals first letter—when they begin writing (Padden, 1996; Ruiz, 1995; Schleper, 1992; Schleper, 1994).

For example, Padden (1996) noted that children may spell words with the first and perhaps last letter in place while guessing at part of the middle sequence, i.e., *B-L-U-K-E* for *blue*, *P-I-K* for *pink*, or *Y-P-E-W* for *yellow*.

At the same time, the children do what all beginning language learners do and over-generalize the rules they learn, initializing signs that are not in this morphological category (Padden, 1996; Ruiz, 1995; Schleper, 1992; Schleper, 1994). I noticed this when my 7-year-old student, Jamie, wanted to write the word "patient" (Schleper, 1992).

He began by making the sign for *patient*, the A-handshape drawn down on the lips in a double movement. He wrote the letter A. Knowing the word had several letters, he added a few more. Finally, Jamie repeated the sign again, looking at what he had written. It wasn't quite right. He noticed the double movement, the repeated A-handshape. Of course! He

child will write "happy." The number of letters is correct, but instead of deletions, deaf children will make substitutions (Padden, 1991), an action that reflects visual, instead of auditory, processing.

Clarity of fingerspelling is important. A friend of mine, Nancy, is friends with a 5-year-old child who is deaf. The child learned my friend's name sign first, and then eventually fingerspelled her name, N-A-C-Y. The child continued to spell my friend's name N-A-C-Y, both in fingerspelling and in writing, even if my friend modeled the correct spelling back to her. This went on for several months. Then one day the two of them had a discussion about names that started with the letter N. My friend told the child that her name had two Ns and asked how she would spell that. The child spelled N-A-N-C-Y correctly. After that one explanation, the child now always spells N-A-N-C-Y instead of N-A-C-Y.

Deaf children use morphology—words within words—to help remember spelling.

As an educator, I often read to students. With one group of students, I was reading the book *The Dancing Fly* by Joy Cowley. I always try to spell the name of the author in order to expose children to a variety of authors. After reading the book, I read it again the next day. Right away, one student said, "It is Joy Cow-ley," using the sign for *cow*.

Since that time, I often look at how deaf children remember spelling. Even older students use the strategy of words within words. One student used the word "reduce" in his writing. I asked him later how he remembered how to spell that word, and he told me, "Simple...I just remember RED + ICE, take away the I and put in a U" (Schleper, 1994).

Many deaf children called my friend B-E-S-T-Y, despite her efforts to have them correctly call her B-E-T-S-Y. Then, one day, a student figured it out. He said, "It is B-E-T as in making a bet!" From that time on, they remembered that it was B-E-T-S-Y, not B-E-S-T-Y.

So Much More to Learn

As an educator, I continue to go into classrooms and look at how deaf and hard of hearing children use fingerspelling when they compose. I try to kid-watch, and take time to ask the students to tell me what their writing means. I also try to encourage other educators to do the same. I see that many of the deaf students I work with use visual strategies.

Ruiz (1995) notes that when her child did not use sound-based strategies to write, many researchers of emergent literacy put her child at an early period in writing development. Yet by all indications, says Ruiz, her child was well on her way to managing the forms of print that encompass the broad range of compose for her writing.

Although much of the research with hearing children emphasizes the need for phonemic awareness activities and direct phonics instruction, the use of various visual strategies

with deaf children makes me wonder if the use of fingerspelling regularly, clearly, and often will develop skilled reading and writing.

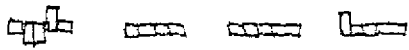
With this knowledge, I hate fingerspelling a little less—and use it a lot more.

Thank you to Dennis Berrigan, Nancy Eades, Betsy Meynardie, Lisa Pershan, and Nancy Topolosky for suggestions and feedback.

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Helpful Hints for Receptive Fingerspelling¹

1. **Configuration Clues** Look at the shapes: Ex. Apple vs seat vs easy vs both

2. **Syllabic Clues** Look at the beginning and ending syllables and "fill in" based on context: Ex. under-.....-able (understandable)
3. **Contextual Clues** Let the context of the conversation or story help you "fill in" (Ex. Discussing automobiles f....d, ch...vo...let
4. **Predictable Clues**
 - names of persons
 - places in your local area
 - dates
 - cites/states
 - organizational abbreviations and names
 - services
 - names of educational institutions/abbreviations
5. **Related Areas** This is much like #3 "Contextual Clues" Discussing medical condition, you see rheu..... What was fingerspelled?
7. **Abbreviations** NTID, USA, NY, RIT....
8. **Lexicalized Fsping** Ex. #WHAT, #TOO-BAD, #IF, #SOON
9. **Confusing handshapes** 9 – F, 2 – V, 6 – W, K – P, E – O, G – Q, U – H, I – J, M – N, 10 – A – S, 4 – B,
10. **Assimilation** Letter shapes change based on the letters that come before or the letters that will come after FOX – SF – CAFÉ
KNEE – PEEL
11. **Read fingerspelling** word by word not letter by letter. Use context and some of the hints above to help "fill in" and cloze on the word spelled

