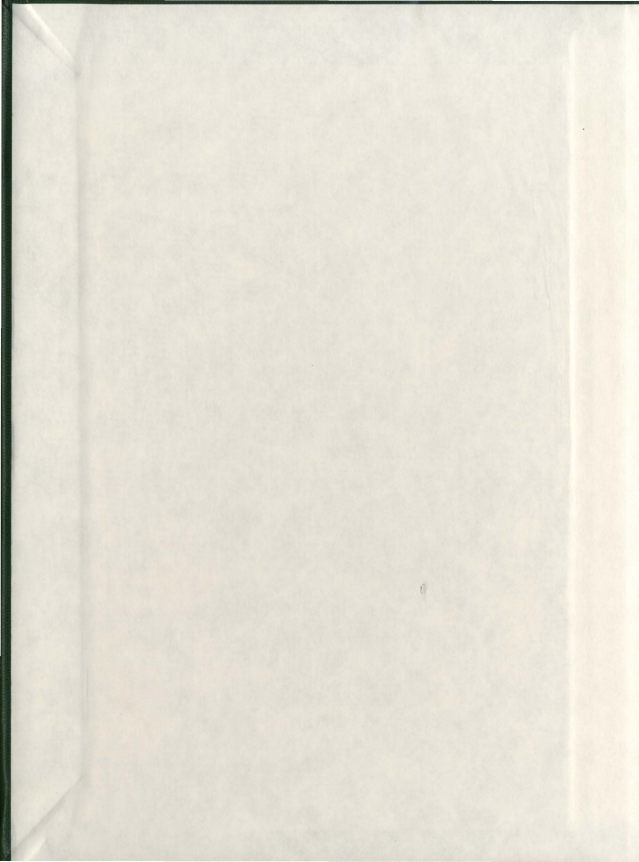


A REPORT ON THE DEVELOPMENT OF A  
VIDEOTAPE SERIES ON TEACHING  
SIGN LANGUAGE TO PARENTS AND  
RELATIVES OF DEAF CHILDREN

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by

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## ABSTRACT

The Newfoundland Co-ordinating Council on Deafness is an organization concerned with the welfare of the deaf and with any agency or individual involved with the deaf. A needs assessment revealed that the production of a videotape series to teach sign language would aid the council in better fulfilling their mandate, and would also be beneficial to hearing parents of deaf children and to individuals who might have interactions with deaf individuals. A learner analysis examined the characteristics of the primary and secondary audiences, and a task analysis was devised to identify the necessary tasks which would be incorporated into the instructional package. Behavioral objectives were delineated, and a Likert scale questionnaire was developed to evaluate the actual learning experience. The videotape series and accompanying viewing guide were designed and produced in consultation with various experts. The package was pilot tested in rough form and changes were incorporated into the package. It was then final tested, and the results of the testing indicated that the package was successful in teaching the basics of sign language to both audiences. It was recommended that a Signs of Sound II instructional videotape series be produced as a continuation of the initial series, to deal with more advanced concepts and vocabulary.

## ACKNOWLEDGEMENTS

This project would not have been a success if it weren't for some very special people. Firstly, I would like to extend a very special thank-you to the five deaf students who were my cast and crew members. These talented and hardworking individuals overlooked my communication handicap and showed much patience and kindness as I learned their native language. With their help and patience we were able to enjoy effective communication and get the job done.

The various experts who appraised the project were very kind to give their time and advice. Their solid advice and suggestions added to the appeal and effectiveness of the series. Without their guidance the series would not have been a success.

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Throughout the entire project there was one person who served as my teacher, mentor, boss, friend, helper and psychologist. This very special person is Ian Carr, Executive Director of Interpreting Services Centre

for the Deaf. Ian was always there to listen to my ideas, give advice, encourage me to be creative, and calm me when things weren't running smoothly. He provided me with the responsibility and confidence to achieve my goal. Ian's receptiveness, his easy-going nature, his business sense, and his ability to work effectively with people has made me admire him and feel very honored to have worked with him.



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## THE PROJECT

### Needs Assessment

#### Introduction

The initial stage in instructional development is referred to as needs assessment. It is at this stage that instructional requirements are defined. Before time, money, and energy are invested in designing, producing, and disseminating an instructional package, a need for that package must be evident. In essence it must be shown that a discrepancy exists between desired conditions and observed or predicted conditions. It is the needs assessment which determines the objectives of the package as well as the design and dissemination strategies.

#### The Origin of the Project

The Signs of Sound videotape series originated with the Newfoundland Coordinating Council on Deafness (N.C.C.D.). The N.C.C.D. is a provincial coordinating body for agencies and individuals concerned with deafness and the deaf community. Mr. J. Jardine, a member of the N.C.C.D.'s board of directors and a guidance counsellor at the Newfoundland School for the Deaf suggested the development of such a vehicle. In his role as liaison between the N.C.C.D. and the Newfoundland Parents' Association for Hearing Handicapped Children, Mr. Jardine identified the

need for a sign language series to meet the immediate communication needs of those parents of deaf children who live outside St. John's and who do not have access to sign language classes. The N.C.C.D., upon Mr. Jardine's recommendation, sponsored the hiring of an instructional developer through a Careers Access grant to develop the desired package. Five deaf students were sponsored by the Newfoundland Parents' Association for Hearing Handicapped Children and hired on a Canada Summer Works grant to act as cast and crew members for the series.

#### Availability of Sign Language Classes

Sign language classes in Newfoundland and Labrador are available only in St. John's. This means that those parents of deaf children who live in other parts of the province are not able to access such a needed service. Interpreting Services Centre for the Deaf, a project of N.C.C.D., receives phone calls every day from these parents asking for sign language books and information of deafness so they may communicate with their child and better understand the handicap of deafness. There is available from the Newfoundland School for the Deaf a very dated series of videotapes on caring for the deaf child. Not one of these tapes, however, deals with communicating with the deaf child through the language of signs.

### Shortage of Sign Language Teachers

In Newfoundland as in many areas of Canada there is a serious shortage of qualified sign language instructors. The majority of sign language teachers in Newfoundland work full-time as sign language interpreters. There are only 4 sign language interpreters to serve the 400 deaf individuals in Newfoundland and Labrador. This is a very demanding occupation, and therefore it is very difficult for these people to handle both interpreting and teaching.

### The Course Format

Due to the shortage of sign language instructors, a limited number of classes are offered each year. Each class begins at level one and within an eight-month period progresses to level four. Those not able to register at the beginning of the eight-month course must wait a year before there is another registration. The course format produces a long waiting list that grows as the years pass. In July, 1984 there were approximately 100 names on a waiting list. For those in immediate need of some sign language skills the wait is frustrating.

Not all on the waiting list are parents. Some are professionals, employers or co-workers of deaf individuals, or just interested citizens. As more and more deaf people are integrated into the workforce and the interactions

of the deaf and hearing become more common, there is a greater need for professionals, employees, employers, and co-workers of the deaf to learn sign language in order to effectively communicate with deaf individuals. So those in need of sign language skills are not just parents, but any individuals who may have dealings with deaf people, and who may not be able to attend classes due to waiting lists or geographical distance.

### The Neglected Learners

Sign language classes in St. John's are offered through Adult Continuing Education and therefore cater to the adult student. Persons under 16 years of age are not able to register for these classes although they may have deaf relatives, parents, friends or siblings with whom they wish to communicate.

### The Instructional Package

In order to meet the needs of various audiences a videotape series to teach the basics of sign language was produced. More specifically, the package consisted of one introductory unit and five units of sign language instruction. Unit one provided an overview of deafness and of sign language, as well as an explanation of how to use the package. The five units provided a number of basic signs, practice sentences using the signs taught, and a section dealing with various aspects of the language. The

vocabulary of each unit was grouped into categories or families such as colors, people, activities, and wh-words. Each of these sections was introduced by a graphic to help the learner when reviewing the tape and to break up the content into manageable portions. The series was produced as a self-instructional package and included a viewing guide in the form of a pamphlet. The viewing guide contained the content of each unit, suggested activities, recommended sign language texts, viewing directions, and a manual alphabet.



## REVIEW OF THE LITERATURE

## Deafness: The Invisible Handicap

"Hearing is the deepest most humanizing philosophical sense man possesses... the sound of the voice that brings language; sets thoughts astir and helps us in the intellectual company of man" (Helen Keller, cited in Rebick, 1977, p. 1).

Helen Keller has been quoted as saying that she would have preferred the sense of hearing to that of vision. "The fine art of communication which man has developed is the major skill which separates human beings from other species. It is obvious to most that, without the ability to communicate, our modern industrial society could not have evolved" (Vaughan, 1976, p. x).

Hearing is a sense that allows us to communicate. A look, a touch, a shift in body posture can communicate meaning, but without the vital link of language human communication, as we know it, would not exist.

The person who is not able to hear is virtually cut off from our world of communication because of the physical handicap of deafness (Brill, 1971). But unlike physical features that usually mark handicapped individuals, deafness cannot be seen; it is the invisible handicap. Consequently the average man who meets a deaf individual rarely recognizes him/her as such very quickly. When walking down

the street alone a deaf person does not stand out. In dress, physical appearance, and gait he/she is not different from the ordinary person. But if one were to ask such a deaf person for information or directions, not being aware of the handicap, one would quickly learn that this person is different (Croneberg, 1976).

Deafness is a handicap of communication.

Whetnall and Fry (1964) tell us that the main use of hearing in man is to enable him to comprehend and produce articulate speech. In fact the sense of hearing actually controls speech and enables the person to monitor speech sounds. Without hearing one is not able to monitor and imitate speech sounds, so speech fails. Practically all normal social interaction is made possible by a natural and easy interchange of thought and emotions. Speech and hearing are the natural channels of this interchange. A person's deafness makes his/her participation in this easy and natural interchange practically possible (Croneberg, 1976). As a result loss of hearing means more than loss of sound. It can mean loss of social interaction, education, recreation, information, and human contact.

Deafness as a communication handicap has been well documented (Vaughan, 1976; Markowicz, 1978; Hoemann, 1978; Pahz and Pahz, 1978; Vernon & Mindel, 1971). Gregory (1976) asked a group of mothers what they felt their

greatest problem was in coping with their deaf children. Seventy-six percent gave answers indicating problems that arose from difficulties in communicating. When asked what they felt was the greatest problem from the child's point of view 89% replied that it was communication. Gregory (1976) concludes that communication with, and for, the deaf child is by far the greatest problem. One may generalize the results of the survey to the communication between the deaf and hearing worlds as being a major problem. Gregory (1976) says that the handicap of communication exists only with regard to the hearing world. The deaf community hasn't this handicap amongst themselves.

#### Statistics on Deafness

Rebick (1977), Heubener (1977), and the Canadian Hearing Society (1982) provide statistics on deafness which can be summarized as follows:

- . One out of every ten Canadians is deaf or hard of hearing.
- . It has been estimated that 1,500,000 (one and a half million) people in Canada suffer from some form of hearing loss.
- . Of this group, approximately 200,000 are profoundly deaf.
- . By age five, four percent of Canadian children suffer from some degree of deafness.

- . Nine out of every ten deaf children are born to hearing parents who know little about deafness.
- . Selected studies show that up to fifty percent of the population over sixty-five have hearing loss.
- . Thirty percent of senior citizens lost their hearing.
- . In Newfoundland and Labrador alone there are more than 400 profoundly deaf individuals.

These statistics clearly show that hearing impairment touches the lives of many Canadians. So many, in fact, that hearing impairment constitutes the single largest physical disability in Canada today (David & Heubener, 1982).

#### What are the Causes of Hearing Loss?

"The awkward appendage we call the ear covers an extraordinary and versatile organ, which can pick up the softest whisper and seconds later withstand the sound of an explosion" (Rebick, 1977, p. 5).

Hearing begins when sound waves are transmitted through the air. The outer ear - the part readily visible on the side of a person's head - acts like a funnel. It scoops sound from the air and sends it through a narrow passage called the ear canal. The sounds move along this canal until they reach the eardrum - a thin but tough membrane stretched across the ear canal. The sounds cause

the eardrum to vibrate and touches off vibration in the three bones of the middle ear. These tiny bones - the malleus, incus, and stapes (sometimes called the hammer, anvil and stirrup because of their appearance) work together like a bridge to carry vibrations from the eardrum to the inner ear. The inner ear consists of a snail-like shell called the cochlea. The cochlea contains thousands of tiny hair cells suspended in fluid. When the vibrations reach the cochlea, the fluid moves, stimulating the hair cells which are very sensitive to various intensities of vibrations. Each hair cell is attached to a nerve fibre. These nerve fibres join together to make the auditory nerve, which carries impulses from the hair cells to the brain. The brain completes the hearing process by interpreting these signals and discriminating different sounds (Rebick, 1977; Canadian Co-ordinating Council on Deafness, 1982).

Hearing loss may occur when there is damage to any part of the hearing apparatus. There is no one specific cause of hearing impairment. It can result from one or a combination of factors.

Outer ear. If the ear canal is blocked by a foreign body or if there is a build up of wax in the canal, a partial hearing loss can be the result. This is easily remedied by a doctor removing the wax. If the eardrum is damaged beyond repair a surgeon can replace it in an operation called tympanoplasty (Rebick, 1977).



Inner ear. An infection of the middle ear such as otitis media or a condition such as otosclerosis may cause hearing loss. These conditions usually result from headcolds, scarlet fever, influenza, measles, allergies, or tonsillitis in children. This type of deafness, called a conductive hearing loss, impedes the action of the three bones, thus causing loss of hearing. This condition can often be remedied by surgery. The famous "stapes operation", perfected in the 1950s has restored hearing to many people. This operation involves replacing the damaged or frozen bone with an artificial device (Rebick, 1977; Cohen, 1984).

Heredity and Congenital Disorders. Hereditary factors account for many cases of deafness. Cohen (1984) states that Konigsmark identified 60 types of hereditary hearing loss. In addition to hereditary factors, children can be born deaf due to disorders in the development of the embryo, premature birth, lack of oxygen during birth, mother-child blood incompatibility, maternal genital herpes, toxemia, maternal diseases such as rubella, and the side effects of certain drugs (Cohen, 1984; Moores, 1978; Vernon & Mindel, 1971).

Accident. Conductive hearing loss may be the result of head trauma inflicted during an accident. In addition, side effects of large dosages of certain drugs can damage the sensitive inner ear, thus causing hearing

loss. Drug induced hearing loss is untreatable (Cohen, 1984; Moores, 1978).

Presbycusis. Later in life one of the primary causes of deafness is aging. Hearing loss associated with aging is presently the most common hearing disorder (Cohen, 1984). Many senior citizens view their hearing loss as an inevitable consequence of old age. Rather than do something about it, they accept it and withdraw socially (Rebick, 1977). Hearing loss in the elderly is usually progressive, getting worse as time goes on. When the loss begins the hard of hearing person should learn to use a hearing aid and learn speechreading and sign language. Presently, there is no medical remediation available for presbycusis (Cohen, 1984; Moores, 1978; Rebick, 1977).

Noise. The second primary cause of deafness later in life is noise. Long term exposure to intense noise causes damage to hair cells and supporting structures of the cochlea, and may result in a noise-induced hearing loss (Cohen, 1984). Industrial noise is becoming an increasingly important source of hearing loss. What is most tragic about noise-induced deafness is that it can be prevented through the design of quieter machinery. Despite the rising incidence of such deafness, little is being done to prevent it (Rebick, 1977). Like prebycusis, no medical remediation is available for noise-induced hearing loss (Moores, 1978).

### Classifications of Hearing Impairment

Hearing impairments are often described in terms of degree of hearing loss (Pahz & Pahz, 1978). The decibel (dB) is a unit used to measure hearing loss. An audiometer, an instrument used to measure hearing, is calibrated so that at the zero setting, the machine produces a tone at a specified frequency, which a person with normal hearing will just barely be able to hear (Liddell, 1983). A whisper is +20db; conversation is approximately +60db. Beyond a level of +120db, pain occurs (Pahz & Pahz, 1978).

Hearing capacity may be regarded as "a function of the individual's ability to discriminate and understand the sounds that reach him or her" (Pahz & Pahz, 1978, p. 40). When a person's hearing is diminished to the point that he/she is unable to hear and understand connected speech, that person is said to be deaf.

Pahz and Pahz (1978) divide hearing impairment into six categories according to the degree of hearing loss in the speech range, measured in decibel units. Their classification scheme is presented in the following table.

Table 1.

Classification of Hearing Impairment

Category	db Loss	Specifications
Normal	10 to 24 db loss	The person has no significant difficulty with faint speech.
Slight	25 to 39 db loss	The person generally understands normal conversation but has difficulty with faint or distant speech.
Mild to Moderate	40 to 54 db loss	The person generally understands conversational speech if distance is 3 to 5 feet away.
Moderately Severe	55 to 69 db loss	The person experiences considerable difficulty with understanding and hearing conversational speech.
Severe	70 to 89 db loss	The person is not able to learn speech by conventional means and is considered educationally deaf.
Profound	over 90 db loss	The person perceives vibrations rather than complete sound patterns.

