An interactive bilingual/bicultural approach to literature comprehension

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An Interactive Bilingual/Bicultural Approach to Literature Comprehension

Master's Project

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

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

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

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Section One: Abstract

With the new popularity of the Bilingual/Bicultural (Bi-Bi) philosophy in Deaf education over the last few decades, one wonders how well the philosophy is succeeding in the classroom, what the philosophy looks like in practical teaching, and how well the philosophy is carrying over into homework time. This master’s project covers the rationale for the Bi-Bi movement in Deaf education, as well as showcases current strategies used by English teachers at California School for the Deaf-Fremont. In addition, it contains suggestions for all teachers of the Deaf for implementing a Bi-Bi philosophy and creating in their classrooms a more equal existence of ASL and English in the classroom. Finally, the project is the application of the philosophy to a website for homework assistance intended for high school English students.

Section Two: Introduction

Project Overview

The purpose of this project is to bring awareness to teachers of the Deaf and Hard of Hearing about the Bi-Bi philosophy and how they can use the philosophy to better serve their students. Also, it assists teachers in finding ways to incorporate both languages and cultures into their daily lessons and homework application.

Importance of the Problem

Oddly, as the Bi-Bi philosophy grows in popularity and research, we know less about the strategies used in the classroom and even less about the strategies used in homework assignments. How do we incorporate both languages and cultures into the classroom and then show carry over into homework time? How do we incorporate both languages,
especially in the English classroom, when the students are reading and writing in English? This project assists teachers in understanding that ASL is essential in the English classroom at equal measures with English. This project benefits all teachers in realizing that the primary language of their students should be used in the classroom and in their homework assignments. By doing this, students will have a better success rate and this allows for more independent work outside of the classroom. English will be more relevant if they can be linked to what the student already knows. By incorporating the language that the students use in their everyday life, students will learn more and be able to make broader strides in their education. In this project, teachers learn strategies to incorporate both languages into the English classroom and activities that assist teachers to make connections between the two languages. Teachers are able to take this project and apply it to their daily lessons, curriculum and homework assignments.

Project Objectives

- This project explored the reasons for classrooms and schools to incorporate the Bilingual/Bicultural philosophy.

- This project presented strategies used by researchers and teachers of the Deaf and Hard of Hearing to incorporate the Bi-Bi philosophy into the English classroom.

- This project showed one realistic way to bridge ASL and English in the English high school classroom homework assignments.

Order of Presentation

The literature review explored the following main points: ASL is a language and the Deaf community has its own culture. According to Jankowski, contrary to prevalent denigrations of ASL as a concrete idiomatic and “bad English,” ASL is actually a rule-
governed language with its own grammatical structure, morphology, and syntax (Jankowski, 1993; Klima & Bellugi, 1979; Stokoe, 1960; Woodward, 1973, 1974). The history of the educational philosophy of Bi-Bi was also investigated in the literature review. Within the history of the Bi-Bi philosophy, it was found that while the movement for bilingualism promotes Deaf ownership, it also challenges the dominant society to take on a multicultural framework (Jankowski, 1993). Also included in the literature review are the research findings related to the success of the Bi-Bi philosophy. Furthermore, strategies used within the successful Bi-Bi curriculum at the California School for the Deaf-Fremont by their high school English department. Strategies were discovered through observations and one on one interviews.

From these strategies I developed my project, a website that can assist students in completing their homework assignments and uses the novel, Of Mice and Men by John Steinbeck. Upon completion, I incorporated my reflections of the Bi-Bi philosophy and its strategies.

**Section Three: Literature Review**

**History of Bilingual/Bicultural Education**

It can be estimated that half of the world’s population is bilingual. Within the Deaf community that number is even higher (Valli & Lucas, 1989; Grosjean, 1982). The reason for this fact is because Deaf and Hard of Hearing people, who use a natural minority language, come in contact with members of the majority language practically everyday (Valli & Lucas, 1989). It is almost impossible for members of the Deaf community to not have contact with the majority language of the country in which they
live (Valli & Lucas, 1989). Deaf people almost always live in a situation of bilingualism, if not multilingualism. Therefore, the combination of the minority natural language and the majority societal language within education can be seen as a rational development. Before we can discuss the use of bilingualism in the classroom, we must first look at a brief history of the evolution of Deaf education. Debate over methodology has existed since Juan Pablo Bonet described the manual alphabet in the 1500's. From 1900 to 1950, many educators of the Deaf believed in using repetitious training to develop speech skills (STARS School Evolution, n.d.). This idea changed in the 1970s when behaviorists believed that if Deaf children were exposed to both speech and sign, students would develop English skills from imitating teachers and parents. The late 1960's saw a breakthrough when sign language was proven by William Stokoe to be a natural language (STARS School Evolution, n.d.; Stokoe, 1960). Around that time, educators began using the philosophy of total communication (TC). Until this time, the controversy over language use in teaching had always been between the oral-only method and the manual method (Nover & Ruiz, 1992). Then the debate became about which manual method to use. The debate became should total communication, which tended to lean towards created sign systems, be used or the natural language of ASL. TC did not lead to expected gains in academic achievement for Deaf students (STARS School Evolution, n.d.; Barnum, 1984; Charrow, 1975; Johnson, Liddell & Erting, 1989; Steward, 1992; Woodward, 1978, 1982). In the 1970's, support for a bilingual model began to surface in the world of Deaf education. Veda Charrow stated in 1975,