¹ Adapted from handout originally prepared by Keith M. Cagle, Gardner Webb University, Boiling Springs, NC

Comparative Linguistics Lesson Plan

Lesson #7

Subtopic: "Use of Space"

Objective: Participants will:

- To understand the role of location in ASL morphology
- To develop participants' perception of movement, shapes, and spatial relationships.
- To translate sentences from English to ASL or vice versa

Procedures:

1. Hand out two papers and pen/pencil to the participants and ask them to watch the ELA specialist to tell the given story in English. Have them draw a picture.
2. Watch the ASL specialist to tell the same story in ASL. Have them draw a picture again.
3. Ask them to compare the two pictures to see what the difference in both pictures and to write down three things that they noticed that were different between the pictures. The specialists collect the sheets that the participants' comments for our assessment for the purpose of finding out what their perceptions were regarding the use of English vs. ASL.
4. Explain the importance of the use of space and show a transparency, T-8 of the list of its purposes that are related to ASL linguistics. For example, they are as follows:
 - Phonological contrasts (location)
 - Aspectual markers (the use of movement and space) - temporal aspect
 - Pronominal reference - pronouns
 - Locative (classifiers predicates and locative verbs) - prepositions
 - Narrative perspective including role shifting & eye gaze
5. Explain the comparison between English and ASL. Discuss.
6. Ask the participants to fill out the given evaluation forms. The specialists collect evaluation forms.

Materials:

- Copy of a story (for specialists)
- Transparency: Listing of Use of Space function, T-8
- Blank papers/Pencils
- Handout: Use of Space for Pronominal Reference in ASL
- Linguistics of ASL book, Third Edition

Assessment:

Informal - The feedback is always based on comments that is collected from the participants for review and comprehension.

Story for Use of Space

The boy's mother wanted him to visit his uncle who lives two doors down. She wanted him to pick up a gift that she was supposed to bring to her mother's for a large family birthday party two blocks down the street.

"Jimmy, go on down to your uncle's and pick up that gift he wants me to bring to your grandma's party."

"Aw, Mom, do I have to? I'm just at the best part of the video game!!"

"James Sutton Brimson III, you go over to his house to get that gift, NOW!"

"Fine!"

So, Jim went to his uncle's to pick up the gift.

"Hi, Uncle Tom. I'm here to pick-up the gift to bring to the party."

"Here it is. Tell everyone hello for me!"

"I sure will."

"Bye, have fun!"

"I will, Bye."

Comparative Linguistics
In-Service Training

Use of Space

Use of Space in ASL has many functions that may be called
Multifunctionality of Space in ASL

(Linguistics of ASL, 3rd Ed., pg. 318)

The functions for the use of space are as follows:

- Phonological contrasts (location)
- Aspectual markers (the use of movement and space) – temporal aspect & morphological inflection: habitual, iterative or continual.
- Pronominal reference – pronouns
- Locative (classifiers predicates and locative verbs) – prepositions
- Narrative perspective including role shifting & eye gaze

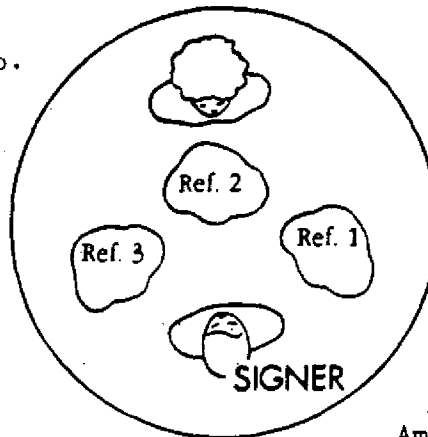
Reference: “The Confluence of Space and Language in Signed Language by Karen Emmorey in Linguistics of ASL, 3rd Ed., pg. 318.

T-8

Use of Space for Pronominal Reference in ASL

Referring to people/places/things that are not present

Developed by June Reeves,
Thelma Bohli & B.R. Holcomb.



Adapted from Baker, C. and Cokely, D.
American Sign Language: A Teacher's
Resource Text.

Establish Referent ~ How

1. Sign/fingerspell noun, direct pronoun (index, SELF, possessive) towards space
2. Sign noun (if not body-anchored) in space
3. Fingerspell noun in space
4. Sign noun, use classifier in space
5. Sign/fingerspell noun, direct head/ eye-gaze/body towards space

Use Referent ~ How

1. Direct pronoun (index, SELF, possessive) towards space
2. Direct head/ eye-gaze/ body towards space
3. Direct determiner (THAT) towards space
4. Use classifier in space
5. Incorporate referent with directional verb movement
6. Incorporate referent with locational verb movement
7. Assume character of referent

Use Referent ~ For-For

1. Talking about nouns (concrete and abstract)
 2. Comparing/contrasting/separating nouns (ideas, places)
 3. Showing/describing a process, sequence of events
 4. Showing time span or sequence
 5. Locating/describing objects, routes (map referencing and "real world")
 6. Highlighting topics, key words
-

Comparative Linguistics Lesson Plan

Lesson #8

Subtopic: Classifiers

Objectives Participants will:

- Recognize the eight types of classifiers
- Use proper classifiers
- Utilize listener's feedback
- Use non manual signals correctly

Procedures

1. Show a transparency of Overview of the ASL Classifier System (T-9), for review.
2. Hand out the blank paper and pencil to the participants.
3. Ask a volunteer to come to the front of the class and give a description of their specific task related to work. All participants are expected to use any of those eight classifiers including NMS.
4. Ask the participants to carefully pay attention to a volunteer and look for any classifier that she/he describes her/his task and then write down list of classifiers. Remind the participants that they can interrupt for clarification or repetition.
5. Ask the class to share their list of classifiers that they identify from the volunteer's description. Discuss.
6. Repeat the procedure as #3 - #5 for two more participants taking turn.
7. Show the videotape of "Signing Treasures" focusing on "The Science Lab" and ask participants to observe instrumental classifiers for review if necessary.
8. Ask the participants to fill out the given evaluation forms. The specialists collect evaluation forms. Hand out the copy of Overview of the ASL Classifier System by J. Reeves, CSLIE/ASL

Materials:

- Signing Treasures: Excerpts from SN Videos videotape by Lentz, Mikos, and Smith
- Transparency of Overview of the ASL Classifier System by J. Reeves, CSLIE/ASL, T-9
- Copies of Overview of the ASL Classifier System by J. Reeves, CSLIE/ASL
- Copies of evaluation forms

Assessment:

Informal – The feedback is always based on group discussion that the specialists will check for comprehension.

An Overview of the ASL Classifier System

By
June Reeves

- Semantic/Pronominal
- Descriptive (Size and Shape Specifiers - SASSes)
- Plural / Quantifiers
- Instrumental
- Element
- Body
- Bodypart
- Locative

An Overview of the ASL Classifier System

June Reeves, Center for Sign Language & Interpreter Ed.

NTID/RIT

November, 1993

Classifiers: Specific ASL Handshapes

Main Types

Pronominal/Semantic

Represents Categories of Nouns
(function like pronouns in English)

CL: 1

Person, or
Tall thin object

CL: V̈

Small animal or
person sitting

CL: 3

Vehicles

CL: A

Person standing or
walking

CL: Y T

Winged aircraft

CL: A

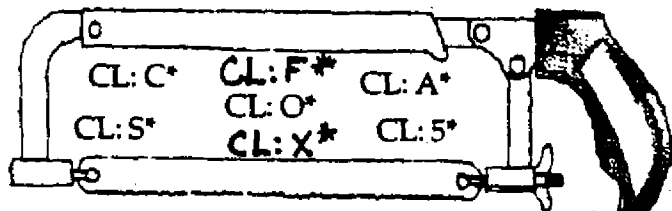
Stationary objects

Descriptive

Describes Nouns' Size & Shape

- CL: C cylinder shaped objects
- CL: CC larger cylindrical shape
- CL: F small round-flat shape
- CL: L/ LL round-flat shape
- CL: LL larger round-flat shape
- CL: C describes thickness
- CL: G various thickness or width
- CL: 1•1 outline of a shape
- CL: B/ BB represents/describes flat surfaces, shows width/depth, range

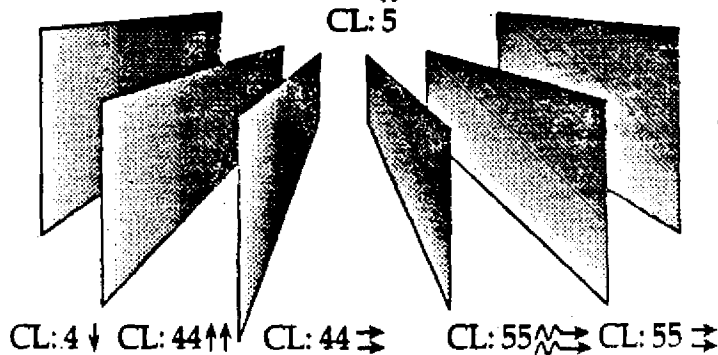
Instrumental (star)



how we hold/use
shows size too

Quantifiers

CL: 5



Overview of the ASL Classifier System

June Reeves, CSLIE/NTID

Classifiers are specific handshapes that serve four main linguistic functions in ASL as follows:

I. **Pronominal/semantic classifiers:** Handshapes that represent categories of nouns; such as people, vehicles, animals, objects

A. Functions: As a pronoun, and
can show action/movement
can show location and relationships

B. Rule for use: Just as in English, the noun must be identified before the pronoun (classifier) can be used

C. Uses: Narrating about activities, events, telling stories

D. Examples of pronominal classifiers:

CL: 1 (person; tall pole)

CL: 3 (vehicles: car, bus, truck, van, motorcycle, ship)

CL: \ddot{V} (person/s seated; small animals: cat, bird, rabbit,)

CL: A (stationary objects: lamp, TV, computer, trophy, house)

CL: \wedge (person walking; 2 hands for large 4-legged animal)

CL: Y (winged aircraft)