## American Sign Language

### The History and Evolution of American Sign Language

George W. Verditz, a deaf teacher who became the president of the National Association of the Deaf (N.A.D.) in 1904, has been quoted as saying "as long as we have deaf people, we will have sign language" (cited in Cokely & Baker, 1981, p. 1). Research on sign language in many different countries verifies the truth in Verditz's statement. Throughout history, wherever there have been deaf people, there has been some type of gestural language (Cokely & Baker, 1981; Stokoe, 1978).

However, the first known attempt to devise an actual structured sign language system occurred in 1752. At this time, a French priest named Abbe Charles de l'Epee was teaching two deaf sisters. De l'Epee believed that if the deaf could not be taught through the ears, he would create a system to teach them through the eyes.

De l'Epee's creation was a system of signes methodiques (Methodical Signs) as he called it. In such a system, de l'Epee would use or adapt the signs that could be used to represent certain grammatical elements of French. When the sign language lacked a sign de l'Epee invented one (Stokoe, 1978; Di Carlo, 1964).

De l'Epee hoped to expand sign language so that it could be used to express abstract thought. He began

this project by writing a dictionary of grammar and signs. The single-handed alphabet de l'Epee used in his teaching was derived from that proposed by Juan Pablo Bonet who lived in the 1600s. Later this revised system was brought to the United States where its use is continued today (Stokoe, 1978).

The American Sign Language system is presently being used by more than 500,000 deaf Americans and approximately 100,000 deaf Canadians (Hoemann, 1978). The historical roots of this unique language system go back as far as 1817 to Thomas Hopkins Gallaudet who, along with a French deaf teacher Laurent Clerc, is credited with introducing the basics of de l'Epee's French sign language system to North America (Fernandes, 1983).

Following Gallaudet's and Clerc's introduction of French signs, North America witnessed a fusion of the already existing signs and the new French signs to form what has been called Old American Sign language or Old ASL (Cokely & Baker, 1981).

Just as every spoken language changes as people use it to communicate about the fast changing world in which they live, Old ASL was molded and shaped by its users over time and evolved into what is now called Modern American Sign Language or just ASL. Although Old ASL was heavily influenced by French signs, it is incorrect to say that ASL was brought to North America by Gallaudet and

Clerc. French signs were just one component which was fused with the sign language already being used. This fascinating fusion is illustrated by Cokely and Baker (1981, p. 3).

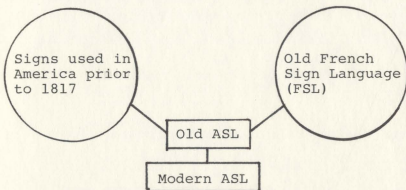


Figure 1. Evolution of sign language in America

Once established, ASL spread quickly through the United States. It spread to Canada more slowly. The original sign language used in Canada was based on the British system, which is quite different from the American system. This strong influence may be attributed to Canada's close relationship with Britain for much of its history. Even today some Canadian signs correspond more closely to British sign language. Many older people in Atlantic Canada still use British sign language. American Sign Language or Canadian Sign Language, however, is used by the majority of deaf persons in Canada (Canadian Coordinating Council on Deafness, 1982: Canadian Hearing



Society, 1982).

### American Sign Language

What is it like to comprehend  
Some nimble fingers that point the scene  
And make you smile and feel serene  
With the "spoken word" of the moving hand  
That makes you part of the world at large  
... what is it like to hear a hand?

(William J. Madsen, cited in Canadian  
Hearing Society, 1982, p. 1).

American Sign Language (ASL), also called Ameslan, can be defined as a visual gestural language with its own grammatical and syntactical structure. It was created by deaf people as their native language and is used by the majority of deaf North Americans (Hoemann, 1978; Cokely & Baker, 1981; Vernon & Mindel, 1971).

Sign language is a complex beautiful language in which visibly distinct units called signs do the work of spoken words. The movements of the hands, arms, and body together with facial expression replace the spoken elements of language. It is a language in which the eyes instead of the ears receive the message (Canadian Hearing Society, 1982).

Through the research of Stokoe (1960-78), Bellugi and Klima (1972), and others, sign language has been recognized at least in linguistic circles as a language in and of itself, with its own grammar and syntax, and not merely a manual method of expressing English. Bellugi and



Klima (1972) and Stokoe (1978) stress that ASL is not a derivative of English but rather a language in its own right, with properties vastly different from English and other spoken languages.

McCall (cited in Markowicz, 1978) concludes from her study of sign language: "... taken as a whole, sign is grammatically unique from any other language and ... sign language ... is a true language with a sequentially ordered sentence structure independent of other languages" (p. 284).

For many years the use of sign language has been considered by society to be a stigma of deafness and has therefore been suppressed and rejected by experts and educators in the field of deafness, not to mention the majority of society members who are ignorant of the facts. Language, to the majority of the hearing society, including teachers of the deaf, means "English". The message that sign language was less than a language was repeated for so many years and by persons with such authority that it became ingrained in the attitudes and actions of all involved (Liddell, 1983).

During the past two decades, linguists such as Stokoe (1978), psychologists, sociologists, and anthropologists have been intensely studying ASL and its use. Liddell (1983) tells us that these professionals have found ASL to be a rich, remarkable language, full of complexity like

spoken languages. They add that it is a language full of subtlety and wit, and has even been the means for producing sign language poetry and theatre.

Since ASL is a language in and of itself, it has been found that attempts to translate from English to ASL result in the same type of translation problems experienced when two spoken languages are involved. In addition learning ASL presents the same difficulties as learning any other foreign language. Like spoken languages, there is some dialect variation in specific regions of Canada and the United States. Sign language corresponds to spoken languages in this respect, but is not a derivative of any spoken languages (Liddell, 1983).

### American Sign Language Myths

There are many myths that surround sign language. These myths are usually a result of ignorance or arrogance on the part of the hearing world. Markowicz (1977) in his booklet entitled American Sign Language: Fact and Fancy addresses and dispels several misconceptions and myths about American Sign Language. ASL has been variously described as universal, conceptual, ironic, concrete, ungrammatical and ideographic. Sign language has also been called glorified gestures. These descriptions, Markowicz says, reflect a lack of knowledge of language in general and sign language in particular.

The idea of sign language as a universal language is by no means a new idea. De l'Epee who founded public education for the deaf and Remy Valade who wrote the first grammar book on French Sign Language (FSL) believed that there was one sign language, hence if hearing people learned sign language the world would have a universal language. This contention is not true. Markowicz asserts that like spoken languages, different sign languages such as Danish Sign Language (DSL), FSL and Chinese Sign Language are mutually unintelligible.

A second misconception about sign language is that signs should refer to words rather than concepts. Markowicz (1977) considers this to be a serious misconception. He insists that ASL is not a code for English but rather an independent language in which the signs directly represent the concepts. In response to the charge that sign language is iconic Markowicz (1977) admits that some signs are icons - symbols which share a physical resemblance to objects they represent. However, the majority of signs are totally arbitrary just as words are arbitrary for the objects they represent. This common misconception stems from conclusions drawn from too few examples.

Describing signs as glorified gestures indicates a serious misconception. To a person unfamiliar with ASL, signs may appear to consist of random hand and body movements accompanied by a whole score of facial expressions.

In reality, specific rules govern the formation, location, and movement of signs. Facial expressions and hand and body movements all play a specific role in conveying information through signs.

One of the most common myths about sign language is that it can express concrete concepts but it is limited when it comes to dealing with abstract ideas. As Bellugi and Klima (1972) say "ASL can be expressed at any level of abstraction" (p. 63).

The notion that ASL is ungrammatical is totally unfounded. Stokoe (1960) and McCall (cited in Markowicz 1978) have shown that ASL has a unique grammar and syntax independent of English and other languages.

The final misconception Markowicz (1977) describes is that ASL is ideographic. Ideographs are written symbols that represent spoken words. Markowicz (1977) firmly states that signs are visible representations of concepts. They represent neither spoken nor written words, hence are not ideographs.

American Sign Language is indeed a true language with its own unique characteristics and rules. Through education and heightened awareness the ignorance of the hearing world and the misconceptions they hold may be dispelled.

### Sign Language Characteristics

Bellugi and Klima (1972) provide characteristics of ASL that lend to its credibility as a language:

1. "It has a lexicon that is not in one to one correspondence to English".
2. "Its governing grammatical principles are different both in form and content from grammatical processes in English".
3. "It can be expressed at any level of abstraction" (p. 63).

Rittenhouse and Myers (1983) summarize some additional characteristics of ASL as revealed by Wilbur:

1. It has a finite set of syntactic rules from which an infinite number of sentences can be generated.
2. Signs like words are arbitrary.
3. There are sign formation rules that are analogous to pronunciation rules in spoken languages.
4. Past and future events can be reported.
5. Falsehoods can be stated.
6. It is receivable as well as sendable. (p. 9)

Rittenhouse and Myers (1983) suggest that the best approach to studying sign language is not to compare it to English, but rather to focus on and describe its unique character. There are three predominant unique

characteristics or components of this gestural system which serve as the basis for the language structure and meaning. Bellugi and Klima (1972) refer to these three components as parameters of ASL. These parameters were first identified by Stokoe in 1960. Each sign in ASL is made up of three distinct formational units that occur simultaneously:

1. The location on or near the body where the sign is placed.
2. The configuration or shape of the hand or hands.
3. The movement of the hand or hands.

According to Markowicz (1977) ASL has approximately 12 locations, 18 configurations or handshapes, and 23 types of movements. The exact number is said to vary just as the number of vowels in spoken English varies depending on the dialect. A change in any one or more of these parameters may transform the sign into a different sign. Some signs are alike in one parameter and different in another; they may have similar handshapes and movements, such as the signs for restaurant and restroom. But the locations where the signs are made are different, thus making it possible to distinguish between the two signs.

## The Deaf Community and Culture

### The Deaf in History

In every period of history deaf individuals were present and were treated according to the traditions, beliefs, and values of the existing society. According to Levine (1956) opinions concerning the deaf from ancient times until well into the Middle Ages were formed in ignorance and superstition. In the Golden Age, for instance, the deaf were cast from society's ranks because it was believed that they violated the Athenian concept of harmony - the functioning of parts as a unity (Di Carlo, 1964).

The people who lived during the Greek Empire recognized the characteristics of physical, cultural, and intellectual fitness as central to a person's survival. Those who could not meet the qualifications of the state did not survive. During this period in history man was the assessor of man's worth. Thus those who were handicapped were subjected to two overwhelming forces - society and nature (Pahz & Pahz, 1978; Di Carlo, 1964).

The deaf were given the privilege of societal grouping and the right to protection by only a few of these early societies. The community's acceptance of the handicapped, especially the deaf, first occurred when the Hebrews enacted laws to protect the deaf. When examined closely, however, these laws were actually more restrictive



than protective (Di Carlo, 1964).

Ignorance on the part of the hearing in history was a key factor in the lack of recognition and acceptance of the deaf for hundreds of years. Levine (1956) states that a deaf person was considered "queer, comic, depraved. He was a fool, an idiot, a doomed soul ... destined to live out his unhappy life on a level of the beast of the field (p. 17). Even the scholars of the day held these ignorant beliefs. The philosopher Aristotle, for instance, claimed that when a person is deaf, dumbness will of necessity be mutually coexistent. He also adhered to the belief that one must have instinctive thought in order to learn and have a language. This belief served to support the implication that the deaf could not be taught speech and language and would always remain backward (Di Carlo, 1964).

After the fall of the Roman Empire the deaf took refuge in the church. The church's adherence to the doctrine of the Lord as the healer of the handicapped seemed their only remaining salvation. But the church also adhered to the philosophy of Aristotle, so it could offer only comfort to the deaf (Di Carlo, 1964).

It wasn't until the 18th century that there was increased attention and interest in the problems of the deaf throughout Europe. The years to follow witnessed the beginning of education for the deaf, methods of teaching



the deaf, and societal grouping of deaf individuals (Pahz & Pahz, 1978; Levine, 1956; Di Carlo, 1964). Di Carlo (1964) says that there is some evidence that the deaf are beginning to fare a little better under present-day society. However, there is also much evidence that ignorance is still rampant, and that the long, arduous, and painful struggle of the deaf to emancipate themselves from the biases and prejudices of the hearing world continues.

Vernon and Mindel (1971) support this contention. Upon completion of their book, They Grow in Silence, they felt that understanding of the deaf community by the hearing community is still limited. Stewart (1981) states that personal experience has shown him that the biggest problem of a hearing loss is not the handicap of the loss itself, but rather the attitude of hearing persons and their misconceptions about deafness.

### The Deaf Community

Throughout history deaf individuals have to a greater or lesser extent been isolated from the hearing society of which they should be a part. Today little has changed. The deaf still feel like outsiders in a hearing world (Higgins, 1980). But the desire to be a member of a group, the desire for social contact is as powerful in a deaf person as it is in a hearing person (Croneberg, 1976). And while his/her handicap has excluded him/her from social

groups in the hearing society, it has also been the main factor in the formation of social grouping of deaf persons. Croneberg (1976) speculates that this pattern of grouping has existed since the introduction of special education of the deaf in the United States in 1817.

Such a group of hearing impaired individuals has commonly been referred to as the "deaf community" (Padden, 1980). Jacobs (1974) explains the uniting of deaf individuals as a "natural consequence of uninhibited communication" (p. 41). Although free and easy communication is the prime reason for the deaf gravitating toward each other, their common handicap and interests draw them together in a close knit community (Jacobs, 1974).

Higgins (1980) describes the attachment felt by members of a deaf community:

Within deaf communities, members seldom face the difficulties and frustrations which arise when they navigate through the hearing world. A sense of belonging and wholeness is achieved which is not found among the hearing. Among fellow members there is no shame in being deaf, and being deaf does not mean odd or different.

(p. 76)

Kannapell (1980), a deaf girl, states that she was brought up to believe the nasty labels hearing people pinned on the deaf, such as "oral failure" or "slow learner". She tried very hard to act like the hearing, but always felt frustrated. She remembers, "I always felt

inferior when I wanted to communicate with hearing people with my English, but I noticed that I felt comfortable communicating with deaf people" (p. 106). She soon realized that her place was with the deaf community, with whom she felt at ease and safe. Thus the existence of a deaf community stems from a need to interact and share experiences with others, the ability to use sign language which allows the interaction to take place, and the commonality of experiences stemming from deafness (Jacobs, 1974).

Frequent reference has been made to the term "deaf community". But what is a "deaf community"? More precisely, who are the members of a deaf community and what are the identifying characteristics of such a community? Padden (1980) defines a deaf community as "a group of people who live in a particular location, share the same goals of its members, and in various ways, work toward achieving these goals" (p. 92). A deaf community may include persons who are not themselves deaf, but who actively support goals of the community and work with deaf people to achieve them. Woodward (1980) quotes Padden and Markowicz as saying that not all hearing impaired individuals belong to the deaf community; in fact the actual degree of hearing loss has little to do with how a person relates to the deaf community. Padden and Markowicz are quoted as saying "attitudinal deafness, self-identification as a member of the deaf community, and identification by

other members as a member appear to be the most basic factors determining membership in the deaf community" (Woodward, 1980, p. 105).

Wilbur (1979) states that membership in this minority group seems to be based on two important criteria: : (1) attendance in a residential school for the deaf and (2) communicative competence in ASL" (p. 196). These criteria serve to bind the community together.

Approximately half of the ninety percent of deaf children who have hearing parents attend residential schools where they are enculturated into the deaf community by older children and by those who have deaf parents (Meadow, 1977). It is at the residential schools for the deaf that lifelong relationships are established and where many children acquire for the first time a new means of visual communication - ASL (Stokoe, 1978).

The deaf community considers ASL their native language. ASL is a personal creation of deaf persons as a group, and because it is a part of their cultural background they feel a strong identification with ASL (Padden, 1980; Kannapell, 1980). Thus ASL is an important defining characteristic of the deaf community and culture.

Wilbur (1979) states that ASL serves to solidify people within the deaf community. Nash and Nash (1981) describe ASL as that which defines the boundary between the deaf and hearing communities. Ogden and Lipsett (1982)

describe ASL as a "cultural phenomenon" (p. 111) binding speakers together in a community, enforcing a group identity and keeping nonusers out.

### Goals and Values of the Deaf Community

A community is a group of people who share common goals and values and have their own rules of behavior and traditions (Padden, 1980). Deaf communities in each of the Canadian provinces, and the deaf community as a whole in Canada, comply with Padden's definition. According to Stewart (1983) and Padden (1980), the goals of the national deaf communities in both Canada and the United States are (a) to achieve public acceptance of deaf people as equals in employment, in political representation, and in the control of institutions that involve deaf people such as schools and organizations; and (b) the acceptance and recognition of their history and their use of sign language as a means of communicating. Many deaf communities have been lobbying for media exposure of sign language on television programs and in newspaper articles as a means of achieving public recognition and acceptance of sign language. One of the values held by deaf people is their language, ASL, which is considered an integral and important part of deaf culture (Padden, 1980).

Speaking. There is a general dissassociation from speech in the deaf culture (Padden, 1980). Speaking

is not considered appropriate behavior. Padden (1980) states that since speech has traditionally been forced on deaf people as a substitute for their own language, it has come to mean confinement and denial of the most fundamental need of people: to communicate in their native language. Mouthing or exaggerated speaking, says Padden (1980), is thought to be undignified and may be perceived as mocking deaf people.