It might be more realistic, and successful, if procedures similar to the ones used in bilingual education programs for minority children were followed in teaching English to deaf children. Ideally, in the earliest years, deaf children should learn ASL.
Once ASL is established as a means of communication, teachers can then use it as a medium of instruction for all subjects, including English...Such a program would require that more teachers be fluent in ASL, which would in turn require that biases against ASL be discarded (Wilbur, 2000; Charrow & Wilbur, 1975).

The popularity for a Bilingual/Bicultural philosophy continued to grow into the 1980’s and 1990’s. According to Erting and Pfau (1993), “the additive approach to bilingual education (Lambert, 1975) appears to be the most appropriate for deaf students, because it focuses on enrichment, adding a second language while supporting the primary language as the language of instruction” (Wolfe, 1990). Also, Wilbur (2000) noted that the global benefit of learning ASL as a first language is that it creates a standard bilingual situation in which teachers and learners can take advantage of one language assist in acquiring the other and in the transfer of general knowledge. In a survey conducted by The American Society for Deaf Children in 1992, it asked questions about plans at the schools for the Deaf toward using a Bilingual/Bicultural philosophy of education. The results showed that an increasing number of schools were implementing Bi-Bi educational programs (Gallimore, 1993).

**Definition of the Bilingual/Bicultural Philosophy**

The Bi-Bi philosophy of education can be generally defined as a place where two languages and two cultures exist (Khalsa handout 2002). It can be more specifically described as an educational approach in which Deaf children are instructed in the use of both ASL and English (Nover, Christensen, & Cheng, 1998; Livingston, 1997; Strong, 1988). For many teachers, the Bilingual/Bicultural approach means using ASL as the language of instruction, teaching English as a second language and offering speech...
instruction as an elective (STARS School Evolution, n.d.). One of the goals of the Bi-Bi approach in Deaf education is for students to become literate in both languages. Literacy can be defined as being skilled in use, awareness, metalinguistics, and metacognition of a language. The Bi-Bi philosophy can be looked at as having equal access to literacy in two languages and two cultures. Since you cannot separate culture from language, by becoming literate in two languages, you are also becoming literate in two cultures. The Bi-Bi philosophy can be interpreted in many ways, depending on whose opinion of Bi-Bi education we are addressing and what their goals are. School administrators might say they have a Bi-Bi program established in their school, but their definition is to use ASL as the first language and then throw it out later and focus only on English. Others may claim to have a Bi-Bi philosophy at their school but only stress equal use of English and ASL in the English classroom.

Deaf and Hearing Bilingualism

One must be careful though to not compare Deaf bilingual programs too closely to hearing bilingual programs. Citing models from bilingual research with two or more spoken languages and assuming that these conclusions are valid for bilingual education with one visual and one auditory language is not appropriate (Nover, Christensen, & Cheng, 1998). The most critical difference is that 90% or more deaf children are born into hearing families where ASL is not an option for communication. Most of these children are not exposed to a visual language until school (Nover, Christensen, & Cheng, 1998). Spoken language bilingualisms occur through colonization, relocation, social or economic reasons, political, educational and urbanization to name a few. In the deaf community, bilingualism occurs in different ways. In the American Deaf community,
people who have Deaf parents learn ASL as their native language and English as a second language both from their parents and in school (Valli & Lucas, 1989). Deaf children of hearing parents learn ASL through school, the dormitories, from friends, and Deaf adults and role models.

Support for the use of ASL in the Classroom

Traditionally, educators have viewed ASL either as a symptom of a deficiency to be avoided whenever possible or only as a method of teaching, rather than a language. Only recently have administrators of education programs recognized that a bilingual approach to teaching prelingually deaf students may be necessary (Mather, 1989; Stevens, 1980). One supporting argument for ASL use in the classroom is a study conducted by Strong and Prinz (1997) that studied the relationship between ASL skills and English literacy among 160 Deaf children from residential schools ranging in age from 8-15. Strong and Prinz used a specially designed test of ASL to determine three levels of ASL ability. They found that Deaf children who attained the higher two levels on the ASL test outperformed children in the lowest ASL ability level in English literacy, regardless of age and IQ (Strong & Prinz, 1997). The results of the tests showed a statistically significant relationship between ASL skill and English literacy and that Deaf children’s learning of English appears to benefit from the acquisition of even a moderate fluency in ASL (Strong & Prinz, 1997). The results of this study are powerful and Strong and Prinz show that and Deaf child (without neurological impairment) that has a strong ASL base will benefit in their English literacy skill. For those hearing parents searching for an educational placement, these results should definitely be of interest. The idea that Deaf children should be taught first in ASL and later in both ASL and English is predicated to
some degree on the notion that children with Deaf parents outperform children with hearing parents because of ASL ability (Strong & Prinz, 1997).