II. Descriptive Classifiers/ Size and Shape specifiers/ SASSes:
Handshapes used to describe nouns

- A. Function: Illustrates physical characteristics of nouns and can indicate location in space
- B. Uses: Talking about how things work, describing things and their movement, identifying specific nouns within categories, describing steps in making or assembling something, etc.
- C. Examples of Descriptive Classifiers:
 - CL:G (various widths or thicknesses: frame, book, type/print size, headings on computer screen, columns on paper, size of margin, trim or stripes, hair length, eyebrows, moustache)
 - CL:C (cylinder-like shapes: beaker, cup, glass, bottle, candle)
 - CL:CC (larger cylinder-like shapes: column, post, basket, log, cable)
 - CL:F (small, round flat objects: coin, hole, watch, button; movement can describe long thin, round objects: pipe, tube)
 - CL:LL (round objects having the quality of flatness: clock, round window, patio, belt buckle, spill on floor, plate, pizza, lake)
 - CL:B (objects having quality of flatness: bed, table, paper, book)
 - CL:BB (objects having quality of flatness: floor, wall, counter top, concrete slab, doors, contour of land; shows width and depth: size of board/fish, stack of paper, snowfall)
 - CL:1-1 (shows the outline or shape of an object: TV screen, bulletin board, lake, vestibule, window; shows length/width from one point to another; can trace path of movement: cursor moving on computer screen)

III. Instrument Classifiers: Handshapes that indicate how something is held/manipulated

A. Function: As a predicate

B. Uses: Explaining how to use something, narrating about activities

C. Examples of Instrument classifiers:

CL: C* (Holding/moving tray, packet of papers, soap, sandwich, magazine)

CL: O* (Holding photo film, piece of paper)

CL: S* (Opening drawer, tray, cabinets; holding mug, bat, broom, hammer; using stick shift)

CL: A* (Pushing button, doorbell; using fishing pole, screwdriver, hose, flashlight; holding lollipop; turning on lightswitch, TV dial; using remote)

CL: 5* (Turning wheel/dial/knob; holding canister, ball)

IV. Classifiers as Quantifiers:

A. Function: Indicates quantity and can indicate location and type of movement of some nouns

B. Use: Explaining mechanical operations/processes, narrating events, showing movement

C. Examples of quantifiers:

CL: 4↓ (something leaking, dripping, rate of flow)

CL: 44⇔ (things moving by on assembly line)

CL: 44↑↑ (lines of people moving)

CL: 5 (large massive thing: building, mall, house, boulder)

CL: 55~ (many people or animals moving)

CL: 55⇔ (scads of things: flowers, cars, houses)

IN-SERVICE EVALUATION
Comparative Linguistics

Trainers: Jennifer Adams and Sharon C. Staehle

Topic(s): _____

1. Please check one: _____ Teachers _____ Teacher Assistant _____ Other

2. Please check the level of students you work with:

_____ ECC _____ Elementary _____ Middle School _____ High School _____ All

3. Please rate this in-service training:

very worthwhile	worthwhile	somewhat worthwhile	worthwhile
4	3	2	1

4. What did you find most useful or interesting?

5. Have you noticed that your student(s) benefited from what you learned from in-service training? _____ Yes _____ No If yes, please explain.

6. What other comparative linguistics topics would you want to see covered?

7. Other comments:

VI. IMPLEMENTATION

The In-Service training has been in operation since September 2004 after an one-year planning period. The teachers expressed the needs of enhancement of grammar translations in order to incorporate Fairview Learning tools in their content areas.

The ASL and ELA Specialists are responsible to provide the training to all the instructors. The specialists conducted the training throughout the academic year. They came up ideas and developed lesson plans along with various activities for the training.

The trainings occurred on the third Wednesday of the month started in October 2004. The time was conveniently scheduled because all faculty are required to attend the faculty meetings on Wednesday.

The evaluations were given to the participants in every other session of the total eight sessions. Two parts are indicated in the evaluation form. The first part focuses on information; they are type of participant (teacher, teacher assistant, or other), level of student the participants work with and rate for the topic itself. The second part focuses on self-report. The ASL specialist was responsible to collect and summarize each evaluation. Thus, each session includes a summary of the lesson plan, number in attendance, and a summary of evaluation, including self-reports.

As noted, the lesson plans #4, #5 and #8 were not included in this section. For lesson plans #4 and #5, they were not in the training due to school administration's short notice of change for the faculty meeting. The last lesson plan #8 will not be discussed in this project because it will be performed at a later date, which it is in late mid-May. That is when my project will be completed.

Summary of Lesson Plans Session 1: Non Manual Signals

The first topic, Non Manual Signals (NMS), was presented in the in-service training. The result was productive. The forty-five (45) participants were in that training yet they are not familiar with NMS. They do not use that grammatical feature often in the classroom during teaching. First, the specialists demonstrated through the role-play signing conversational dialogues. The participants answered the questions and discussed the content of the conversation. The specialists provided them a quick lesson on two different sentence types: Yes/No question and Wh-question. The discussion entailed on the use of facial expression while signing these particular sentence types. Negation is another sentence type, a vital role in using NMS as well.