Social relations. Deaf people place strong emphasis on social relations, which are considered to be an important means of obtaining contact with other deaf people. Through these interactions the deaf receive support and develop trusting relationships with other deaf who share their culture, attitudes, and beliefs. Marriage patterns also indicate the tendency for the deaf to associate with each other. Ninety-five percent of deaf people marry among themselves, and the majority of marriages are successful. This indicates that deaf people find the association with other deaf socially gratifying (Padden, 1980; Ogden & Lipsett, 1982; Vernon & Mindel, 1971).

Literature. Padden (1980) makes a reference to the stories and literature of the deaf culture which are valued by the deaf community. These stories are often success stories which serve to reinforce the strong belief and pride deaf people have in their way of life. Deaf literature includes Batson and Bergman's anthology of

literature by and about the deaf entitled The Deaf Experience (1976) and Spradley and Spradley's book entitled Deaf Like Me (1978). The authors and characters of these books serve as role models for the young deaf who are trying to find their place in the world, and meaning and purpose in their lives. The Deaf Awareness Through Literature program is offered at the Mississippi School for the Deaf (Schimmel & Monaghan, 1983). This program uses deaf adults as role models and has provided to be very effective in heightening students' interests in learning not only school subjects but about the deaf community and heritage. A greater pride and respect for the accomplishments of the deaf, as well as the development of positive self-concepts has been evidenced through this program.

Organizations of the deaf. The deaf communities in Canada and the United States are very active organizations. The deaf have their own fraternal orders, newspapers and magazines, as well as their own homes for the aged deaf (Stokoe, 1978). There is a wide range of social activities organized by the deaf for the deaf, including athletic groups who compete not only with other deaf teams but also with hearing groups (Jacobs, 1974). The deaf also have their own social clubs, religious groups and recreational groups. In addition the National Association of the Deaf in Canada and the United States publish books, sponsor communicative skills programs, and undertake research.



### The Attitudes and Behaviors of the Deaf Community

Padden (1980) identifies specific areas where the deaf community parts company with the hearing community. One area of conflict is the value of speaking. Speaking does not have the same positive value with deaf people that it has with hearing people. Even though some deaf people can hear some sound and produce speech, speaking is not considered usual or acceptable behavior within the deaf community.

The use of the eyes when communicating in the deaf community differs from the hearing community. Padden (1980) explains that in the hearing culture people are taught that staring is inappropriate and almost rude. In order to avoid being thought of as stupid or making improper advances many deaf people learn to watch hearing people's faces for short periods of time and then look away. In ASL conversations, however, a totally opposite approach is required. In such an interchange the listener is expected to watch the face of the signer throughout the conversation. Looking away or breaking eye contact too soon may be interpreted as disinterested, rude or trying to act hearing.

Padden (1980) states that facial expression among hearing people is usually quite restrained compared with deaf signers. Movements of the eyes, face, hands, and body

are all important parts of ASL. They serve as parts of grammar, to convey information as well as to indicate the emotion of the signer. What the hearing perceive as exaggerated expression, the deaf perceive as normal attributes of discussion in sign language.

In the hearing culture, it is desirable to distinguish between degrees of hearing loss. Hard of hearing is valued more than deaf because it indicates that the person is closer to being hearing, or what is considered normal, and is therefore better able to interact on an equal basis with other hearing people. Totally deaf is viewed more negatively, and carries with it the implication that the person is not normal and cannot communicate (Padden, 1980).

The deaf community does not distinguish between degrees of hearing loss. There is one name for all members of the cultural group, regardless of their degree of hearing loss - deaf. Distinctions are simply not considered important for group relations. "Deaf is not a label of deafness as much as a label of identity with other deaf people" (Padden, 1980, p. 99). Padden (1980) says that calling oneself hard of hearing rather than deaf may be interpreted by some deaf people as putting on airs, because it appears to draw undue attention to hearing loss.

These conflicts delineate the unique aspects of the deaf culture. They also demonstrate that the deaf

community is not merely a group of like-minded people, but a group that shares similar values, behaviors, attitudes, characteristics, and a common language. Entering into a deaf community means learning all the appropriate ways to think and behave like a deaf person. Only then can a deaf person be accepted as a member of the deaf community and take advantage of its benefits.

## Deaf Education

### History of Deaf Education

The writings of Aristotle served as an obstacle to the education of deaf individuals. His pronouncement concerning the "senselessness" of the deaf was to hold back progress for the deaf and their education many years (Pahz & Pahz, 1978). It was not until the 16th century that several events contributed to an educational breakthrough for deaf people. One of these was the revolutionary declaration made by Girolamo Cardano of Milan. The proclamation reads "we can accomplish that a deaf mute hear by reading and speak by writing" (Pahz & Pahz, 1978, p. 6).

In that same century the first systematic attempt to educate the deaf occurred in Spain. Pedro Ponce de Leon was one of the first recorded teachers of deaf children (Moores, 1978). A Spanish Monk, he became interested in teaching deaf individuals out of his concern for their salvation. At that time the church's attitude toward deaf

persons was mainly derived from the Romans text which said in essence that salvation is given to those who can be heard. Ponce de Leon's hope was to help the deaf achieve salvation by teaching them to perform oral prayers and confession. His students were from the noble families of Spain. By the end of the 17th century the teaching of deaf children was rapidly becoming a profession in many European countries (Moore, 1978).

In France Abbe Charles de L'Epee founded the first free school for deaf pupils. Like Ponce de Leon he was concerned with the salvation of deaf persons. He was the first to make education of deaf children available to the poor as well as the wealthy. Unlike Ponce de Leon, de L'Epee's teaching was achieved through the use of sign language, what he called the silent method (Di Carlo, 1964). In Germany Samuel Heinicke set the stage for deaf education. His method, like Ponce de Leon's aimed toward the production of speech and was called the oral method (Pahz & Pahz, 1978). In the deaf school of the Netherlands Guyot used a combined method to teach his deaf pupils. Thomas Braidwood of England founded a school for the deaf in his country. For many years his methods were kept a family secret, but upon his death they were revealed as being largely oral (Di Carlo, 1964).

What about North America? Who is credited with founding deaf education? In the 19th century education for

the deaf spread to the United States. The establishment of education for the deaf in the United States has been credited to Thomas Hopkins Gallaudet of Hartford, Connecticut. Gallaudet became intrigued by the problems of educating the deaf while teaching a 9-year-old deaf girl, Alice Cogswell. Alice's father, Dr. Mason Cogswell, was continually campaigning for educational provisions for deaf children in the United States. In 1815 Cogswell and a spirited group of townspeople raised enough money to send Gallaudet to Europe to study methods for teaching the deaf. Gallaudet first travelled to England to learn about the Braidwood method of teaching the deaf, but he was frustrated by the secrecy and lack of co-operation of British educators of the deaf (Fernandes, 1983; Pahz & Pahz, 1978). While in England Gallaudet met Roch Ambrois Sicard, a former student of Abbe Charles de l'Epee, who was then director of the now famous school which was established by de l'Epee years before. Sicard invited Gallaudet to visit the school where signs were used to teach the deaf (Di Carlo, 1964).

Gallaudet obliged Sicard and visited the French school where he learned their methods and met a deaf instructor, Laurent Clerc. Following a year of study Gallaudet was ready to return home to North America. He persuaded Clerc to return with him to help establish a school for American deaf students. Gallaudet returned to

North America with Laurent Clerc, who became the first deaf teacher of the deaf in North America (Pahz & Pahz, 1978; Di Carlo, 1964).

On April 15, 1817 with funds from the state of Connecticut, the United States Congress, and other sympathetic groups, Gallaudet and Clerc established the Institution for Deaf-Mutes. This school is presently called the American School for the Deaf. Shortly after, a New York school for the deaf was opened, and a large number of similar schools were founded in the next few years. All schools subscribed to the silent method of teaching the deaf. Laurent Clerc, who only intended to stay in America for a short time, remained there as an instructor for more than 40 years (Pahz & Pahz, 1978; Di Carlo, 1964).

### The Battle Rages On

The best method for educating the deaf has been a subject of fierce controversy for as long as there has been deaf education. It has often been called the hundred years war (Pahz & Pahz, 1978; Brill, 1971). The fundamental debate has been between the pure oralists who believe the deaf should learn to communicate through speech and lipreading alone, and those who advocate various degrees of manualism. Because research has never proved either method to be clearly superior the controversy continues.

In the mid 1900's a controversy developed over the instruction of deaf children, pitting against each other the founders of two opposed methods of instruction: de l'Epee, founder of the manual method, and Heinicke, founder of the oral method. While de l'Epee was employing signs in the education of the deaf, Heinicke was developing an education system for the deaf based on a purely oral approach (Di Carlo, 1964).

De l'Epee considered sign language to be a mother tongue for those who were deaf, and saw no reason to teach them articulation (Pahz & Pahz, 1978). Markowicz (1978) quotes de l'Epee:

The natural language of the deaf and mute is the language of signs: they have no other, so that they are not taught it. Nature and their own different needs guide them into this language. It matters little in which language one wishes to teach them; whatever it is they are all foreigners to it, and even the language of their country in which they are born provides no more facility than all the rest for rise in teaching them. (p. 267)

De l'Epee believed that signs were as functional for the deaf as speech was for the hearing (Di Carlo, 1964).

Heinicke adopted the philosophy of Locke, the founder of Empiricism (Garnett, 1967). Locke believed that thinking took place in words (sounds) which form part of experience. Inspired by Locke, Heinicke claimed that thinking was not possible without spoken language. A person who had not learned to talk therefore could not think.



As a consequence of this belief Heinicke set out to teach speech to the deaf so they might be able to think abstractly. He considered manual communication as being harmful to the intellectual development of the deaf (Di Carlo, 1964).

When Gallaudet returned to North America in the early 1800's, he and Clerc advocated the manual method of instruction for teaching the deaf. Fernandes (1983) delineates three factors that played a major role in the making of Gallaudet's decision. (1) a major influence on his decision was Dugald Stewart, a Scottish philosopher of the mind who Gallaudet admired and respected. Stewart helped convince Gallaudet of the validity of the French system of teaching the deaf. (2) Gallaudet's own observation of schools in England did not lead him to form any favorable idea of the oral method of instruction. (3) Gallaudet's vocation as a minister influenced his decision considerably. An evangelist committed to the spread of Christianity, Gallaudet felt that the British system with its slow tedious process of teaching speech was not suited to the urgent need to provide religious guidance and education to the deaf. So Gallaudet studied the French manual method of instruction and subscribed to it as the primary system of deaf education in North America.

The oral method in North America was later introduced by Horace Mann and Samuel Gridley Howe, two

other Americans who visited schools for the deaf in Europe. The Man and Howe oral method gained adherence with the establishment of the Clark School and Lexington School for the Deaf; these schools used as their system of instruction the oral method. The oral method was soon to become the primary mode of instruction to be used in schools for the deaf. Today the controversy remains, with the emergence of the philosophy of total communication in the 1960s, and the debate continues between the proponents of the oral method and of the total communication approach (Di Carlo, 1964).

### What is Oralism?

Oralism refers to a method of instruction that has as its goals the development of oral speech, as well as written language and mental abilities. The techniques used to accomplish these aims are speech training, speech-reading, reading, and writing. Children taught by the oral method are generally not permitted to use any form of sign language in their formal educational setting (Pahz & Pahz, 1978; Ogden & Lipsett, 1982).

Characteristics of oralists. Nash and Nash (1981) Vernon and Mindel (1971), and Stevens (1978) provide various defining characteristics of oralism advocates.

1. Oralists accept speaking as the universal medium of communication and see signs as

irrelevant to one's personal identity.

2. They display deep commitments to the need for spoken language, and believe that by speaking one is normal and a part of the hearing society, despite one's profound deafness.
3. Sign language is regarded as an inappropriate, unsophisticated mode of communication. Sign language is thought to be inferior to verbal communication. Furthermore, signs are thought to be mere gestures, and fingerspelling is described as an embarrassing slow imitation of spoken English.
4. American sign language is not considered by oralists to be a language with its own grammar and syntax. They recognize only English as a language.

Oralists also deny deafness as a cultural identity. The strong oralist, according to Davis and Silvermann (1960) believes that "every deaf child of normal intelligence can learn speech and lipreading, and because the deaf child must be motivated to use speech and speechreading constantly, any use of manual communication will interfere with the acquisition of speech" (p. 258).

Di Carlo (1964) summarizes the stance of the

oralist in three statements:

- "1. Deaf children should be taught lipreading and speech from the beginning.
2. Deaf children must be in an exclusively oral environment.
3. Systematic signing must be eliminated during the critical period of speech and language development" (p. 97).

The rationale for the oral method is that in order for the deaf to grow up and take their place in a world in which oral communication prevails, and in which the deaf will be able to participate effectively in a hearing society, they must learn the accepted and chief mode of communication; speaking (Department of Education and Science, 1968; Liddell, 1983; Davis & Silvermann, 1960). In order to integrate deaf children into normal society it is felt by many that education must advocate exclusive and intensive use of spoken language (Gregory, 1976).

The reason oralists demand exclusion of any form of manual gesture lies in the belief that use of signs prevent the learning of speech. The Department of Education and Science (1968) claims that if children learn to rely on fingerspelling or signs they will have fewer incentives and opportunities to practice the oral skills without which they cannot "mix freely with hearing people" (p. 61).

Pahz and Pahz (1978) quote Gardiner Hubbard on early attempts to incorporate both oral training and manualism:

They failed as they always will fail if attempted in a school where the sign language is the vernacular. A fair trial can only be made where articulation and reading from the lips form the only medium of communication taught and the only one allowed. The two cannot be carried on together. The language of signs is without doubt attractive to the deaf-mute and will be the language of his life if he is encouraged in its use. If the trial is to be made, if the experiment is to be fairly and honestly tested, it must be in schools established for that purpose, and under teachers earnestly and heartily engaged in the work, and at least hopeful of success. (p. 53)

The oral method has attracted much attention and much criticism from authors and professionals in the field of deaf education. Not all deaf children are taught to speak with proficiency and intelligibility. Only a very few, perhaps 5% to 10%, acquire speech skills for communication in a near-normal, non-frustrating way. The great majority of deaf, both children and adults, have non-functional speech (Stevens, 1978).

Vernon and Mindel (1971) attribute the implementation of the oral method to hearing individuals' misconception of the significance and importance of spoken language. Because the hearing talk out loud and consciously think inside with that same voice, they automatically assume that the appropriate educational goal should be

to help the deaf child develop the same capacity. Vernon and Mindel (1971) state that this stance assumes that speaking and thinking in the hearing person can be duplicated in the deaf by simply teaching them to speak. As a result, the educational focus on oralism is restrictive in nature; it forces deaf people to conform to an image of what hearing people think they should be. Oralism is a creation of the hearing, laden with their standards, expectations and rules and imposed on the deaf.

According to Nash and Nash (1981) oralism advocates are committed to a vision that maintains that deaf people can in fact perceive things as hearing persons do. Like Vernon and Mindel (1971), Nash and Nash (1981) see oralism as a system which assumes that through speech the deaf man will think and perceive just like the hearing man.

Pahz and Pahz (1978) agree with these views of oralism. They compare depriving a deaf child of his natural language - sign language - with depriving a blind child of braille. Pahz and Pahz (1978) state that depriving a child of the communication with which he feels comfortable is denying him a key ingredient in his developmental process.

The deaf community has also expressed its disapproval of the oral method of instruction. Markowicz (1978) quoted the National Association of the Deaf (NAD) as saying that they resent the fact that their education is restricted when subjected to oral instruction. Through no

fault of their own they have been denied all of the workable types of communication which should be open to them. "Time which could have been well-invested in acquiring knowledge has been wasted forcing children to concentrate on the unreliable arts of speech and lipreading" (p. 275).

A deaf girl who had been subjected to the oral method told her teacher that she resented not being permitted to relax and sign. The deaf girl said that her teachers made her believe that signing was a weakness, dirty, almost a symbol of failure. Ogden and Lipsett (1982) quote the deaf girl as saying,

"I'm not a hearing person. I still can't understand all of what is said. I don't feel comfortable with the hearing cause I miss so much and now that I'm learning to sign I feel uncomfortable with deaf friends because I miss a lot with them too. I just don't fit anywhere" (p. 90)

Markowicz (1978) wonders why professionals who deal with the deaf attempt to impose one mode of communication over another. He states "the deaf turn to sign language as their natural language in the same way that a hearing individual acquires and uses the language of the community in which he grows" (p. 276).

Vernon and Mindel (1971) assert that contrary to what the oralists want to believe, speech does not have primacy for the deaf child. Speaking for the deaf child is a technique that must be learned and practiced, yet is



never mastered. The reason, the authors say, is because the deaf child's natural communication - his natural language - is sign language. Yet oral teachers believe that they are teaching the deaf child his natural language because he is learning to use his vocal chords, his tongue and his lips in order to communicate, as the hearing majority do. What these teachers are actually doing is teaching the child a second language. The oralists deny that the child has a native language and they adhere to the teaching of speech - their own native language.

