

## APPENDICES

### Appendix A: Using the Curriculum

#### Using the Curriculum

When using this *Curriculum Framework*, a number of factors need to be considered:

- the amount of **time** available for instruction
- the students' **prior knowledge** of and experience with ASL and the skills they have developed as a result
- the **nature of ASL** and how different it is from English or languages with which the students are already familiar

Other factors also need consideration:

- **support** for ASL in the school, among parents, and in the community at large
- the skill and knowledge of the **teacher**
- how classes are **scheduled** on a weekly and yearly basis
- the choice of **topics and tasks**
- the **resources** used for learning activities
- the **language of instruction**
- how **multigrade groupings** are handled
- the **assessment and evaluation** strategies used
- the opportunities for **real-life applications** of language learning

#### Curriculum Issues

The following are some guidelines for adjusting the information in this document to suit local circumstances.

##### ■ **Time**

This *Curriculum Framework* was designed on the basis of 110 hours of instruction time per level. If the amount of time is altered, students are still expected to achieve the learning outcomes in order to receive credit.

##### ■ **Prior Knowledge**

The *Curriculum Framework* assumes that the students will have limited or no previous knowledge of ASL. In situations where there is a mix of levels in one class, students should be assessed and learning activities planned to meet their individual language learning needs.

Students who already have a second language may learn ASL more quickly than those who do not.

#### Implementation Issues

When implementing this *Curriculum Framework*, a number of decisions remain to be made about how the course will be staffed and administered. The following are some guidelines for making these decisions.

## ■ Support

Successful ASL programming is dependent on the support of all the partners in education. It is critical, however, to have the active involvement of the

- administration and staff of the school
- parents of the students enrolled
- members of the community at large, particularly those in the Deaf community

## ■ Teachers

A communicative approach to second language teaching, which uses content based on the interests and experiences of the students, demands a broad range of teacher knowledge and skills in ASL, in Deaf culture, and in second language teaching.

Teachers need to be proficient in ASL, and have training and experience in a variety of current approaches to second language teaching, including the communicative approach. A thorough knowledge, understanding, and experience of Deaf culture are also essential. In addition, teachers will benefit from experience and expertise in

- responding to diversity in the classroom and using multi-level groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning

Teachers also need to demonstrate willingness to engage in professional learning in order to maintain or improve their fluency in ASL and their knowledge and skills related to Deaf culture, and to keep their teaching skills current.

## ■ Scheduling

ASL courses should be scheduled to ensure maximum continuity of exposure to the language. If students lose contact with the language for long periods of time, whether on a weekly or a yearly basis, time is lost reviewing previously learned material that has been forgotten. Students benefit from using ASL on a daily basis.

## ■ Resources

Planning lessons and assembling resources for a task-based language course means more than finding a good text with accompanying workbook and videos. As much as possible, students should work with all kinds of authentic materials and situations. Learning activities should reflect the principles outlined in “Effective Language Learning” at the beginning of this document (page 2).

### ■ **Language of Instruction**

It is expected that classes will take place in ASL in order to maximize exposure to the language. Learners will sometimes use English, especially in the early stages of learning, but will gradually move to ASL as they gain more skill and knowledge. There may be some situations where a few minutes of class time will be used for reflection on the learning process in English.

### ■ **Multi-Level Groupings**

In some situations, students from two or more levels may have to be combined into one ASL class. By organizing the classroom learning activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on the same task or project, expectations will be different for each level or subgroup. Careful planning from year to year will ensure that students experience a variety of learning activities on a broad range of topics.

### ■ **Assessment and Evaluation**

Language learning that is task-based and student-centred cannot adequately be assessed by traditional grammar quizzes or even structured interviews. Teachers need to use a variety of authentic assessment strategies, such as the following:

- observation checklists
- rating scales

- anecdotal records
- communicative tests
- portfolios
- self-assessment
- peer and group assessment
- performance profiles

### ■ **Real-Life Applications**

Students will be more successful ASL learners if they have opportunities to use the language for authentic communication in a broad range of contexts. The *Curriculum Framework* supports and encourages the real-life application of language learning through meaningful contact with fluent users of ASL. The learning of ASL is a complex undertaking, particularly for hearing students whose experience has not been with visual languages.

ASL classes being taught with no Deaf community immediately available can make use of authentic materials, electronic communications, and multimedia resources to support language learning. They can also facilitate student participation in exchanges, language camps, or immersion experiences, field trips, or longer excursions. Schools or communities can be twinned, visitors invited into the school, and so on.