Then, the specialists explained in details by comparing ASL sentence types with English, for example, focusing on intonation in English as well as using NMS in ASL dialogue. The ELA specialist spoke, "Where is the ball?" Then, the ASL specialist signed in ASL, "BALL WHERE" with squinted eyebrows. This example was demonstrated using a comparison between these languages. Both specialists continually confirmed a few more different questions to focus on wh-questions such as "WHAT", "WHO", "WHICH", "WHY". The specialists gave another sentence type such as yes/no questions to compare English and ASL, for example, with the intonation in English and with NMS in ASL. The ELA specialist spoke, "Have you seen my book?" Then, the ASL specialist signed in ASL, "MY BOOK SEE YOU" with raised eyebrows. Both specialists continually showed a few more examples of different questions to focus on wh-questions such as "WHAT", "WHO", "WHICH", "WHY". Afterwards, the videotape, *Signing Naturally* Level 1, was shown to the participants to identify the function of using the eyebrows as a part of grammatical structure in ASL. Negation is another type of sentence structure and was introduced in the training. The specialists repetitively as above demonstrated the examples

of using negation phrases. For example, The ELA specialist spoke, "Why can't you go to the class?" Then, the ASL specialist signed in ASL, "GO CLASS WHY CAN'T YOU" with squinted eyebrows and shaking head at the same time. This example was also to demonstrate a comparison between these languages. The participants had their opportunity to ask questions for clarifications or further discussion.

Thirdly, ten sentences in English were shown on the transparency, T-2. The specialists started with the first three sentences for language model demonstration. Then a couple of the participants were asked to volunteer to sign one of those ten sentences. The specialists performed informal assessment to ensure that the participants understand the grammar principles. Next, they divided into groups of three participants to do an activity from the transparency (T-2) that the specialists previously demonstrated. Participants in each group exercised using NMS when making conversation with another participant. The third participant observed and identified NMS in order to exchange feedback. The three participants took turns to have an opportunity for the observations. The trainers walked around and assisted when needed.

Lastly, we opened for questions/answers. Some of them found it challenging to use the grammar principles while a few participants were familiar using them. This session was very productive. The other specialist and I were very pleased with the outcome.

Summary of Lesson Plans Session 2: ASL Mouthing

The second topic, ASL Mouthing, was presented in the in-service training. The result was rather overwhelming and yet positive. The forty-eight (48) participants were motivated in that training. They do not use adjectives and adverbs in the classroom during teaching. Many teachers did not know that the ASL morphemes of ASL mouthing emphasize adjectives and adverbs similar to English. They thought that it was just moods, emotions or facial expression. They finally understood why deaf and hard of hearing students often use ASL mouthing.

The specialists reviewed NMS used in the types of question by showing the transparency (T-2) for discussion if needed. The participants were asked to demonstrate any of ten sentences. Next, the ASL specialist asked the participants to answer what the five parameters of ASL were while the specialist wrote the list on the board. After the list was made, the ASL specialist picked NMS and asked the participants again to identify its features. They are forming questions, negation, topicalization, conjunction, adjectives, adverbs and so forth.

Then, the ASL specialist narrowed to this topics, adjectives and adverbs, by demonstrating dialogue between ASL and English with the assistance from the ELA specialist. For example,

ELA specialist: "The apple is bright red."

ASL specialist: _____t _____puckered lips

APPLE BRIGHT-RED

The specialist showed a transparency of T-2 and picked #7 reading in English, "Are you finished with your test?" The ASL specialist demonstrated FSH in mouth morpheme by saying as follows:

ASL specialist: ____t ____y/n ____FSH

TEST YOU TAKE FINISH

Next, the videotape called Mouth Morpheme (DEBEE Communications) showed focusing on only CHA, TH, and OO segments to the audience. The participants asked questions for clarifications or further discussion. The discussion went on.

Ten sentences in English related to ASL mouthing were shown on the transparency, T-3. The specialists started with the first three sentences as a language model demonstration. Then, a few participants were volunteered to demonstrate. The ASL specialist performed informal assessment to ensure that these participants understand the grammar principles. Next, they divided into pairs to do an activity from what was demonstrated. The specialists walked around and assisted when needed.

Lastly, we opened for questions/answers. A lot of them found awkward to use tongue because they did not feel comfortable. Yet a few participants had fun practicing using ASL mouthing.

The session was very productive as many of them came to us and personally expressed positive comments. The copy of the summary of evaluation is included. We are pleased with the idea from a group of teachers. They with the help of the Media teacher suggested that all of ASL morphemes could be broadcast in the TV where the teachers can discuss them during their ELA class. As a result, the project is underway developing in collaboration by the ASL specialist and the media teacher.

Summary of Lesson Plans Session 3: Discussion of ASL Modeling/Semantics

The third topic, ASL Modeling/Semantics was presented in the in-service training. There were 37 attendance but only 27 filled out the evaluation forms. The specialist explained that the participants in four groups needed to brainstorm two-three ideas for instructional strategies that they tried using NMS features in their classroom that will be compiled ideas in order to develop listings of instructional strategies for their future reference.