The process of teaching speech to deaf children has been described as a difficult and frustrating process for both the teacher and the student (Markowicz, 1978). The reward of such a process is considered the learning of words and this happens very slowly indeed. The slow process is partly due to the great difficulty of lipreading, as only 40% to 60% of English sounds are distinguishable on the lips (Pahz & Pahz, 1978). The oral process is measured in days or months, compared with the language development of the hearing child, whose new words and language forms develop too rapidly to be measured (Shifrin, 1982; Markowicz, 1978).

Getz (1953) quotes Pintner who has seen the painful struggle of student and teacher. Pintner states:

some deaf children's speech is comprehensible only to their close hearing associates, and it is a bitter

disappointment later on in life to find that what they have acquired through long years of hard work is useless when they meet a stranger.  
(p. 56)

Getz (1953) also quotes Keith, whose opinion is much the same as Pintner's: "Speaking from my observation of lipreading classes, methods, teachers, and students for more than thirty years, I have yet to meet a single one of the lipreading students or graduates who could understand ordinary rapidly spoken speech" (p. 56).

The criticisms of oralism are abundant, and the evidence of its success is scarce. What compels people to subscribe to such a method? Vernon and Mindel (1971) attempt to answer this question by providing some cliches which have been commonly employed to maintain a commitment to oralism.

1. "Every child deserves a chance at oralism" (p. 72). Vernon and Mindel describe this statement as the most common and destructive of the cliches used. It implies that one form of communication, namely speaking, is more important than another. This may apply to the hearing child but the authors declare that speech does not have primacy for the deaf child.
2. "If the child is taught fingerspelling and sign language he will never learn to talk" (p. 73).

This myth is dispelled by existing research which reports superior linguistic and academic achievement for children exposed to manual or combined manual - oral communication. The studies show that the manual groups were equal to or better than matched oral samples in speechreading (Vernon & Koh, 1969). Other research studies, Meadow (1968), Montgomery (1966), Quigley and Frisina (1961), and Stuckless and Birch (1966) have shown that children with early manual communication not only are more advanced when they enter school, but maintain this advantage throughout their school age years.

3. "The deaf must choose between the hearing and the deaf world" (p. 77). Vernon and Mindel (1971) state that this assumption "presents an artificial division which has been used to frighten parents into unrealistic programs and to justify outlandish educational endeavors" (p. 77). The hearing and deaf interact every day. Socially, however, deaf prefer other deaf people simply because of cultural ties and common areas of experience. Neither world is better than the other; it is

just a matter of personal preference.

### What is Total Communication?

Total communication is not a system, but a philosophy that incorporates the manual system and the oral system and whatever else is necessary to put the deaf child at the center. The main attribute is that the system revolves around the child to best utilize his/her learning potential. (Pahz & Pahz, 1978, p. 62). Schreiber (1977) quotes the NAD which defines total communication as,

the right of all deaf people to learn to use all forms of communication available to develop language competence. This includes the full spectrum - gestures, speech, formal sign language, fingerspelling, speechreading, reading, writing, and making use of any residual hearing through amplification. (p. 39)

In the early days of deaf education the manual method excluded any form of articulation training (speech training). The later addition of speech teaching and similar activities to the manual method led to the manual method being labelled the combined method. Not since the very earliest days of instruction did any educator advocate teaching deaf children by manual means only (Pahz & Pahz, 1978).

Prior to the emergence of the philosophy of total communication in the 1960s the oral method and the combined method constituted the two primary systems of educating deaf children in North America. The combined method, considered by many to be the forerunner of total communication,

consisted of the components of the oral philosophy plus various elements of manual communication. The combined method was charged with being fairly imprecise, in that it allowed a great deal of teacher flexibility. Generally this system was used with students who had failed to progress under oralism, and were labelled "oral failures" or "slow learners". So the combined method served as the last resort or last choice for parents of deaf children, and therefore was characterized by an inferior or negative image (Shifrin, 1982; Pahz & Pahz, 1978).

The inherent difference between the combined method and total communication lies in the attitudes of total communication advocates and their view of the child in the unique educational setting. The philosophical position of the person who promotes total communication is frequently summed up in the phrase, "fitting the method to the child rather than the child to the method" (Brill, 1971, p. 259). Unlike the oralists, total communication supporters believe that it is important to produce a well-educated, well-adjusted deaf person, rather than a pale imitation of a hearing person. Total communication is therefore a philosophy which supports any method of instruction which best benefits the deaf child: it recognizes that no single mode of instruction is equally effective with all students all of the time (Pahz & Pahz, 1978; Brill, 1971).

The proponents of total communication view sign language as a legitimate language and as a thing of beauty, not something that must be suppressed. Educators who adhere completely to the total communication philosophy try to instill in their students a sense of pride in their mode of communication and in themselves as members of a worthwhile and unique community and culture. This is a fundamental stance which marks the difference between oralists and the supporters of total communication (Pahz & Pahz, 1978; Garretson, 1966).

Because of the inclusion of sign language in the total communication method, a myth about this system has become predominant (Schreiber, 1977). The myth is that total communication consists of only sign language, and the adoption of this method will result in the elimination of speech and speechreading once and for all. This is not true, according to Schreiber (1977). The deaf population has always believed and continues to believe in the need and desirability of speech and speechreading. This same stance was revealed in Stewart's survey of a deaf community in British Columbia (1983).

The use of manual communication in deaf education has enhanced achievement levels in deaf children (Vernon, 1972). Vernon's study included the testing of language development skills. In addition it has been noted that deaf children of deaf parents have been found to have a

clear advantage in many areas of learning, compared with deaf children of hearing parents. Professionals have hypothesized that this is so because of possible early parent-child communication by means of manual language (Quigley & Frisina, 1961; Vernon & Koh, 1969; Stuckless & Birch, 1966).

Many authors in the field stress the paramount importance of parents, siblings, and other relatives of deaf children learning manual communication and communicating with the deaf child as early as possible (Vernon & Mindel, 1971; Erting, 1980; Nash & Nash, 1978). Early manual communication with the child is said to establish a relationship between parent and child, and to remove the rift that exists in homes where the oral method is endorsed (Vernon & Mindel, 1971). Erting (1980) suggests that early manual communication "seems to promote understanding and pleasure, so that as the communication improves the interaction improves too" (p. 164).

Unlike oralism, the total communication approach recognizes the need for early communication between child and parent that is clear and meaningful. This approach also recognizes that through the use of sign language, clear and meaningful communication between child and parent can be achieved. The child is given the opportunity to explore the world around him, to learn about morals, social codes and so much else parents ordinarily provide



for their children (Vernon & Mindel, 1971). The advocates of total communication consider sign language to be the optimum medium for this learning. Signs are considered clearly visible language symbols. Thus they are easier to use in the parent-child interaction. Signs are readily conveyed to the child because they have far less ambiguity than lipreading. In addition the signs can be easily duplicated (Erting, 1980).

Liddell (1983) asserts that if hearing parents would begin to learn sign language upon learning of their child's deafness, the communication barrier would disappear. He adds that the parents can attempt to teach the child to speak and lipread, but signing should be the primary mode of communication between the child and parent because it works. It is a vehicle through which the child can learn. It takes time and effort to learn sign language but the communication with the child makes it all worthwhile.

The total communication method is by no means without fault. Whetnall and Fry (1964) say that a child educated by total communication can communicate with a limited section of society - the deaf community. Studies in support of manualism and total communication have been described as invalid, unreliable, and inconclusive. So the battle over educational methods for the deaf continues. It is of great importance, however, that parents of deaf children be knowledgeable about the controversy, and choose

the method which best fits the learning potential and individual needs of the child. The method chosen should aid the child in his development and prepare him to take his place in society as a deaf individual. Obviously the decision about communication methods may be the most important one parents will have to make for their deaf child, as it will affect the child throughout life.

### Summary

The total communication approach requires that teachers of the deaf realize that no single mode of communication is equally effective with all of the students all of the time, and that the use of ASL in the classroom requires co-operation on the part of the teacher and student as to the choice of communication mode to be used. It is also important that educators recognize deaf culture and its implications for the education of the deaf children, and the value of the involvement of deaf individuals as decision-makers and teachers. Stewart and Donald (1984) quote Davila who stresses that deaf adults should be "active participants" and not "passive recipients" (p. 20) in implementing effective educational programs. The deaf community also expresses in Stewart's (1983) survey that they should be involved in the formulation and implementation of policies regarding the education of deaf children. It is the view of many professionals in the field of deafness (Cokely, 1980; Stokoe, 1978; Stewart, 1983) that

only through recognition and implementation of these attitudes and practices can total communication be truly effective. In the author's opinion, the adoption of these attitudes and practices are overdue.

### Interpreters

It is probably accurate to state that as long as there have been deaf people, there has been at least one group of individuals who have facilitated communication between the deaf community and the hearing community (Cokely, 1980). Historically this group of individuals has been made up of clergy and hearing children of deaf parents.

The Canadian Study of Hard of Hearing and Deaf (Wallace, 1973) reports that for years the clergy have probably provided the communication link that many deaf have had with the hearing culture. Consequently the members of the clergy have often had to assume the roles of social worker, psychologist, marriage counsellor, court interpreter and educational advisor. The report states that without the clergy's contribution, "the mental health problems of the deaf adult across Canada would have been catastrophic" (p. 52).

The children of deaf parents often grow up with sign language as their first language, and learn English

either in school or through interactions with hearing relatives and friends. Being fluent in both languages results in the use of these children as facilitators of communication. Cokely (1980) states that these informal facilitators lack the professionalism and quality control needed to reduce ambiguity and/or confusion, which typically accompany interactions of the deaf and hearing. Because of the need for training of such people a national organization of interpreters was established in 1964. The Registry of Interpreters for the Deaf (RID) is a national organization which serves as the certification body and central organization for all activities connected with interpreting. Since 1964 interpreting has come a long way. Today there are degree granting programs and certificate programs in many universities in interpreting for the deaf (Cogen & Mosely, 1984).

Hearing and deaf people interact everyday. A common outcome of such encounters is impatience, confusion and frustration. Many hearing people and deaf people choose not to be involved with each other because it is often too frustrating (Vernon & Mindel, 1971). There are two ways to alleviate some of the communication problems. The hearing person can learn sign language. Trybus (1980) states that hearing professionals in all fields who wish to serve deaf clients and co-workers effectively will need training programs which focus on basic sign language and

understanding the cultural and linguistic patterns of the clients they propose to serve. A second way to deal with the communication barrier is to use an interpreter.

Interpreters serve as communication bridges between the deaf and hearing people, much like foreign language interpreters bridge the gap between people who speak different languages. Interpreters are skilled and trained professionals who are fluent in ASL, and also have a thorough knowledge of the English language.

#### Where is an Interpreter Used?

A sign language interpreter can be used to facilitate communication in any situation where a deaf person who uses sign language is communicating with a hearing person (Canadian Co-ordinating Council on Deafness, 1982). For this reason an interpreter follows a strict code of ethics, which ensures that everything the interpreter hears or sees is kept strictly confidential, and that the messages are transmitted faithfully and with impartiality (Newfoundland Co-ordinating Council on Deafness, 1984).

In the United States and Canada all government agencies are required to make interpreters available in their interactions with deaf clients. Public schools, private schools, colleges and universities must provide interpreters for their deaf students. Furthermore, deaf business people often employ interpreters in conducting

transactions with hearing people (Ogden & Lipsett, 1982). In Newfoundland and Labrador Interpreting Services Centre for the deaf is used for legal aid, law enforcement, banking, and religious and social service purposes.

Every deaf individual has the right to an interpreter in order to gain access to information and services readily available to hearing people. Canada's Charter of Rights and Freedoms gives de facto recognition to the equality of sign and spoken language interpreting. The section reads: "A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter" (Canadian Charter of Rights, 1981).

### The Teaching of Sign Language

Research indicates that hearing people learned and used sign language with deaf persons long before formal educational institutions were established in North America (Groce, 1980). Most often deaf persons would teach hearing friends or relatives sign language so that the deaf and hearing could interact more easily. The first formal sign language class did not form until the 1960s. Nevertheless numerous sign language textbooks were published, beginning in 1856 with James S. Brown's Dictionary of Signs Used by Deaf People in America. The texts, which were called the



dictionaries, did little more than list English words with photographs or illustrations that showed a sign for each word (Cokely, 1980). The first text to be considered a legitimate dictionary of ASL signs was published in 1965 and was written by William Stokoe, Dorothy Casterling, and Carl Cronebery. According to Cokely (1980) this book was the first attempt to organize signs based on linguistic principles. In the text signs are organized according to features of the signs themselves. The book provides some information about variation in signs. Since the publishing of this text, many types of books about sign language have been published, each with its own specific purpose and approach to the teaching of sign language (Stokoe, Bernard & Padden, 1976; Cokely, 1980).

In 1967 the National Association of the Deaf received the first of a series of government grants to establish the Communicative Skills Program (CSP). One of the goals of the CSP was to become a natural resource centre for individuals and institutions who wanted guidance with teaching sign language. One of the initial projects of the CSP was the implementation of pilot sign language programs - one in each region. Classes were begun in September 1963, with a total of 146 students in beginning classes. By 1972, intermediate and advanced level classes were also being offered. The average total enrollment in these pilot programs was approximately 875 per year for



the first five years. The first text used in these classes was Say it With Hands by Lou Fant. As CSP sponsorship and funding for these pilot programs was gradually phased out, each program assumed responsibility for seeking its own funding, and several programs began to develop their own materials (Cokely, 1980).

With the rapidly growing number of sign language students the need for trained sign language teachers became apparent. In response CSP established a national organization of sign language teachers in 1975 called Sign Instructors Guidance Network (SIGN). The organization seeks to upgrade the skills of sign language teachers by providing workshops and short-term training, evaluating, and certification of sign language teachers. In the realization that sign language teaching was becoming a profession, CSP obtained a grant to establish a national consortium of programs in 1978 to train sign language instructors. This consortium of programs, located at ten different universities in the United States, offers a Masters Degree in teaching sign language. The curriculum includes such courses as Structure of ASL I and II, Introduction to American Deaf Culture, Second Language Training and Learning, Sign Language Teaching, Sign Language Evaluation, and Basic Training of Sign Language Instructors (Cokely, 1980).

Cogen and Mosely (1984) report that in a recent

survey of college and university sign language programs, 79% of those sampled reported that they offer ASL classes. sixty percent of the programs in the sample group indicated that they were experiencing an increase in student enrollment; some reported dramatic increases. The evidence clearly demonstrates that sign language classes have indeed grown in popularity within a few years.

In a relatively short time much has happened in the field of sign language teaching; from the CSP's beginnings 18 years ago with pilot classes for 146 students to the present time when there are more than 400 colleges and universities offering sign language classes (Cokely, 1980); from sign language instructors who were willing but untrained to Master's programs in teaching sign language; from sign language materials that were basically picture lists to texts that focus on ASL as a language and to the teaching of sign language through the television medium (Abbass, 1984); from relying upon incomplete information in preparing sign language classes to relying upon linguistic research as a base of preparation (Stokoe, 1978; Woodward, 1980). Considering such achievements in a relatively short period of time, the day is approaching when sign language instructors can be considered colleagues of other foreign language teachers (Cokely, 1980; Cogen & Mosely, 1984).

## FRONT END ANALYSIS

## The Instructional Development Model

In order to expedite the development of the Signs of Sound videotape series the instructional developer followed Thiagarajan's Four-D Model (1974). This particular model provides a comprehensive guide for the development, evaluation, and dissemination of instructional materials. The four stages of this model, as outlined by Thiagarajan, Semmel and Semmel (1974), are define, design, develop, and disseminate (see Figure 1).

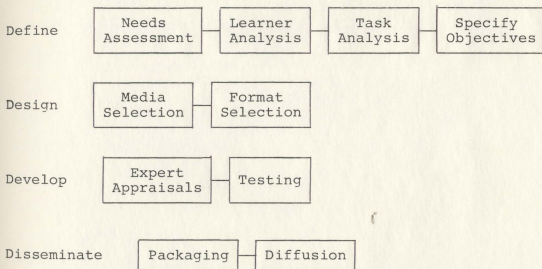


Figure 2. Thiagarajan 4-D Model.

## Learner Analysis

Although the language of silence has been used in North America for almost 200 years, it has been only recently that the general public has shown much interest in learning sign language. Statistics show that there is a growing number of people who wish to communicate with the deaf in the language of the deaf, rather than through some language imposed on the deaf by the hearing culture (Falberg, 1963; Cogen & Moseley, 1984).

Of this growing number of people interested in learning sign language, parents of deaf children and siblings of the deaf constitute the majority. This particular group was the primary audience of The Signs of Sound videotape series.

A secondary audience for the series consisted of any individuals who had a genuine interest in learning sign language, or who might in their daily interactions encounter deaf individuals. Constituents of this target group included professionals in all areas: doctors, lawyers, policemen, employers, nurses, social workers, teachers, church workers, and co-workers, relatives, and friends of the deaf.

### Primary Audience Characteristics

The majority of the members of the primary audience are adults, living anywhere in Canada. The adult

parent learner is generally serious and responsible in a learning situation. Members of the primary audience are highly motivated by the necessity to communicate with the deaf child or sibling. The age range of this group has no upper ceiling. There is variety in intelligence and achievement levels among group members. While a few may have university and post-secondary education the majority have experience in education up to the high school level.