## Appendix B: Global List of Strategies

### Language Learning Strategies

#### **Cognitive**

##### *Students will*

- concentrate on the topic being discussed in order to comment or ask questions appropriately
- watch attentively
- demonstrate an understanding and appreciation for rhythm and symmetry in signs
- imitate signed words and sentences
- memorize new sign vocabulary by repeating it silently or signing/finger-spelling it
- seek the precise sign to express their meaning
- repeat individual signs or sign-phrases while performing a language task
- experiment with various elements of the language
- endeavour to read finger-spelled words as whole units rather than letter by letter
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and English or their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new signs or expressions with familiar ones, either in the language being learned or in their own language
- recognize that for right-handed people, the left hand is used as a “base” hand and the right hand the “active” hand (and vice-versa for left-handed people)
- find information using reference materials like signed videotapes, sign language dictionaries (in book or electronic form), sign vocabulary cards, and so on
- use available technological aids to support language learning (e.g., computers)
- use reference points and initiatives to make information easier to understand and remember, like classifiers, body shifts, and so on
- place new signs or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- be prepared to retell or summarize a classmate’s point of view
- stay on topic
- perceive and note down unknown signs and sign-expressions, noting also their context and function
- demonstrate awareness that there may be a different, but equally acceptable, way of signing something

- demonstrate awareness that effective sign readers look at the signer and his or her face, while taking in the hands peripherally, rather than focusing on the hands themselves

### **Metacognitive**

#### *Students will*

- check with peers or teacher regarding accuracy of sign choice and production
- make choices about how they learn
- rehearse or role-play language
- plan in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- recognize similarities and differences between ASL and English or other languages
- keep a learning log
- reflect on the communication process
- watch for key components in the signed communication
- evaluate their own performance or comprehension at the end of a task
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language

- know how strategies may enable them to cope with information containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own sign production to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
- arrange to videotape their own ASL conversation for later examination

### **Social/Affective**

#### *Students will*

- initiate or maintain interaction with signers who are Deaf/hard of hearing
- participate in shared thoughts and experiences
- seek the assistance of a friend to interpret information
- replay familiar self-chosen videotaped stories to enhance understanding and enjoyment
- view a variety of videotapes to ensure exposure to various signing styles
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or non-acceptance by more experienced signers

- participate actively in conferencing, brainstorming, and debating
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- use new signs which occur in conversations in which they participate, making use of them as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

### Language Use Strategies

#### **Interactive**

##### *Students will*

- understand that sign language cannot always be translated verbatim to another language (e.g., an English phrase may be translated into ASL through a single sign and vice versa)
- acknowledge being signed to
- interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gesturing, drawing pictures)
- demonstrate that facial expression is an essential component of ASL
- ask for clarification or repetition when they do not understand
- use the other signers' signs in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood (e.g., squinted eyes, blank look, head shake)
- respond appropriately to the signed message
- start again using a different tactic when communication breaks down
- use a simple word similar to the concept they want to convey and invite feedback
- invite others into the discussion
- ask for confirmation that a form used is appropriate
- use a range of fillers, hesitation devices, and gambits to sustain conversations
- recognize that inventing or sustaining conversation simply for the sake of conversation is not a desirable experience
- use circumlocution to compensate for lack of sign vocabulary
- repeat what someone has signed to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding

- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings
- avoid unnecessary use of initialized signs
- recognize turn-taking cues

### **Interpretive**

#### *Students will*

- use gestures and visual supports to aid comprehension
- make connections between new information on the one hand, and prior knowledge and personal experience on the other
- dramatize to facilitate the communication process
- determine the purpose of paying attention
- watch for key signs
- watch selectively based on purpose
- make predictions about what they expect to see based on prior knowledge and personal experience
- infer probable meaning of unknown signs from contextual clues
- mentally prepare questions related to information that is unclear
- ask for things to be repeated in order to understand complex ideas
- summarize information gathered
- assess their own information needs
- use skimming and scanning to locate information of interest or significance

### **Productive**

#### *Students will*

- copy what the teacher signs
- use non-verbal means to communicate
- copy what other classmates sign
- use signs for familiar objects in their environment
- use resources to increase signing vocabulary
- use familiar patterns appropriate for various genres
- use a variety of methods to supplement signed communications (e.g., illustrations, dramatization)
- use various techniques to explore ideas at the planning stage, such as brainstorming
- use knowledge of ASL structure to form new sentences
- revise and improve their own expressive communications
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### Cognitive

*Students will*

- classify objects and ideas according to their attributes (e.g., red objects and blue objects or animals that eat meat and animals that eat plants)
- use objects, people, and/or pictures to practise describing shapes, physical setting, et cetera
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide themselves when communicating in a variety of situations
- make inferences, and identify and justify the evidence on which their inferences are based
- use graphic reference points and initiatives to make information easier to understand and remember
- seek information through a network of sources including libraries, the Internet, individuals, agencies, and Deaf organizations
- use previously acquired knowledge or skills to assist with a new learning task

### Metacognitive

*Students will*

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- plan in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring, and evaluating learning experiences

### Social/Affective

*Students will*

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment



- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas)
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary (e.g., deep breathing, laughter)
- use social interaction skills to enhance group learning activities

## Appendix C: Sample List of Text Forms

Genre\*:

Art

Biographies and autobiographies

Dictionary and grammar items

Folk tales and legends

Instructions and other “how to” texts

Invitations

Letters, personal messages

Plays and other performances

Poetry

Storytelling

Programs

Questionnaires

Reports, presentations, and manuals

Announcements

Medium:

Ceremonies

Debates

Formal and informal conversations

Interviews

Lectures

TTY/VP conversations

Deaf guest lecturers

Videotapes

Internet (websites)

Television programs

Movies/Films

Drums

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\* These text forms are intended to be in ASL.