The result was good because this time we included teacher assistants to be in the training. They discussed shared their in-depth thoughts based on their experiments. For example, they shared different strategies by employing Fairview Learning tools aligned in their subject areas and using NMS and other features of ASL and they agreed to pick effective strategies.

Yet, some of the participants felt awkward to share ideas for several reasons. They had different opinions about instructional strategies in their classroom because many of them do not have ASL skills as a language model and/or that they do not believe ASL as language of instruction. Some of the teachers, who teach different subject areas other than ELA, expressed that they could not employ Fairview Learning tool using ASL in their instruction.

Some of the teacher assistants admitted that they are not experts in assisting the teachers in switching from ASL to printed English for two reasons. The first reason is that deaf teacher assistants have their different educational background. The teacher assistants, who are hearing, have limited knowledge of ASL skills, which this is another reason.

With the ELA specialist being the moderator, the discussion eventually geared up and went smoothly. Following the discussion, the representative from each group came and shared an idea with the whole group. The ideas are documented for the record purposes. The ELA specialist and I were pleased with the progress.

In-Service Evaluation Summary
Comparative Linguistics

Topic: Discussion of ASL Modeling/Semantics

Trainers: Jennifer Adams and Sharon C. Staehle

1. Please check one: 20 **Teacher** 4 **Teacher Assistant** 3 **Other**

2. Please check the level of students you work with:

6 **ECC** 7 **Elementary** 11 **Middle School** 13 **High School** 1 **All**

3. Please rate this in-service training:

very worthwhile		somewhat worthwhile		not worthwhile	
4	3	2	1		
(4)	(2)	(9)	(4)	(6)	(1)
				(2)	

4. What did you find most useful or interesting?

- yes/no-?s and wh-?s (2)
- two strategies = mapping & scaffolding
- all the topics have been beneficial
- Good ideas were shared by people I do not normally work with.
- Just a refresh of ASL class and kind of a stretch with some connections to English
- Sharing strategies
- (ASL) seeing it in action
- Being able to get feedback on my signing skills & expression from those fluent in ASL
- The rules/demonstrations/examples
- Some of the ideas shared in the group (3)
- Discussions & practice
- Strategies (2)
- A discussion of different strategies, different forks use
- Listening to opinions & perspectives of Deaf staff
- Issues of ASL classes
- The other teacher's ideas
- Group work
- Brainstorming in groups. I like learning this that can be used in my room. Liked mapping.
- Discussions with the department and our ASL expert
- Discussion with others about what they do
- I already was familiar with the topic. I also employ many of the strategies that were discussed in this session.
- The (sun) and happy _?_ etc, to organize ASL words

5. Have you noticed that your student(s) benefited from what you learned from in-service training? (9) Yes (5) No If yes, please explain.
- Not sure – I think I am more consistent when questioning. Try to be more conscious of expression.
 - N/A
 - Well, I hope to use some of the strategies/activities mentioned.
 - Clarifying question forms
 - They respond enthusiastically to aspect of lessons related to comparing ASL/English
 - Not yet. But I know it will
 - Not sure... (2)
 - When I am learning something from people doing it. More training & not confused research and discussion.
 - Not yet – 1st time at training
 - Not really!
 - Most is too basic – I already know most of the ASL grammar covered.
6. What other comparative linguistics topics would you want to see covered?
- Not sure what more you can offer
 - Fitzgerald Key
 - What signs are still acceptable related to academic teaching. I.E. verb, dictionary, encyclopedia, etc.
 - Just not a priority for me. Sorry!
 - Adjectives, adverbs, nouns/verbs
 - Current trends/research
 - Just more!
 - More strategies – a under range shoned
 - More in depth coverage of grammar, syntax
 - More strategies and ASL techniques & how it links with English.
 - Conversational ASL – telling in depth stories & describing personalities (not looks)
7. Other comments:
- I agree – ASL class for RSD teachers, too!
 - ASL classes!!!
 - You're really getting to the core of ASL compared to English – Yes
 - Need ASL instruction – staff level
 - I do realize this is useful for other people who are learning ASL.
 - Many times, this has felt more like a “sign class!” The goal of this class has never felt very clear as it seemed very focused on only teaching ASL, classifiers, etc!

Summary of Lesson Plans
Session 6: The Use of Fingerspelling

The sixth topic in the in-service training was the Use of Fingerspelling conducted by the ASL specialist. The lecture-style approach was chosen because most teachers have some fingerspelling skills. This training serves as a refresher lesson for the participants. There were approximately 30 teachers attending to this lesson. The reading handouts were distributed to the teachers after the training. The information from the handout was discussed in this presentation.

The specialist first emphasized that fingerspelling is a part of ASL. A transparency, T-6, is shown with a quotation in the *Linguistics of ASL* by Valli and Lucas (1995). It states,

"Fingerspelling is a relationship between the phonology of a sign language and the orthography of a spoken language, and the forms are always part of the sign language." (pg. 181)

Next, the specialist explained the ten points that were discussed in an article, *"Fingerspelling ain't easy"* written by Odyssey (pp. 24-28). She provided with an in-depth explanation by sharing situations that were witnessed with deaf children or teacher(s). The transparency, T-7, including ten points were shown at the end of the lecture.