### Secondary Audience Characteristics

Members of the secondary audience are mostly adults, living anywhere in Canada. The group's members are generally responsible and serious in a learning situation. This audience is also highly motivated by interest in sign language rather than by necessity to learn the language. The age range of the group has no upper ceiling. There is variety in intelligence and achievement levels among group members. The majority of the group are professionals and therefore they have experience in university and post-secondary education.

The individuals who would view the videotape series would do so because they could not attend regular sign language classes for one or a combination of the following reasons:

1. The individual has been placed on a waiting list because regular classes are full.

2. The individual's work schedule does not permit attendance at such classes.
3. The individual is not within geographical distance to attend sign language classes.

With these circumstances in mind, The Signs of Sound videotape series was designed as a self-instructional unit consisting of the actual videotape, a viewing guide, and an evaluation sheet.

#### Subject Matter Competence

In order to discern the audience's subject matter competence, the developer designed and distributed a questionnaire to a sample of the audience. This tool explored various aspects of their knowledge of sign language and their understanding of communicating with the deaf community.

The questionnaires revealed that many of the sample group encountered a deaf individual infrequently, except for those members who were parents or siblings of the deaf. Those who did encounter deaf individuals talked loudly to the individual, exaggerating lip movements, expecting the deaf person to read lips. Others retreated to pad and pencil communication when dealing with a deaf person. Some tried communicating through the use of the manual alphabet, most often meeting with failure and frustration. A few individuals tried a form of pantomime

but it had little effect. A small number of the respondents reported that they refrained from even interacting with the deaf because of the communication barrier, which they anticipated to be frustrating and disturbing.

Many of the respondents reported that they found the language of signs fascinating and would be interested in learning this language. Very few of the respondents knew much about sign language or deafness. A considerable number reported proficiency in performing the manual alphabet. The majority of those surveyed indicated that they had knowledge of fingerspelling cards. Very few respondents knew many complete signs of the language of silence, with the exception of the signs of hello, good-bye, and go.

The questionnaires also revealed some misconceptions about sign language. One misconception was that if people knew the manual alphabet they automatically knew sign language. This misinformation prompted the developer to address this issue in the videotape series. Another misconception was that sign language is simply a manual method of coding English and not a language in and of itself. Recognizing this belief, the developer included in the introduction information to dispel the myth.

### Attitudes

The overall attitude of those surveyed toward learning sign language was very positive. Both the primary



and secondary audience samples agreed that the swiftest and easiest way to communicate with the deaf is through sign language.

Parent respondents perceived the learning of sign language as a necessity in penetrating the communication barrier between themselves and their deaf children. Parents indicated that they realized the importance of communicating with their deaf child and making the child feel like an integral part of the family. Oftentimes the handicap of deafness emotionally excludes the child from the family (Heubener, 1977). Early and meaningful communication with the deaf child enables the child to feel like an equal and valuable member of the family unit. In addition, the parents reported that by learning sign language they would be able to grow and learn about deafness, the deaf community, and the native language of the deaf along with the child.

The secondary audience sample, consisting of mainly professionals, responded favorably to learning sign language. Many professionals believed that in order to serve and interact with deaf clients more effectively and efficiently, a basic knowledge and understanding of sign language and of deafness would be beneficial. It is this goal of upgrading services and relations with the deaf that served to motivate the secondary audience to learn sign language. In comparison with the primary audience

who interact with the deaf daily, the professional interacts with the deaf at very specific times and on a very different level. Many service centres for the deaf across Canada have attempted to meet some of the communication needs of certain professionals through the publication of brochures. These publications provide the professional with information on how to interact with a deaf client, and include a few appropriate signs that may facilitate the communication process. The pamphlets cater to very few professional fields: hospital staff, dentists, and pharmacists. Furthermore a limited amount of information is provided and the static line drawings are inadequate in many situations. Many of the respondents in the secondary audience noted the existence of these materials but expressed the desire to learn many other signs, more about deafness in general, and sign language as a language in a more active and real manner. They suggested real life demonstrations by a sign language teacher in a class situation or on videotape.

A smaller number of the respondents in the secondary audience did not belong to the professional majority. These people expressed a genuine interest in learning sign language. They reported it to be a fascinating and very expressive mode of communication. Their deep interest is the motivating factor for this group. The interest exhibited by this relatively young adult group may be an indication of sign language proficiency becoming a trend.

The group expressed the desire to communicate with deaf individuals, deaf friends, and even other hearing persons who were familiar with sign language.

### Language Level

The language level of both audiences is minimally grade eight, as the members of the group are considered to be members of the general public.

### Tool Skills

The audience must know how to use a videotape cassette recorder (VCR) and a television. With the vast number of homes having VCRs and the resemblance of VCRs to audio tape recorders, it is assumed that most people are familiar with the operation of these machines.

## Task Analysis

Task analysis is a preliminary step in the instructional development process. "It is the means by which the instructional task is broken down into various component subtasks" (Thiagarajan, Semmel, & Semmel, 1974, p. 31). A task analysis forms the basis for the design of both the instructional materials and evaluation instruments.

There are specific tasks or behaviors that the learners must perform that are necessary for an understanding of the basics of sign language. These tasks are

shown in hierarchial order.

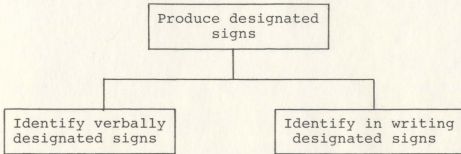


Figure 3

Figure 3. Task analysis for Signs of Sound instructional series.

### Behavioral Objectives

Once the tasks necessary for learning have been determined they must be stated in terms of objectives of the instructional materials being designed. Behavioral objectives are closely linked to design and evaluation in instructional development. Behavioral objectives facilitate wise planning of an instructional unit. When objectives are arranged in sequence they can indicate the sequential development of the instructional materials.

Behavioral objectives are used to evaluate the effectiveness of this package. In essence behavioral objectives specify the behavior, verbal or nonverbal, expected after the presentation of the instructional package.

1. Upon viewing any one instructional unit  
90% of the students will physically produce,  
with 90% accuracy, designated signs that have  
been demonstrated, for identification by  
other group members.
2. Upon viewing any one instructional unit 90%  
of the students will verbally identify various  
designated signs produced for them by other  
group members.
3. Upon viewing any one instructional unit the  
students will then view the same instructional  
unit with the sound turned down. In this  
situation 90% of the students will identify  
in writing the signs produced for them by the  
actors on the videotape.

## EVALUATION

Efficiency and effectiveness are the two key words in the evaluation process. To evaluate the effectiveness of instruction is to determine whether the learning experience accomplishes what it is meant to accomplish. To evaluate the efficiency of instruction is to determine whether the learning experience is worth the time and effort required. To answer these questions various experts are consulted throughout the instructional development process, allowing changes and improvement to occur at each stage.

### Expert Appraisals

#### Content Experts

Two content experts were chosen to appraise the instructional package. One content expert was a trained sign language interpreter and the coordinator of the sign language classes available in St. John's. The instructional developer felt that this person's knowledge of sign language and her familiarity with the format of a basic sign language course would provide a thorough evaluation of both the content and the sequence of the proposed instructional series.

The second content expert was a deaf person who was the office manager of the Interpreting Services Centre

for the Deaf. He also teaches sign language classes and is president of the St. John's Association of the Deaf. With his extensive knowledge of many sign language learners, his respected position in the deaf community, and his experience with hearing parents, this person would serve as a valuable content expert.

The first meeting with these experts occurred upon completion of a rough draft of the script for the first unit of the series. In general the content experts were very pleased with the script. They felt that all of the important information was included and that the approach was appealing. They felt that the inclusion of information on sign language and its history in North America would motivate students to learn the language of signs. They felt that the script would be effective in achieving the objectives, and that the behavioral objectives were realistic and concise. Only one or two minor changes were suggested and incorporated.

At this meeting the instructional developer, along with the content experts, arrived at the conclusion that it would be impossible to teach ASL in just five short video units. It was decided that the principle aim of the series would be to teach the basics of sign language, and include in each unit a discussion on some of the features of ASL as a language. Upon reaching this decision the content experts suggested that the content of these



tapes be basic in nature and advance as the units progressed.

The instructional developer, in accordance with the stated aims, devised a list of words that she thought might be included in the series. This list was presented to the content experts in another meeting for their scrutiny. The experts marked those signs which they felt to be necessary for a learner to know. The instructional developer then grouped these signs into families such as colors, people, and things. These signs were then placed in the five units of instruction. Each unit had words belonging to each family, and were identified as such by a graphic illustration. The content experts then examined the distribution and sequencing of these signs in terms of (1) signs necessary to know, and (2) relative difficulty of each sign. The content experts commented that the grouping of signs into families would help students learn sign language more easily. They also noted that the idea of a graphic illustration to separate the sections was very effective in breaking the content up into comprehensible units. The experts said that the number of signs included in each unit was appropriate and that the sequencing of the content was very good.

The next meeting with the content experts occurred after completion of the content of the sections discussing features of sign language. The experts said that the

features discussed were important ones and that their positioning throughout the series was appropriate. They added that the instructional developer's approach in these sections was accurate and concise and that these sections would enhance the learning experience. With regard to the practice sentences developed, the experts found them to be basic and effective, making use of the many signs covered in the units.

During the rehearsals of the series the content experts were often consulted about the most appropriate sign to be used for a word, because in some cases there were many different signs for one English word. Decisions were based on which signs were used most often, by whom, and in what context.

Content experts were also consulted upon completion of the rough draft of a viewing guide for the series. Both experts were pleased with the proposed layout and content of the material. They found the content to be concise, informative, comprehensive, and very effective in aiding learners to view the series more easily. They praised the simplicity of the guide in terms of not distracting the student during the learning process. They particularly liked the idea of having the content of the six tapes displayed on the three inside panels, saving the learner from flipping panels for each unit (See Appendix F). The experts also thought that the use of

Signer Sam (a cartoon figure) was refreshing (See Appendix E). The inclusion of the manual alphabet was thought to be useful. While the manual alphabet was discussed and shown in the first tape, it was stressed that the manual alphabet was not sign language but a supplement to it. The alphabet was placed on the back panel of the brochure, which the experts thought was appropriate.

### Print Expert

The Executive Director of the Interpreting Services Centre for the Deaf was chosen as print expert for the viewing guide. A former graphic artist, it was felt that his suggestions would be valuable in producing an effective guide, since he had produced a series of pamphlets and designed a logo for the centre.

Upon examining the rough draft of the viewing guide, the expert suggested that the viewing guide utilize the same front panel layout as other materials of the Interpreting Services Centre, since the series would be distributed through and identified with the Centre. This suggestion was incorporated in the design of the material. The print expert noted the layout was attractive and consistent. He agreed with the content experts that the use of Signer Sam character was refreshing. He also commented on the wise use of white space, considering the volume of content included. The Executive Director assisted in the final layout.

### Media Expert

The instructional developer consulted with the Director of the Division of Learning Resources, Faculty of Education at Memorial University of Newfoundland as media expert for the Signs of Sound series. This expert has had many years of experience in the production of mediated materials in all forms. His knowledge and experience would enhance the quality of the series.

The expert examined all graphics proposed for the videotape series. He stated that the graphics were of good quality and very attractive. He added that the use of the cartoon character would help to divide the content into manageable units. He also found that the character represented humour and therefore added to the enjoyment of the learning experience.

The expert viewed an edited portion of the series and commented that the edits were clean and very impressive. He suggested that some edits be redone because it appeared that the actor was jumping across the screen. These errors were immediately corrected.

The expert also viewed the final product. He expressed the opinion that the series was very professionally done and very effective in achieving the desired outcomes. He added that the programs were very appealing, and the scenes included in the series were appropriate and attractive.

### User Appraisal

There are numerous potential users of the series. One is the Interpreting Services Centre for the Deaf. Representatives noted that the series was very professional and outstanding. They stated that both the series and the viewing guide were appealing, well organized, and consistent, and acting in the television series was excellent.

Another possible user is the School for the Deaf. Representatives from that establishment enjoyed the series and commented on its appeal and approach. They expressed pride in having such a series available for hearing people.

The teachers of sign language classes might also be considered as potential users. Two teachers stated that the series should be used as an introduction to level I sign language classes. They commented that the Signs of Sound is the only series available that provides a brief explanation and history of sign language.

Various hearing societies throughout Canada requested copies of the series. One such organization responded that the introduction on deafness and sign language was the best they had ever seen. They also reported that they found the tapes static and attributed it to the fact that the actors were nervous amateurs. The instructional developer feels that this response is one based on ignorance regarding the objective of the series. The basic aim was to teach the basics of sign language.

Any frills, gimmicks or stunts would interfere with and perhaps prevent the acquisition of sign language skills. It is through the "static" or simple approach that learning is achieved.

The deaf community might also be classified as potential users of the package, providing copies of the series to hearing relatives or friends. Members of this group reacted positively to the series. They felt that the signs were appropriate and accurate. They did not approve of the use of a hearing person posing as a deaf person in the introductory unit. The decision to use a hearing person in that acting role had been made because of time and monetary constraints, and a girl with deaf parents was selected. The developer felt that her close affiliation with the deaf community and with sign language justified using a hearing person.

#### Pilot Testing

A group of eight learners from a level one sign language class took part in the pilot testing of the instructional series.

#### Testing Procedure

The learners were administered a pretest to ascertain the prior level of knowledge of sign language. The instructional developer produced a series of signs to

be covered and the learners recorded the meaning of these signs. The group was then shown one of the six units of the videotape series. After viewing the tape group members took part in an activity to test their ability to physically produce and identify the signs contained in the unit just viewed. The activity made use of a set of cards. On each card was written one of the signs covered in the unit. The cards were distributed among the learners. Each learner produced the sign written on his or her card, and other members identified the signs. The instructional developer, with the assistance of the sign language teacher, observed the activity and evaluate each learner's performance with respect to the following criteria outlined by Pocobello and Boardman (1984):

1. The sign recall of the person making the sign.
2. The production of the sign with regard to handshape, movement, and location.
3. The ability to successfully identify the signs produced.

Upon completion of the activity the learners viewed the same unit, this time with the sound turned down. Each student was required to write down the signs they observed.

#### Evaluation of Activity

The learners displayed very few difficulties with



either the production or the identification of signs. The sign language teacher commented on the ability of the students to accurately duplicate the formation of signs and to recognize the signs so readily. A small number of learners had some difficulty distinguishing between two particular signs that differed only in their location. Learners experiencing this difficulty were later tested by the instructional developer, and were able to successfully identify and distinguish between the two signs. Students who were noted as having difficulty with the handshape, movement, or location of a sign were later tested and were successful. The criterion of 90% of the students achieving objectives of producing and identifying various signs was met in the exercise.

### Test Results

Pretest scores ranged from 0% to 31.25% with a mean of 10.15%. Posttest scores ranged from 87.5% to 100% with a mean of 94.53%. Average gain was 84.38%. The criterion of 90% of learners achieving objectives with 90% accuracy was met (see figure 4).

### Item Analysis

Overall there was significant improvement between the pretest and posttest scores, as demonstrated by the item analysis in Table 2.

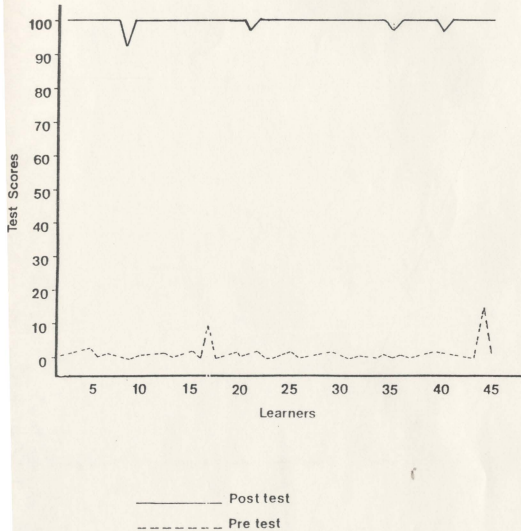


Figure4. Results of the pretest and posttest for the individuals in the pilot group.

Table 2. Item Analysis of Pretest and Posttest for  
Individuals in the Pilot Group.

	Learners															
	a <sup>1</sup>	a <sup>2</sup>	b <sup>1</sup>	b <sup>2</sup>	c <sup>1</sup>	c <sup>2</sup>	d <sup>1</sup>	d <sup>2</sup>	e <sup>1</sup>	e <sup>2</sup>	f <sup>1</sup>	f <sup>2</sup>	g <sup>1</sup>	g <sup>2</sup>	h <sup>1</sup>	h <sup>2</sup>
1	-	+	-	+	-	+	-	+	+	+	+	+	-	+	-	+
2	-	+	-	+	-	+	-	+	+	+	-	+	-	+	-	-
3	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
4	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
5	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
6	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
7	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
8	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
9	-	+	-	+	-	+	-	+	-	+	-	+	-	-	-	-
10	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
11	-	+	-	+	-	+	-	-	-	+	-	+	-	+	-	+
12	-	+	+	+	+	+	+	+	+	+	+	+	-	+	-	+
13	-	-	+	+	-	+	+	+	+	+	+	+	-	+	-	+
14	-	+	-	+	-	+	-	+	+	+	-	+	-	+	-	+
15	-	-	-	+	-	+	-	+	-	+	-	+	-	-	-	+
16	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+
Totals	0	14	2	16	1	16	2	15	5	16	3	16	0	14	0	14

+ indicates that the respondent identified the item correctly, - indicates that the respondent did not identify the item correctly.

a<sup>1</sup> = pretest      a<sup>2</sup> = posttest

### Evaluating the Experience

A Likert-type attitude scale was devised to determine learner attitudes and impressions of the experience (see appendix D). Overall the learners enjoyed the presentation and commented that the group activity helped in learning the signs and remembering them.