1. Fingerspelling should be used very early, before the child can read or write.
2. The alphabetic basis of fingerspelling does not appear to be essential for its acquisition.
3. Children can and should play with fingerspelling.
4. Fingerspell! Don't invent signs.
5. Personal importance, rather than length, drives fingerspelling.
6. When writing, students may focus on a "first handshape equal first letter" concept.
7. Once the child learns the rules of ASL, he or she stops using invent spelling inspired by ASL.

8. Once children discover the alphabetic principle of fingerspelling, they begin to explore connections between fingerspelling and writing.
9. English orthography is accessible through visual, rather phonemics, means.
10. Deaf children use morphology – words within words – to help remember spelling.

There are thousand lexicons are used in English. Lexicons are contextually used in various settings. For example, some terms can be technical terms that used in a certain setting. Some lexicons in English translate into ASL that requires explanations that are more detailed. This may not be done in one sign but more signs to explain its meaning. For example, a cabin can be signed HOUSE + fingerspelled C-A-B-I-N. The four C's – Closure, Configuration, Context, and Clarity were introduced and discussed. The transparency, T-7 was shown for the class to review. The discussion continued with questions and answers.

The outcome for this session was positive. The participants were very involved in this session. The participants shared their experience of using fingerspelling.

In-Service Evaluation Summary
Comparative Linguistics

Topic: The Use of Fingerspelling

Trainers: Jennifer Adams and Sharon C. Staehle

1. Please check one: 11 **Teacher** 4 **Teacher Assistant** 4 **Other**

2. Please check the level of students you work with:

2 **ECC** 2 **Elementary** 4 **Middle School** 8 **High School** 4 **All**

3. Please rate this in-service training:

very worthwhile	worthwhile	somewhat worthwhile	not worthwhile
4	3	2	1
(6)	(6)	(6)	(0)

4. What did you find most useful or interesting?

- Interesting tips on how to use ASL to support English
- When to use fingerspelling appropriately
- Reminder to FS
- Comparison to hearing kids' language acquisition
- A refresher
- The use of fingerspelling is important - Important to emphasize that to teachers -
- The 4 "C"s
- "Blabbing" part
- Why FS is important to use
- Practical applications
- Learning mouth morphemes and lexicons
- The reinforcement for fingerspelling with young children & for not making up signs
- Replace signs with spelling (Are we in Rochester or what?)
- I look forward to these meetings

5. Have you noticed that your student(s) benefited from what you learned from in-service training? (7) **Yes** (3) **No** If yes, please explain. **NOT YET (2)**

- They finally learned how to spell all their teachers' names because I require it.
- I use ASL including (*) spelling all the time.
- Not yet. Haven't started any.
- With mouth morphemes and lexicon = vocabulary development plus the way we use mouthing helps them recognize their own language.
- ? just yesterday

- Too early to tell
- Yes but could be more beneficial.

6. What other comparative linguistics topics would you want to see covered?

- More expressions - more receptive skills
- I use Fairview and teach students
- Word order of ASL
- Vocabulary - noun, verb, adjective and adverbs (quickly)
- Sentence structure - common sentence pattern and placement of signs - the higher English grammar levels
- How to practice on my own
- Deciding a bridge "to bridge or not to bridge" Some repeated or reviewed as a reinforcement
- I want more hands-on training that can be directly used in classroom. It would be great if we could have Fairview training & discussion meetings regularly. Comparative Linguistics could be part of the FV training

7. Other comments:

- I am glad that it is really okay to fingerspell to the little ones as well as older students. (*)
- Keep going. Don't stop teaching us! I teach ASL for modified class and would love information/reasons (linguistics)
- How can I apply this information? Specific exercises, websites, videos, related to the training (I.E. follow-up resources)
- Overall information -> very worthwhile. Discussion leveled groups - I don't know if possible or more confusing. Maybe staff could pick -> very skilled topic or skilled topic or some skill topics...all related to main topic.

Summary of Lesson Plans Session 7: The Use of Space

The seventh topic, the Use of Space, was in the in-service training. There were approximately forty-eight (48) teachers attending to this lesson. First, the specialists handed out the paper and pencil to the participants and asked them to listen the given story that ELA specialist told by sign language in English. The participants were asked to draw a picture based the storytelling. Then, the ASL specialist using ASL retold the story and again the participants draw a picture. The ELA specialist asked the participants to compare the two pictures to see what the difference in both pictures. They also wrote down three things that they noticed were different between the pictures. The specialists collected the sheets that the participants' comments on pictures for the purpose of finding out what their perceptions where regarding the use of English vs. ASL.