Some learners stated that the use of the visual medium was a very effective way to learn sign language. The learners commented on the organized approach of the series. One person especially liked the use of the cartoon character, noting that the device was helpful in organizing the content. The learners noted the professional quality of the series, and suggested it be telecast on all local channels. In general the learning experience was an enjoyable and effective one.

### Final Product Testing

Forty-five level one sign language students served as the audience for the main testing of the instructional package. They were enrolled in three different sections. The testing was conducted with each section. Each group consisted of approximately 15 learners. Parents of deaf children made up the majority of this particular group. Other group members were health care professionals, businessmen, lawyers, policemen, teachers, social workers, government employees, and co-workers, relatives, and friends

of the deaf. All members of the group lived in St. John's and surrounding areas at the time of the testing. They ranged in age from 20 to 70. Each learner had a specific reason for enrolling in a sign language course; these reasons served as motivating factors for learners to acquire sign language skills.

### Testing Procedure

The testing took place during the first class of a sign language course, therefore it was assumed that those enrolled had little knowledge of the language of the deaf. The pretest took the form of a crude and random arrangement of various signs on videotape.

Each class was then shown the introductory unit of The Signs of Sound which discussed deafness and the native language of the deaf community. One instructional unit was then shown to the learners. Each class viewed different instructional units, so that the entire series was tested. Upon viewing one unit the class formed two groups. Each group was given a set of cards. On each card was written one of the words presented in the unit. Each learner produced the sign for the word on the card in his or her possession; it was then identified by other group members. Group members also attempted to identify the signs their classmates produced. The instructional developer and the sign language teachers observed the performance of learners during the activity.

Following the activity the learners viewed the same unit, but this time with the sound turned down. They attempted to identify the signs produced by the actors. The same process was repeated for another instructional unit. Each class was tested on two instructional units of the series.

### Evaluating the Activity

The performance of the learners was evaluated by the instructional developer and the sign language teacher using the criteria of sign recall, sign production, and sign identification. The instructional developer noted the ability of most of the learners to accurately identify and produce signs. With very few exceptions the learners were able to physically produce the signs with 90% accuracy. More than 90% of the learners were able to successfully identify the signs made for them by other learners. Those learners who experienced difficulty with the formation and identification of signs were assisted by the instructional developer and the sign language teacher. These students were later tested on those signs which had created difficulty and all performed successfully.

The instructional developer felt that learners might have received context clues from the soundless videotape, such as the actors mouthing of words of the graphic organizer. Such clues might have aided the learners in identifying the signs. A test was conducted

in which the learners, one by one, identified signs produced by the presenter. This test was successful, with all learners accurately identifying signs produced. It can therefore be concluded that the results obtained indicated that learning took place.

### Test Results

Pretest scores ranged from 0% to 44.11% with a mean of 2.2%. Posttest scores ranged from 94.11% to 100% with a mean of 99.67%. Average gain was 97.47%. The criterion of 90% of learners achieving objectives with 90% accuracy was met (see figure 5).

### Evaluating the Experience

A Likert-type attitude scale was devised to ascertain the learners' impressions and opinions of the experience. The form was distributed at the end of each presentation. In general the audience enjoyed the presentation. Many agreed that the approach used was fun and gave them a chance to practice what they learned, as well as to interact with other sign language learners.

They felt that the series was clear, well-organized, appealing, effective, and much needed. The length and level of each unit was thought to be appropriate. Many learners appreciated the use of Signer Sam for organizing the content and for adding humour. The point of interest sections were thought to be interesting and full



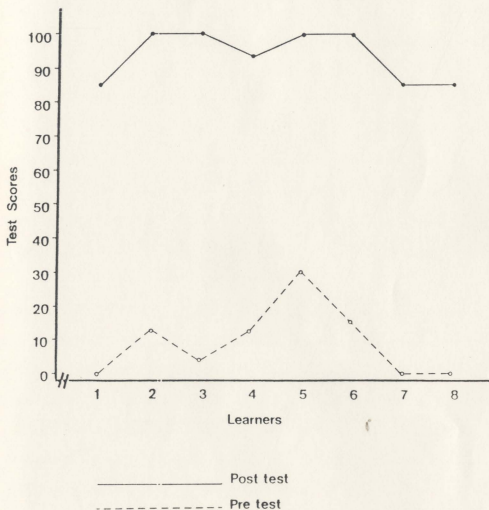


Figure 5. Results of pretest and posttest for the individuals in the main group.

of useful information. The practice sentences were found by the majority to be helpful as they brought the individual signs together in a useful way.

Many agreed that the introduction was particularly good. They liked the information given on deafness and on the language of signs. The introduction created awareness, which is necessary before the communication gap between the deaf and hearing can be closed.

The learners found the pamphlet very appealing, organized, and helpful. The length was believed to be appropriate and the information interesting.

A number of learners expressed the opinion that the series would be excellent for distance education programs or for families of the deaf in isolated communities.

Other learners agreed that the series should be used at all levels of education, from elementary to university. Many felt that the series should be broadcast nationally and that organizations such as government agencies and corporations with deaf staff members should offer the series to their employees. A large number of learners agreed that another series should be produced as a continuation of the first series.

## DISSEMINATION

The videotape series along with the viewing guide are currently being distributed by the Interpreting Services Centre for the Deaf. The packages are distributed to various individuals and groups upon request. The distributor has made the series available on 3/4 inch, VHS, or Beta formats. The tapes may be borrowed at no cost or purchased for a fee of \$25.00.

There have been requests throughout Newfoundland and Labrador for the series. Packages have also been sent to British Columbia, Winnipeg, New Brunswick, and Alberta. An evaluation form concerning the series is enclosed with each package and the completed forms have been returned. The overall evaluation has been quite positive to date.

The series is also broadcast on a weekly basis over a local community channel. The viewers may obtain a viewing guide by dropping in to either the television station or the Interpreting Services Centre for the Deaf, or they may write either of these organizations for a viewing guide to the series.

The individuals or groups requesting the series come from many different sectors of the community. The tapes have been sent to parents and families of the deaf, government agencies, hospitals and service agencies for the

deaf. The series is also being used as a teaching tool for sign language instructors. It is used as an introduction in level one sign language classes. The inclusion of sign language features and history, as well as the discussion on deafness warrants its use in such a setting.

The dissemination plan of the Centre is functioning effectively and the series is meeting a major need in the community.

## SUMMARY AND RECOMMENDATIONS

### Summary

The results of both the pilot testing and the final testing indicate that the instructional package was successful in teaching the basics of sign language to the learners in both groups. The improved performance on the posttest by all learners suggested that the videotape series was instrumental in this increase, since the posttest was administered immediately following the learning experience. Judging from the comments and opinions of the learners, in addition to the scores on the posttests, it can be concluded that the instructional package - The Signs of Sound - accomplished its objectives; to teach the basics of American Sign Language and to provide the learners with the relevant information on deafness and the language of signs to heighten their awareness and appreciation of the deaf and their native language.

### Recommendations

The Signs of Sound videotape series has been developed successfully in accordance with Thiagarajan's Four-D Instructional Development Model. The series has been tested and shown to be effective. The instructional developer makes the following recommendations:

1. The series covers a minute portion of the language of signs. It is recommended therefore that another series be produced to act as a sequel or continuation of the first series. The second series, perhaps called The Signs of Sound II, could include more advanced signs and concepts of sign language. It could perhaps emphasize such things as numbers, days of the week, and the telling of time in sign language. The point of interest sections might discuss rules and grammar of sign language, sentence structure, and syntax.
2. The series was produced by an outside consultant. The instructional developer suggests that community service channels should seek out sponsorship for similar endeavors and initiate such projects. By the same token, organizations such as the Newfoundland Co-ordinating Council on Deafness and the Interpreting Services Centre for the Deaf, or any other organization, should look to community service television groups to produce needed materials. It is the mandate of a cable station to spearhead projects and to offer

services and facilities to community groups. Community groups should ensure that cable stations fulfill their mandate.

3. The television medium has proved to be very effective in accomplishing the objectives of this project. The instructional developer recommends that this medium be considered more often when producing instructional materials. It is understood that the television medium is not appropriate for all instruction. Nevertheless the instructional developer suggests that the advantages of this medium be considered seriously when deciding on instructional media and formats. It is recommended that organizations look to the television medium as a viable means of training, teaching, or creating awareness of chosen audiences, especially when distance education is desirable.



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## APPENDIX A



Job Description for Coordinator of Sign LanguageVideotape Production

The coordinator would be expected to perform the following tasks:

1. coordinate a development and production of videotapes to be utilized by interpreting services for the inservice of present and potential employers, and job colleagues;
2. plan structure, content, and format of sign language videotapes;
3. develop scripts for sign language videotapes;
4. produce sign language videotapes, including direction and editing;
5. supervision of a production team.

## APPENDIX B

Scripts for Videotape SeriesUnit One

Note: Unless otherwise stated the actors are facing  
Camera 1 when signing.

Visual	Narration
Graphic: Newfoundland Co-ordinating Council on Deafness	(Music begins and continues throughout)
Graphic: Interpreting Services	
Graphic: In Cooperation with Avalon Cablevision	
Graphic: Present	
Graphic: The Signs of Sound	
Graphic: Unit One	
A Busy City Street	Hearing is a sense that allows us to communicate
Medium Shot of Policeman directing traffic	
Long shot of people crossing a street	
A close-up of a walk signal light	
A medium shot of people crossing street	

## Visual

Medium shot of three young people sitting on a park bench laughing and chatting.

Close-up of one of the young people.

A Medium two-shot of the other two young people.

Some people picnicing on the grass.

A father pushing his child on a park swing.

Some young boys sitting on the grass eating their lunch.

Medium shot of three little boys in the park throwing rocks in the water.

Medium close-up of a little boy in a stroller.

A long shot of the city of St. John's.

A medium shot of Cabot Tower.

A long shot of St. John's Waterfront.

A long shot of a babbling brook.

## Narration

A look, a shift in body posture can communicate meanings but without the vital link of language, human communication as we know it would not exist.

One out of ten Canadians is deaf or hard of hearing.

Two million Canadians suffer from some form of hearing loss.

Two hundred thousand of these are profoundly deaf.

In Newfoundland and Labrador alone there are more than 400 deaf individuals.

Deafness is the largest physical disability in Canada today.

## Visual

A long shot of a ship in St. John's Harbour.

A long shot of a group of children playing on the grass.

A long shot of a mother, daughter and grandson strolling in the park.

A long shot of ducks in a pond.

A medium close-up of some young people chatting.

Medium shot of CBC building.

Medium shot of Memorial Stadium.

Medium shot of the Queen Elizabeth II Library at Memorial University of Newfoundland.

Two girls sitting on a bench using sign language to communicate.

Extreme close-up of hands as they are signing.

Close-up of one of the girl's faces as they are communicating in sign language.

## Narration

Because deafness is invisible, it is the least understood handicap.

Those with a hearing loss are virtually cut off from our world of communication.

Loss of hearing means more than loss of sound.

It can mean loss of social interaction,

information,

recreation,

and education.

The deaf community in Newfoundland and Labrador and deaf communities all over Canada use sign language to communicate with one another.

The term sign language is used to describe all forms of manual communication.

## Visual

A medium shot of the two girls standing and speaking to one another using sign language.

A long shot of the same two girls communicating in sign language as they ascend a shopping mall escalator.

A medium shot of the same two girls sitting having a coffee and chatting using sign language.

Medium close-up of one of the girls signing.

A slow pan from Cabot Tower out to the ocean.

A long shot of the city of St. John's.

A medium shot of a deaf girl interacting with a cashier at a grocery store.

A close-up of deaf girl signing frantically and looking frustrated.

## Narration

It is a language in which visibly distinct units called signs do the work of spoken words.

The movement of hands and arms, facial expressions and pantomime replace the spoken elements of language.

The eyes instead of the ears receive the message.

The origin of this language, with its own grammatical structure and syntax, traces back to the early 1800s when a man named Gallaudet travelled to Europe to study methods for teaching the deaf.

He returned with a new-found knowledge and a French teacher of the deaf.

The deaf and the hearing interact everyday.

A common outcome of such encounters is frustration and impatience because of the communication.

## Visual

A close-up of the cashier looking embarrassed and frustrated, and looking for some assistance in dealing with the deaf individual.

A medium shot of the two people looking frustrated and upset with the encounter.

A medium shot of a mother with her baby in the park.

A medium shot of three ladies walking down the street.

A medium close-up of a well dressed man walking down the street.

A medium close-up of policeman directing traffic.

A medium shot of the same deaf person and cashier. This shot shows the two people communicating successfully.

A close-up of deaf girl smiling.

A close-up of cashier smiling.

A medium shot of the two people looking comfortable and pleased with the interaction.

A medium shot of a lighthouse.

## Narration

If you are a parent,

teacher,

lawyer,

or policeman you may have been frustrated by these meetings.

A basic knowledge of sign language can help alleviate some of the frustration and impatience.

This videotape series will give the viewer a basic understanding of sign language for beginners.



## Visual

A medium shot of the boats docked at the St. John's waterfront.

A medium shot of a busy street.

A slow pan from a busy street and zoom into the door of the Newfoundland Co-ordinating Council on Deafness offices.

An establishing shot of an office then zooms into a medium shot of lady sitting behind a desk. The lady's chair is turned sideways and as the camera zooms in the lady turns the chair around slowly to face the camera. The lady leans forward and places clasped hands on desk.

The speaker turns her head to the right. A medium close-up of the speaker.

A close-up of the speaker.

## Narration

(Music fades out completely)

Hello, and welcome to "The Signs of Sound". My name is Patricia Hawksley and I am a teacher of the deaf. In this series we will provide you with some basics of sign language which are used by deaf people everyday.

In each unit our actors will show you the signs for some frequently used words and phrases. Please try to sign along with them. So that you may make the signs more easily, we will show the handshapes from different angles.

In each program, we will give you signs for common expressions, activities, places, colors, and much more. And to help you better understand the rules and structure of sign language we will talk about some of its features in a section called "A Point of Interest".

## Visual

The speaker turns her head.  
A medium close-up of speaker.

Medium shot of speaker sitting behind desk. The speaker holds up a card on which there is a graphic character.

An extreme close-up of the graphic character.

A medium shot of speaker sitting behind desk. The speaker replaces the card on the desk. The speaker rises from her chair and walks over and stands beside an easel on which there is a picture of the manual alphabet.

A medium shot of the speaker standing by an easel.

A close-up of the sheet displaying the manual alphabet.

## Narration

Towards the end of each unit the actors will sign complete sentences for you using signs you have learned and signs from previous units. If you would like to practice the signs, just play back the tape with the sound turned down.

The sections in each program will be introduced by our sign language character Sam.

Sam will help you to separate the sections when you are reviewing.

We hope "The Signs of Sound" will help you to better communicate with the deaf, whether they be family members, co-workers, or clients. Now are you ready to learn some signs of the language that uses space and movement to communicate -- sign language? Then... let's begin.

When learning any new language one begins by learning the alphabet of that language.

The manual alphabet, as it is called, has 26 distinct handshapes to represent each letter of the alphabet. Combining them in succession makes it possible to express and receive ideas. This is called fingerspelling and is used only when there are no formal signs for words, such as people's names and technical terms.

## Visual

Medium shot of speaker.

Medium close-up of speaker.

Graphic character introducing manual alphabet.

Close-up of two hands. One hand is shown straight on; the other hand is shown sideways. The hands form each letter of the alphabet simultaneously. As each letter is formed the narrator says the letter for the viewers.

The Signs of Sound Title Graphic.

Graphic of Interpreting Services Logo.

## Narration

Fingerspelling is usually done at a comfortable position near the chin with the palm facing out. Either hand may be used to form the letters. You will be shown a front view and a side view to help you form the letter more easily. The actor will be using both hands.

It is important to realize that most of the signs in sign language come from the handshapes shown in the manual alphabet. You will see this as you move from unit to unit. So... Let's learn the manual alphabet.

A, B, C, D, etc.

(Music begins) This brings us to the end of unit one. Please practice the manual alphabet before going on to unit two. (Music increases).

(Music fades)

Unit Two

## Visual

Title Graphic: The  
Signs of Sound.

Graphic: Unit Two

Graphic: Common  
Expressions

Long shot of three people  
making the sign for hello.

Side shot of three  
people making the sign for  
hello.

Medium shot of two people.

Close-up of sign for  
understand.

Medium shot of two  
people with one person  
nodding in response to  
the sign that was made.

Graphic: People

Medium shot of two actors.  
Girl points to herself and  
makes the sign for mother.

## Narration

(Music begins)

(Music fades)  
Many languages share common  
expressions. Common  
expressions may help to  
start conversations,  
receive information and  
clarify meaning. We hope  
the common expressions we  
include in this series  
will help you in your  
meetings with deaf people.

Hello

Understand

This section will introduce  
you to some signs for  
females. Notice the  
similar handshapes and the  
area of the body where  
the signs are made.

Visual	Narration
Close-up of sign for mother.	Mother
Medium shot of two actors. Boy points to girl and signs mother.	
Side shot of sign for mother.	
Medium shot of two actors. Girl points to herself and signs girl.	Girl
Medium shot of two actors. Boy points to girl and signs girl.	
Extreme close-up and side shot of girl making sign for girl.	
Medium shot of two actors. Girl points to herself and signs woman.	Woman
Close-up of girl making sign for woman.	
Medium shot of two actors. Boy points to girl and signs woman.	
Side shot of girl making sign for woman.	
Graphic: Activities	The following are signs for two very common activities.
Medium shot of two actors. One actor signs go to the other actor.	Go

## Visual

## Narration

Close-up of the sign go.

Medium shot of two actors.  
One actor goes out of the picture.

Medium shot of one actor  
making the sign for come.

Come

Close-up of the sign come.

Medium shot of one actor.  
Another actor off camera  
responds to the sign for  
come and joins the other  
actor in front of the camera.

Graphic: Places

Each unit will show you  
signs for places which are  
used most often. "Home"  
and "school" are the two  
places featured in this  
unit.

A medium shot of actor  
standing next to a  
drawing of a home.  
The actor signs home.

Home

The actor turns and  
makes the sign for home.

A close-up of the sign  
for home.

A medium shot of actor  
standing next to a  
drawing of a school.  
The actor signs school.

School

The actor turns and  
signs school.

A close-up of the sign  
school.

## Visual

## Graphic: Things

A medium close-up of the actor signing food.

A close-up shot of the actor signing food.

A medium side shot of the actor from the opposite side signing food.

A medium shot of actor signing clothing.

A close-up of the sign for clothing.

A side shot of the actor signing clothing.

A medium shot of actor signing book.

A close-up of the sign for book.

A medium shot of actor turning to Camera 2 and signing book.

## Graphic: Emotions

A medium close-up of actor signing happy.

## Narration

Our selection of things or objects is based on those which are used most often. Our first "things" are the necessities of life.

## Food

## Clothing

## Book

Everyday, people experience many emotions. Each unit will show you the signs for the more common emotions.

## Happy



## Visual

A close-up of sign  
for happy.

A medium close-up of  
actor turning to Camera  
2 and signing happy.

A medium close-up of  
actor signing sad.

A medium close-up of actor  
turning to Camera 2 and  
signing sad.

Graphic: Wh-Words

A medium shot of actor  
signing where.

A close-up for where.

A medium shot of actor  
turning to Camera 2 and  
signing where.

Graphic: Colors

A medium shot of actor  
signing blue.

A close-up of sign for  
blue.

A medium shot of actor  
turning to face Camera 2  
and signing blue.

## Narration

Sad

Wh-Words are very useful  
in a conversation. Each  
unit will feature one  
wh-word.

Where

Of the many colors of the  
rainbow, we can only show  
you a few. Included are  
the most common and will  
prove very useful.

Blue

## Visual

## Narration

Graphic: Opposites

Opposites such as yes/no are always useful when talking with deaf people. A set of opposites will be featured in each unit.

A medium shot of actor signing yes.

Yes

A close-up of sign for yes.

A medium shot of actor turning to face Camera 2 and signing yes.

A side close-up of the sign for yes.

A medium shot of actor signing no.

No

A close-up of the sign for no.

A medium shot of actor turning to face Camera 2 and signing no.

A side close-up of the sign for no.

Graphic: A Point of Interest In our point of interest sections we will talk about the various features of sign language which will help you better understand its rules and structure.

A medium shot of actor within a defined space from the top of his head to his waist created by an electronic device called a key. The actor signs several words previously covered in the unit.

In sign language, signs are formed most often within an imaginary square area which extends from the top of the head to the waist. Three quarters of all signs are formed near the head, face or neck where the observer can see them most clearly.

## Visual

Graphic: Let's Practice

A medium shot of actor signing a sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

A medium shot of actor turning to Camera 2, signing sentence.

A medium shot of actor turning to face Camera 1 and signing sentence.

A medium shot of actor turning back to face Camera 2 and signing sentence.

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

Graphic: The Signs of Sound

## Narration

Each unit will provide you with three practice sentences. The actors will do each sentence three times at various speeds. Here are your first three sentences.

Is mother happy? No.

The girl goes to school? Yes.

Where is the blue book?

(Music begins) This is the end of Unit Two. Please review the tape and practice the signs. When you feel you know the signs go on to Unit Three.

## Visual

Graphic: Interpreting  
Services Logo

## Narration

(Music fades)

Unit Three

## Visual

Graphic: The Signs of  
Sound

## Narration

(Music begins)

Graphic: Unit Three

Graphic: Common  
Expressions

(Music fades)  
The following signs for  
"How are you"? and "Fine"  
will help you to greet  
deaf individuals and begin  
a conversation.

A medium shot. One  
actor signs how are  
you to the other actor.

How are you?

A close-up of the sign  
for how are you.

A medium two shot.  
One actor signs fine  
to the other actor.

Fine

A close-up of the sign  
for fine.

Graphic: People

This unit features some  
male signs. Again, notice  
the similar handshapes  
and movements of the male  
signs.

A medium shot of  
two actors. The male  
actor points to himself  
and signs father.

Father

A medium two shot. The  
female actor points to the  
male actor and signs father.

## Visual

## Narration

A close-up of actor signing father.

A medium side shot of two actors. The male actor points to himself and signs boy.

Boy

A medium shot of two actors. The female actor points to the male actor and signs boy.

A close-up of actor signing boy.

A medium side shot of two actors. The male actor points to himself and signs man.

Man

A medium shot of two actors. The female actor points to the male actor and signs man.

A close-up of the actor signing man.

Graphic: Activities

Some of the activities we will feature may be activities of the mind such as "to want" or "to have".

A medium shot of actor signing want.

Want

A close-up of the sign for want.

A medium shot of actor turning to face Camera 2 and signing want.

A medium shot of actor signing want.

## Visual

A medium shot of actor signing have.

A close-up of sign for have.

A medium shot of actor turning to face Camera 2 and signing have.

## Graphic: Places

A medium shot of actor signing work.

A close-up of sign for work.

A medium shot of actor turning to face Camera 2 and signing work.

A close-up of the sign for church.

A medium shot of actor signing church.

A medium shot of actor turning to face Camera 2 and signing church.

## Graphic: Things

A medium shot of actor signing chair.

A close-up of the sign for chair.

A medium shot of actor.

## Narration

Have

The signs for "work" and "church" are shown in this unit. Try to use them in a conversation with a deaf person.

Work

Church

We think you will find the signs for chair and bed very useful.

Chair

## Visual

## Narration

turning to face Camera  
2 and signing chair.

A medium close-up of actor  
signing bed.

Bed

A medium close-up of actor  
turning to face Camera 2  
and signing bed.

Graphic: Emotions

The signs for "tired" and  
"sick" are very useful.  
Try to use them with other  
signs you've learned.

A medium shot of actor  
signing tired.

Tired

A close-up of sign for  
tired.

A medium shot of actor  
turning to face Camera  
2 and signing tired.

A medium shot of actor  
signing sick.

Sick

A close-up of actor's  
face when signing sick.  
(Part of the sign is made  
at the head).

A close-up of actor's mid-  
section when signing sick.  
(Part of the sign is made  
at the stomach).

A medium shot of actor  
turning to face Camera 2  
and signing sick.



## Visual

Graphic: Wh-Words

A medium shot of actor  
signing what.

A close-up of sign for what.

A medium shot of actor  
turning to face Camera 2  
and signing what.

Graphic: Colors

A medium close-up of actor  
signing red.

A medium shot of actor  
turning to face Camera 2  
and signing red.

A side close-up of the  
sign for red.

Graphic: Opposites

A medium shot of actor  
signing right.

A close-up of sign for  
right.

## Narration

"What" may be one of the  
most used wh-words. When  
you begin communicating  
with the deaf you will  
realize just how much it  
is used.

What

This unit features the  
color "red". Try to make a  
sentence using this sign  
and others you have learned.

Red

When signing "right" and  
"wrong" facial expression  
is important because it  
will help others understand  
the meaning of the sign.

Right

## Visual

A medium shot of actor turning to face Camera 2 and signing right.

A medium close-up of actor signing wrong.

A medium close-up of actor turning to face Camera 2 and signing wrong.

Graphic: A Point of Interest

A close-up of actor's face. The upper part of the actor's head is emphasized by a rectangular block created by an electronic key.

A close-up of actor's face. The lower part of the actor's head is emphasized by a rectangular block by an electronic key.

Graphic: Let's Practice

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

## Narration

Wrong

In this unit we will talk about the difference between male and female signs in sign language.

Female and male signs are often distinguished by the location of where the sign is made. For example, many male signs are made at the upper part of the head near the forehead, such as "boy" and "man".

And many female signs are made near the lower cheek or chin, such as "girl" and "woman".

Again we will give you three sentences at varying speeds. Please try to sign along with our actors.

The father goes to work.

## Visual

A medium shot of actor turning back to face Camera 1 and signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning to face Camera 1 and signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

Graphic: The Signs of Sound

Graphic of Interpreting Services Logo.

## Narration

The man has a red chair.

The boy is sick and boy goes home.

(Music begins)  
Unit Three is now complete.  
Before going on to Unit Four review the material in the previous units.

(Music fades)

Unit Four

## Visual

## Narration

Graphic: The Signs of  
Sound

(Music begins)

Graphic: Unit Four

Graphic: Common  
Expressions

(Music fades)  
"Thank-you" and "You're  
Welcome" are two expressions  
that usually go together.  
Try practicing them with  
a deaf person.

A medium shot of two  
actors. One actor signs  
thank-you.

Thank-you

A close-up of the sign  
for thank-you.

A medium shot of two  
actors. One actor signs  
you're welcome.

You're Welcome

A close-up of the sign  
for you're welcome.

Graphic: People

Whether it be an emergency  
or not, it is always  
helpful to know the signs  
for "Doctor" and "Policeman".

A medium shot of actor  
signing doctor.

Doctor

A close-up of the sign  
for doctor.

A medium shot of actor  
turning to face Camera 2  
and signing doctor.

## Visual

A medium shot of actor signing policeman.

A close-up of the sign for policeman.

A medium shot of actor turning to face Camera 2 and signing policeman.

Graphic: Activities

A medium close-up of actor signing sit.

A close-up of the sign for sit.

A medium close-up of actor turning to face Camera 2 and signing sit.

A medium close-up of actor signing walk.

A close-up of the sign for walk.

A medium close-up of actor turning to face Camera 2 and signing walk.

## Narration

Policeman

"Sitting" and "walking" are two activities we do everyday. Let's take a look at them.

Sit

Walk

## Visual

## Graphic: Places

A medium shot of actor signing hospital.

A close-up of the sign for hospital.

A medium shot of actor turning to face Camera 2 and signing hospital.

A medium close-up of actor signing restaurant.

A close-up of sign for restaurant.

A medium close-up of actor turning to face Camera 2 and signing restaurant.

A medium shot of actor signing restroom.

A close-up of the sign for restroom.

A medium shot of actor turning to face Camera 2 and signing restroom.

## Graphic: Things

## Narration

In this section you will notice that the signs for "restaurant" and "restroom" have the same handshapes and movement. The difference is in the location of the sign. Try to remember this when using the signs.

## Hospital

## Restaurant

## Restroom

A telephone is used everyday. Deaf people use a telephone that is connected to a teletype machine which enables them to type their messages to one another.

## Visual

A medium close-up of actor signing telephone.

A medium close-up of actor turning to face Camera 2 and signing telephone.

Graphic: Emotions

A medium close-up of actor signing like.

A close-up of the sign for like.

A medium close-up of actor turning to face Camera 2 and signing like.

A medium close-up of actor signing angry.

A medium close-up of actor turning to face Camera 2 and signing angry.

Graphic: Wh-Words

A medium close-up of actor signing why.

A medium close-up of actor turning to face Camera 2 and signing why.

A close-up of the sign for why.

## Narration

Telephone

When using the signs for "like" and "angry" you should use facial expressions to help convey meaning.

Like

Angry

Our wh-word for this unit is "why". No doubt it will come in handy.

Why



## Visual

Graphic: Colors

A medium shot of actor signing yellow.

A close-up of the sign for yellow.

A medium shot of actor turning to face Camera 2 and signing yellow.

Graphic: Opposites

A medium shot of actor signing can.

A close-up of the sign for can.

A medium shot of actor turning to face Camera 2 and signing can.

A medium shot of actor signing can't.

A close-up of the sign for can't.

## Narration

The sign for "yellow" is shown in this unit. Notice that the handshape for yellow is the same as the handshape for the letter "Y". This may help you remember the sign.

Yellow

Although "Can" and "Can't" have the same main word, the signs for these words are very different. A shake of the head or a nod when making these signs may help you to show their meaning.

Can

Can't

## Visual

A medium shot of actor turning to face Camera 2 and signing can't.

Graphic: A Point of Interest

A medium close-up of actor making various signs and showing facial expression.

A medium shot of actor making signs that serve as conversational clues in sign language.

Graphic: Let's Practice

A medium shot of actor signing sentence.

## Narration

Let's look at Facial Expressions and Conversational Clues and their importance in sign language.

Sign language is not just signs and fingerspelling; it is also movement and facial expression. These are very important elements of sign language. It is the signers' facial expressions and movements that help others to understand the signs. By incorporating such features in your signing, communication becomes more complete and more meaningful for all involved.

In conversations of the deaf, unique conversational clues are used. Such as this gesture meaning "oh I see" and this one meaning "wait a minute" and this one made when a deaf person wants your attention.

And now let's practice some sentences including the vocabulary you've learned so far.

The doctor likes the hospital.

## Visual

## Narration

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 one signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning to face Camera 1 and signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor signing sentence.

The policeman wants the yellow telephone.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning to face Camera 1 and signing sentence.

The boy walks to the restroom.

Graphic: The Signs of Sound

(Music begins)  
You have completed Unit Four. When you feel comfortable with the signs covered so far go on to Unit Five.

Graphic: Interpreting Services Logo

(Music fades)

Unit Five

## Visual

Graphic: The Signs of  
Sound

Graphic: Unit Five

Graphic: Common  
Expressions

## Narration

(Music begins)

(Music fades)  
The signs for "what's wrong"  
and "what are you doing"  
are shown in this unit.  
Try to use them in a  
conversation with a deaf  
person or try practicing  
them with other sign  
language learners.

A medium close-up of actor  
signing what's wrong.

What's wrong?

A close-up of the sign  
for what's wrong.

A medium close-up of  
actor turning to face  
Camera 1 and signing  
what's wrong.

A medium shot of actor  
signing what are you  
doing.

What are you doing?

A close-up of the sign  
for what are you doing.

A medium shot of actor  
turning to face Camera 2  
and signing what are you  
doing.

Graphic: People

We are certain you will  
find the signs for "teacher"  
and "student" very useful.

## Visual

A medium shot of actor signing teacher.

A close-up of the sign for teacher.

A medium shot of actor signing teacher.

A close-up of the sign for teacher.

A medium shot of actor signing student.

A medium shot of actor turning to face Camera 2 and signing student.

Graphic: Activities

A medium shot of actor signing start.

A close-up of the sign for start.

A medium shot of actor turning to face Camera 2 and signing start.

A side close-up of the sign for start.

A medium shot of actor signing need.

A close-up of the sign for need.

A medium shot of actor turning to face Camera 2 and signing need.

## Narration

Teacher

Student

The signs for "need" and "start" are useful to know. The sign for need may also mean "must" or "should".

Start

Need

## Visual

A side close-up of the sign for need.

Graphic: Things

A medium shot of actor signing paper.

A close-up of the sign for paper.

A medium shot of actor turning to face Camera 2 and signing paper.

A close-up of the sign for pencil.

A medium shot of actor signing pencil.

A close-up of the sign for pencil.

A medium shot of actor signing milk.

A medium shot of actor turning to face Camera 2 and signing milk.

A side close-up of the sign for milk.

Graphic: Emotions

## Narration

Whether you are employers, parents, or co-workers of deaf people, you will use the signs shown in this section frequently.

Paper

Pencil

Milk

Unit Five features the emotion of "boredom". When making this sign facial expression is essential.

Visual	Narration
A medium close-up of actor signing bored.	Bored
A medium close-up of actor turning to face Camera 2 and signing bored.	
A side close-up of the sign for bored.	
Graphic: Wh-Words	"who" is the next wh-word and you will find it very useful. Add it to your list of wh-words.
A medium close-up of actor signing who.	Who
A medium close-up of actor turning to face Camera 2 and signing who.	
A side close-up of the sign for who.	
Graphic: Colors	"Green" is the color for this unit. You can also add it to your list of colors.
A medium shot of actor signing green.	Green
A close-up of the sign for green.	
A medium shot of actor turning to face Camera 2 and signing green.	
Graphic: Opposites	"Will" and "Won't" are very useful signs. This is how they look.