The ASL specialist emphasized that the use of space in ASL has many functions after showing a transparency, T-8. Its given quotation in the *Linguistics of ASL* by Valli and Lucas (3rd Edition) states, "Use of Space in ASL has many functions, which may be called multifunctionality of space in ASL." (pg. 318)

Next, the specialists explained each function such as phonological contrasts, aspectual markers, pronominal reference, locative (classifiers predicates & locative verbs), narrative perspectives (eye gaze and role shifting) that was mentioned in the article, "The Confluence of Space and Language in Signed Language by K. Emmorey, pp. 318-346. The in-depth explanations and discussion went on.

The outcome for this session was positive. The participants were responsive in this session.

In conclusion, Comparative Linguistic mini sessions were provided to train the teachers at the school. They find this as a valuable asset because this provides teachers to enhance their ASL language. Furthermore, they learn how to integrate the Fairview Approach into the Literacy instruction. Another benefit for the students is that they are able to learn both languages, ASL and English, as part of the literacy skills. The in-service training had been the contributing assets for the teachers to get involved and make the changes together as well as the students receive the better quality of literacy instruction. It is a win-win situation for all.

VII. DISCUSSION

After one year of developing, planning, and implementing the in-service training, there are some strong and weak points. The weak points that I have discussed previously are lack of metacognitive awareness of linguistics difference and grammatical translation between ASL and English. This is because many teachers did not have previously had the teacher training programs that contain ASL Linguistics and bilingual-bicultural approach and teaching strategies as a second language learning such as bilingual strategies.

The evaluation summary indicated that fifty percent of the participants found the in-service training as an important ongoing professional development; however, the rest of the group expressed that they are knowledgeable with the topics.

I strongly believe that the in-service worked well for those people who have different levels in understanding ASL as a language of instruction and for those who do not know how to employ Fairview Learning tools in their instruction. In other words, providing workshops should be designed specifically for those who have different levels of knowledge in linguistics of the two languages so that everyone could learn certain topics.

I learned during the implementation process of this project that working with the school administration was challenging because their agenda for the faculty meeting often became prioritized. As of this result, some sessions were cancelled at a last minute notice. It affects on my project directly and indirectly, respectively.

The major obstacle has to do with time. The sessions started at 3:30, which it was not ideal because teachers have many after school meetings. To schedule a session can be problematic. This is true for most of the schools.

For this project, I borrowed Gallimore's points from her article of "How to Utilize American Sign Language as the Language of Instruction in the Classroom" (1993), which she concluded that ASL should be used as a language, not a communication mode or a tool to maintain English as the superior language. Because of this, I have seen that many educators did not realize that "ASL as the language of instruction is not the same as educational methodology." (Gallimore, 1993). There are three recommendations that were collected during the in-service training. They are: 1) In-Service Training, 2) Study of American Sign Language Linguistics, and 3) Study of Second Language Learning and the Process of Bilingual Approach.

1. In-Service Training

I strongly suggest that the school should continue providing in-service training for time being. Currently many schools offer professional development. Ideally, the in-service training is to keep abreast of new information; thus, it is a good way for instructors to keep up with about different topics on comparative linguistics. In addition, during the training, the teachers will have opportunities to interact and exchange ideas with other instructors on bilingual strategies. If the instructors need outside assistance, they can contact one of those specialists.

2. Study of American Sign Language Linguistics

I feel strongly that all teachers who are interested in working closely with the deaf students should have taken ASL and linguistic courses to understand ASL and English Bilingual instruction in order to develop the internalization of using both languages, ASL and English. With the understanding of bilingualism, the teachers will be able to teach New York curriculum while incorporating Deaf Studies in their content areas to deaf and hard of hearing students.

Additionally, those educators, who are related at the (SCPI) Advanced level, need to enhance their knowledge on ASL linguistics. Furthermore, educators should take an intensive

course to learn more about ASL Linguistics. They, in turn, will be able to assist deaf and hard of students' literacy skills in both ASL and English.

3. Study of Second Language Learning and the Process of Bilingual Approach

The study of bilingualism has been existed for years. However, the educators in the deaf education currently are delving into the theory related to bilingual teaching and its application in literacy teaching for deaf children to acquire reading and writing skills. For example, some schools for the deaf share the resources such as the *Stars*, a guide of integrating ASL and English in the teaching curriculum. More schools are exploring the options of having the language models, ASL and English, to be established as a part of the curriculum. In addition, many teachers received more professional development training related to bilingual instruction. Furthermore, Deaf culture/diversity is another consideration to be a part of bilingual instruction as well.

VIII. CONCLUSION

In the thesis, my project is curriculum-centered for the teachers of deaf children at a school. I have addressed the problem that the educators could not provide children substantial language models, ASL and English, in order to acquire bilingual literacy skills. The language models should serve as the languages of the instruction. My primary role is to provide the educators with professional development training to enhance their ability to translate fluently between two languages – ASL and English. However, the in-service training is not complete yet. It is with my hope that my contribution to the development of in-service training is valuable for the educators to learn and use as an instructional tool integrating with the application of the Fairview Learning as a part of bilingual strategy in the literacy curriculum. As of now, I am starting to see more schools are following this approach. It is with my belief that this is a win-

win situation for both educators and deaf children because educators can be the best yet versatile at providing high quality of literacy instruction while deaf children leave school with well-built literacy skills.

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