## Visual

A medium close-up of actor signing will.

A medium close-up of actor turning to face Camera 2 and signing will.

A side close-up of the sign for will.

A medium shot of actor signing won't.

A medium shot of actor turning to face Camera 2 and signing won't.

A side close-up of the sign for won't.

Graphic: A Point of Interest

A medium shot of actor signing a negative.

A medium shot of actor turning to face Camera 2 and signing negative.

Graphic: Let's Practice

## Narration

Will

Won't

In this section we will show you how to create a negative in sign language.

To make a negative, the sign for "not" can be used with another sign. To say I do not understand, one would make the sign for not and then the sign for understand. A negative phrase is always accompanied by a side to side headshake.

Here are some sentences for you to practice the signs you've learned so far in this series.

## Visual

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning to face Camera 1 and signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

Graphic: The Signs of Sound

Graphic: Interpreting Services Logo

## Narration

The teacher will go to the restaurant.

The student does not need pencil and paper.

The man is not bored.

(Music begins)  
Unit Five is finished.  
Practice the signs and try the suggested activities outlined in your pamphlet then go on to Unit Six.

(Music fades)

Unit Six

Visual

Narration

Graphic: The Signs  
of Sound .

(Music begins)

Graphic: Unit Six

Graphic: Common  
Expressions(Music fades)  
The sign for "how many"  
is used quite often so  
we are showing it to you.A medium shot of actor  
signing how many?

How many?

A close-up of the sign  
for how many?A medium shot of actor  
turning to face Camera 2  
and signing how many?A side close-up of the sign  
for how many?

Graphic: People

Here are signs for some  
family members.A medium close-up of actor  
signing brother.

Brother

A medium close-up of two  
actors. One actor points  
to the other actor and  
signs brother.A side shot of actor  
signing brother.A medium shot of two actors. Sister  
One actor points to herself  
and signs sister.

## Visual

## Narration

The other actor signs  
sister.

A side shot of the  
sign for sister.

A medium shot of two                      Husband  
actors. One actor points  
to himself and signs husband.

The other actor then points  
to her partner and signs  
husband.

A side shot of the sign  
for husband.

A medium shot of two                      Wife  
actors. One actor points  
to herself and signs wife.

The other actor then points  
to his partner and signs wife.

A side shot of the sign  
for wife.

Graphic: Activities

This section contains  
a few signs which are  
essential when communicating  
with the deaf.

A medium close-up of  
actor signing see.

See

A medium close-up of actor  
turning to face Camera 2  
and signing see.

A side close-up of the sign  
for see.

## Visual

A side close-up of the sign for read.

A medium shot of actor signing read.

A medium shot of actor turning to face Camera 2 and signing read.

A side close-up of the sign for read.

A close-up of the sign for live.

A medium shot of actor signing live.

A close-up of sign for live.

A medium close-up of actor signing sleep.

A side close-up of actor signing sleep.

## Graphic: Places

A medium shot of actor signing Newfoundland.

A close-up of the sign for Newfoundland.

A side shot of actor signing Newfoundland.

## Narration

Read

Live

Sleep

It is always good to know the sign for your home province. The sign for "Newfoundland" is probably derived from the actions of the province's abundant seal.

Newfoundland

## Visual

Graphic: Things

A medium shot of actor signing house.

A close-up of the sign for house.

A medium shot of actor turning to face Camera 2 and signing house.

A medium shot of actor signing animal.

A close-up of the sign for animal.

A medium shot of actor turning to face Camera 2 and signing animal.

Graphic: Wh-Words

A medium shot of actor signing when.

A close-up of sign for when.

A medium shot of actor turning to face Camera 2 and signing when.

Graphic: Colors

## Narration

The signs for animal and house are shown in this section. Try forming sentences with these new signs and others you have learned.

House

Animal

"When" is the last wh-word we will show you in this series of programs. Try to remember those you have learned.

When

The last two colors featured in this series are "black" and "white". Let's look at the signs for these basic colors.

Visual	Narration
A medium close-up of actor signing black.	Black
A close-up of the sign for black.	
A medium close-up of actor turning to face Camera 2 and signing black.	
A medium shot of actor signing white.	White
A close-up of the sign for white.	
A medium shot of actor turning to face Camera 2 and signing white.	
Graphic: Opposites	The final pair of opposites, "remember" and "forget" are very good to know. Try a sentence or two using the pairs of opposites you've learned in this series.
A medium shot of actor signing remember.	Remember
A medium shot of actor turning to face Camera 2 and signing remember.	
A medium close-up of actor signing forget.	Forget
A close-up of the sign for forget.	
A medium close-up of actor turning to face Camera 2 and signing forget.	



## Visual

Graphic: A Point of Interest

A side shot of actor. The area immediately in front of the actor is emphasized by a rectangular box created by an electronic device called a key.

A side shot of actor. The actor's body is emphasized by a rectangular box created by an electronic key.

A side shot of actor. The area just behind the actor is emphasized by a rectangular box created by an electronic key.

Graphic: Let's Practice

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing a sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

## Narration

Our final point of interest section deals with how the body and space around the body indicates time such as past, present and future.

In sign language the body is used to indicate time. For example, expressions which have a future meaning such as "tomorrow" or "later" have a forward movement away from the body.

Expressions for the present such as "today" and "now" are formed directly in front of the body.

Expressions for the past, such as "yesterday" and "before", have a backward movement.

This is our last practice section. Here are three sentences, please sign along with the actor.

My sister sees the animal.

## Visual

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning to face Camera 1 and signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor signing sentence.

A medium shot of actor turning to face Camera 2 and signing sentence.

A medium shot of actor turning back to face Camera 1 and signing sentence.

Graphic: The Signs of Sound

A medium shot of cameraman waving good-bye.

A shot of the three actors bidding good-bye.

A shot of cameraman waving good-bye.

## Narration

My brother lives in Newfoundland.

How many school students are there?

(Music begins)  
This brings us to the end of "The Signs of Sound" series. We hope you have found it helpful.

At this time our cast and crew would like to bid you good-bye.

## Visual

Graphic: The Signs of  
Sound

## Narration

We hope this series will  
help to overcome your  
communication barriers  
with deaf people. Thank-you  
for watching.  
(Music continues until  
credits end).

## The End

Narrated by:  
Patricia Hawksley

Actors  
Vincent Canning  
Barbara Ledrew  
Gladys Wiseman

Camera Operators  
Todd Tilley  
Marjorie Winsor

Special Thanks To:  
Newfoundland Parents  
Association for Hearing  
Handicapped Children

Interpreting Services Centre  
for the Deaf

Avalon Cablevision

Newfoundland School for  
the Deaf

Summer Works and Careers  
Access

CEIC Job Corps

Cast and Crew Members

Division of Learning Resources  
at Memorial University of Newfoundland

## Visual

## Narration

Ian Carr (Executive Director  
of Interpreting Services)

Produced by  
Lily Khattar Abbass

Produced in Cooperation with  
the Division of Learning  
Resources at Memorial  
University of Newfoundland

1984

(Music fades)

## APPENDIX C

Publicity Picture and Article on

Videotape Series

# Students prepare videotapes on basics of sign language

Five students from the St. John's area are involved in a unique project this summer under the sponsorship of the Newfoundland Parents Association for Hearing Handicapped Children.

The students who range in age from 17 to 20 are all hearing impaired. They are producing videotapes to teach the basics of sign language to parents of hearing impaired children or any individual interested in learning sign language.

The project is co-ordinated by Lily Abbass, a master's degree student in educational technology at Memorial University. The group has been given full co-operation of the staff of Avalon Cablevision and is using the expertise of one of the company's studio producers, John Reid.

The project participants include Vincent Canning, Barbara LeDrew, Gladys Wiseman, Marjorie Winsor and Todd Tilley.

When the videotapes have been shot and edited, it is planned to make them available for distribution in three formats, three-quarter inch, VHS and Beta.

Avalon Cablevision will also broadcast the set of six, 20 minute videotapes during its Cable Nine fall programming.



Telegram photo.

Avalon Cablevision producer, John Reid, consults with project co-ordinator Lily Abbass at the Avalon Cablevision studios as project workers prepare a series of videotapes to teach the basics of sign language. The Canada Works project is

under the sponsorship of the Newfoundland Parents Association for Hearing Handicapped Children. Others involved in the project are from left: Marjorie Winsor, Vincent Canning, Todd Tilley, Gladys Wiseman and Barbara LeDrew.

## APPENDIX D

A Form to Evaluate the Learning Experience

Please read the statements below and circle the letter or letters which best describes your feelings about today's videotape presentation.

SA = Strongly Agree

SD = Strongly Disagree

A = Agree

D = Disagree

- |  |    |   |    |   |
|--|----|---|----|---|
| 1. The program was appealing.                      | SA | A | SD | D |
| 2. The program was interesting.                    | SA | A | SD | D |
| 3. The program's purpose was clear.                | SA | A | SD | D |
| 4. The quality of camera shots was good.           | SA | A | SD | D |
| 5. The music was appropriate.                      | SA | A | SD | D |
| 6. The information presented was important to you. | SA | A | SD | D |
| 7. The length of the program was appropriate.      | SA | A | SD | D |
| 8. The information presented was well organized.   | SA | A | SD | D |
| 9. The narration was easily understood.            | SA | A | SD | D |
| 10. The pamphlet was appealing.                    | SA | A | SD | D |



- |   |    |   |    |   |
|---|----|---|----|---|
| 11. The pamphlet was<br>informative.                          | SA | A | SD | D |
| 12. The pamphlet served<br>as a good viewing<br>guide.        | SA | A | SD | D |
| 13. The print was easily<br>read.                             | SA | A | SD | D |
| 14. The information in the<br>pamphlet was well<br>organized. | SA | A | SD | D |
| 15. The pamphlet's<br>length was<br>appropriate.              | SA | A | SD | D |
| 16. The quality of<br>diagrams in the<br>pamphlet was good.   | SA | A | SD | D |

In the spaces provided please make suggestions concerning the following.

Usage of this sign language series. How should it be used?

---

---

Distribution of this series. To whom should it be sent and where?

---

---

Another sign language series. What should be included and for whom should it be made?

---

---

---

Other Comments

---

---

---

---

Thank-you for your help  
in this testing.

Lily Abbass

## APPENDIX E

Cartoon Character Signer Sam

## APPENDIX F

#### Before Playing the Tape

- Locate desired unit
- Adjust sound level
- Sit about 6 to 8 feet away from the television screen
- For group viewing sit in a semicircle or rows of semicircles

#### Viewing the Tape

Each unit will show signs for some of the most frequently used words and phrases. Signs for common expressions, activities, places, colors, and more will be shown. In the sections called "A Point of Interest" some features of sign language will be outlined. At the end of each unit the actors will sign complete sentences using signs covered in the current and previous units. The sections in each unit will be introduced by our sign language character Sam. Sam will help to mark and separate each unit. For practice, or to test whether you have learned and are able to recognize the signs, just play back the tape with the sound turned down.

#### After Viewing the Tape

When you have finished watching the tape, please rewind and return it to Interpreting Services.

#### Suggested Activities

To make your practice sessions more effective, try these activities.

- When practicing signs you have learned, stand in front of a mirror and watch to see if your hand-shapes, movements, and facial expressions are correct.
- Practice with a friend. Take turns signing and interpret each others' signs.
- If you have a group, form teams. Each team sign some words, phrases or sentences and have the other team(s) voice what you are signing.
- If you have a deaf child, friend, co-worker or employee, ask them to help you practice. Sign to them and have them sign to you and see if you can understand one another.

#### Recommended Book

A Basic Course in American Sign Language. This book is available from Interpreting Services.

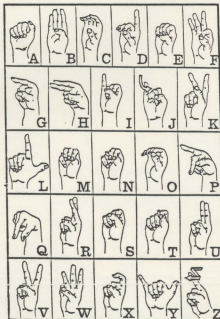
#### Acknowledgements

Special thanks is extended to the following groups without whose cooperation this project would not have succeeded.

- Newfoundland Parents Association for Hearing Handicapped Children
- Newfoundland School for the Deaf
- Summer Works and Careers Access
- Aviation Captioning
- CEIC Joe Corps
- Cast and Crew Members



## FINGERSPELLING



#### AS IT LOOKS BY THE PERSON READING IT

Fingerspelling is only one part of American Sign Language. It is a manual alphabet used to spell out words for which there is no sign equivalent eg. places and peoples' names. The right or left hand can be used and letters are formed with the palm facing out. Many of the hand shapes used in signing are derived from the manual alphabet. Learn to fingerspell. Practice is all it takes.

**NC** Newfoundland Coordinating  
Council on Deafness

## BREAKING THE SOUND BARRIER OF COMMUNICATION

### The Signs Of Sound

AMERICAN SIGN LANGUAGE (ASL)  
VIDEO TAPES

"The Signs of Sound" was designed and developed to meet the communication needs of parents, co-workers, employers, or friends of the deaf. Its main objective is to provide some immediate communication skills to parents of deaf children and to any other individuals who may have dealings with the deaf. This series of six units include basic vocabulary, sign language features, and practice material and is available on 3/4 inch, VHS, and Beta.

FOR MORE INFORMATION CONTACT:  
**INTERPRETING  
SERVICES**



3 Buchanan St.  
P. O. Box 9125  
St. John's, NF  
A1C 4T7

Telephone (709)  
576-4592 Voice  
576-4906 TTY

Front View

Viewing Guide for Videotape Series

## Viewing Guide for Videotape Series

## Back View

## UNIT ONE

## THE SIGNS OF SOUND

Playing Time: 12 minutes, 38 seconds

roduction to gestures and sign language.

roduction to "The Signs of Sound" and how it should be used.

e manual alphabet.



## THE SIGNS OF SOUND

Playing Time: 11 minutes, 6 seconds

Common Expressions  
How are you?  
FinePeople  
Father  
Boy  
ManPlaces  
Work  
ChurchWh-words  
WhatColors  
RedOpposites  
Right/WrongA Point of Interest:  
Gender in sign languageLet's Practice:  
The father goes to work.  
The girl has a red chair.  
The boy is sick and boy  
goes home.

## UNIT THREE

## THE SIGNS OF SOUND

Playing Time: 9 minutes, 13 seconds

Common Expressions  
What's wrong?  
What are you doing?  
(to-do)People  
Teacher  
StudentThings  
Paper/Mile  
Pen/PencilColors  
GreenOpposites  
Will/Won'tA Point of Interest:  
Creating negativesLet's Practice:  
The teacher will go to the  
restaurant.  
The student does not need  
more paper.  
The man is not bored.

## UNIT FIVE

## THE SIGNS OF SOUND

Playing Time: 9 minutes, 13 seconds

Common Expressions  
What's wrong?  
What are you doing?  
(to-do)People  
Teacher  
StudentThings  
Paper/Mile  
Pen/PencilColors  
GreenOpposites  
Will/Won'tA Point of Interest:  
Creating negativesLet's Practice:  
The teacher will go to the  
restaurant.  
The student does not need  
more paper.  
The man is not bored.

## THE SIGNS OF SOUND

Playing Time: 12 minutes, 23 seconds

Common Expressions  
Hello  
Good-byePeople  
Mother  
Girl/WomanThings  
Food  
ComingColors  
BlueOpposites  
Yes/NoA Point of Interest:  
The Sign of SpaceLet's Practice:  
Mother happy? No  
The girl goes to school? Yes  
Where is the father's foot?

## THE SIGNS OF SOUND

Playing Time: 9 minutes

Common Expressions  
Thank-you  
You're welcomePeople  
Doctor  
PostmanThings  
TelephoneColors  
YellowOpposites  
Can/Can'tA Point of Interest:  
Facial expressions  
Conversational cuesLet's Practice:  
The doctor sees the hospital.  
The postman waits the yellow  
mailbox.  
The boy walks to the restroom.

## UNIT FOUR

## THE SIGNS OF SOUND

Playing Time: 10 minutes, 28 seconds

Common Expressions  
How many?People  
Brother/Sister  
Husband/WifeThings  
House  
AnimalColors  
Black  
WhiteOpposites  
Remember/forgetA Point of Interest:  
Using space to indicate timeLet's Practice:  
My sister sees the animal.  
My brother lives in  
Newfoundland.  
How many school students  
are there?

## UNIT SIX

## THE SIGNS OF SOUND

Playing Time: 10 minutes, 28 seconds

Common Expressions  
How many?People  
Brother/Sister  
Husband/WifeThings  
House  
AnimalColors  
Black  
WhiteOpposites  
Remember/forgetA Point of Interest:  
Using space to indicate timeLet's Practice:  
My sister sees the animal.  
My brother lives in  
Newfoundland.  
How many school students  
are there?

## APPENDIX G



Summary of Responses from Various GroupsViewing the Series

- The introduction was one of the best we've seen in terms of an explanation with history of sign language.
- We liked the idea of the signs being shown from a couple of angles plus it was done at a very nice pace for parents.
- The accompanying pamphlet is very useful to accompany the tape and to keep for review.
- Some of the signs are different than what we used here in our home province.
- We felt that there is a definite need for this type of tape and particularly for parents who are in smaller areas.
- Congratulations on doing such a fine job because we know that putting something like this together is a huge task.