There are numerous benefits to Deaf children receiving early exposure to ASL as the primary language. One is the fully developed language base that Deaf children of Deaf parents are already getting. A fully developed language base provides normal cognitive development within the critical language acquisition period (Wilbur, 2000, 1987; Newport & Meier, 1985; Petitto, 1993; Lillo-Martin, 1994). Also, from a linguistic perspective, knowledge of ASL as a first language is beneficial because it taps normal capacities at the appropriate stage of development. As a result of the first language acquisition process, there is a reduced need for emphasis on teaching particular syntactic structures in the second language (Wilbur, 2000). If there is a common underlying proficiency, then the transfer of cognitive/academic or literacy related skills across languages is possible if given adequate exposure, in school and environment, and adequate motivation to learn the second language (Cummins & Swain, 1986). When there is a first language already acquired, learners of a second language know what to expect, making the second acquisition easier (Wilbur, 2000). This is where Bilingual/Bicultural programs can see success; taking a solid first language (ASL) and using it to teach a second language (English). Finally, Liddell and Johnson (1990) explained that,

ASL is not an educational methodology. It is a language. Two generations of researchers have demonstrated that ASL is a language independent from English enjoying its own structural characteristics, its own lexicon, and its own rules for conversation. Nevertheless, there has been a tendency in Deaf education to equate the language used for communication in school with the educational methodology being employed. This equation clouds the issue about the value and possible use of American Sign Language in the classroom.
Deaf and hearing persons who use ASL are not considered to be disabled, but rather users of a language other than English (Nover, Christensen, & Cheng, 1998).

Current Bilingual/Bicultural Programs

The Learning Center (TLC) in Massachusetts is a leader in the development of curriculum and education for Deaf students using the Bilingual/Bicultural approach. In 1988, The Learning Center became a Bilingual/Bicultural school emphasizing both ASL and English and Deaf culture and other American cultures (The Learning Center, n.d.). At TLC, ASL is the primary language in the classroom and on campus; English is taught as a second language. They stress Deaf role models as an important part of the academic environment (The Learning Center, n.d.).

STARS schools are schools that have accepted the United States grant to explore bilingual education. STARS research has been led by Steven Nover and the New Mexico School for the Deaf. Currently there are over ten schools for the Deaf all over the country that have implemented the STARS Bilingual/Bicultural philosophy into their schools. The STARS program shows two approaches to develop competency in ASL and English; a bilingual approach with ASL dominance and an ESL approach with English only. The bilingual approach with ASL dominance and code switching expects students to gain skill in ASL abilities (watching, attending and signing), English literacy (finger reading, finger spelling, reading, writing and typing) and lip reading, speaking and listening where appropriate (STARS School Model, n.d.).

Of particular interest is the California School for the Deaf – Fremont (CSDF). It is another school that has implemented the Bilingual/Bicultural philosophy. At CSDF, the Bi-Bi approach is viewed not as an approach for teaching language to Deaf children but a
creation of an accessible environment in which natural language is acquired by Deaf children (Hansen & Mosqueira, 1996). Language instruction following the Bi-Bi philosophy at CSDF will follow that a first language is acquired naturally and then its structure and grammar are taught. The second language is taught in relation to the language that has already been internalized. Children can be exposed to two or more languages concurrently (Hansen and Mosqueira, 1996). Language samples at CSDF are clearly separated. They are in ASL with the purpose of evaluating ASL or communication skills and in written English to evaluate English skills only. Language modeling at CSDF is done through constant exposure to incidental communication in ASL by Deaf adults and peers and printed English modeled by hearing and Deaf adults and peers.

According to Hansen & Mosqueira (1996), the Bi-Bi philosophy at CSDF can be broken down into seven smaller approaches:

The first approach is the structural section of Bi-Bi, and it places an emphasis on ASL structure to build metalinguistic ability in students and possible structural teaching in English only after the students have a strong base in ASL.

The second approach is that the natural portion of Bi-Bi incorporates real or simulated experiences for the purpose of inducing expression in ASL and written English. Language is acquired and not taught through direct instruction.

The third component to the Bi-Bi philosophy is whole language. This component exposes genuine experiences which evoke ASL and printed English in natural expression and students help to develop curriculum and materials, portfolios of English work and videotapes of ASL work, and integration of subject matter and thematic instruction.

Fourth, ASL linking strategies to English is an important segment of the Bi-Bi philosophy. It states that the comparison of the two languages is used to facilitate the acquisition of English. Also, taking what the students know about signing and using that in the structure of English and vice versa. In doing this and becoming competent in the language are major factors of language development and creative exploration in both
languages. This strengthens the children’s linguistic abilities in both languages, encourages self-esteem, and builds confidence.

The fifth component of the Bi-Bi philosophy is language experience and that states that experience with both languages, written English and signed ASL, and the natural language will be used to discuss and share experiences with others.

The sixth component, the interactive component, is that real and important communication between two people will reach some kind of end and students will be able to write or sign clearly in order to get what they want. (Situations can be artificial such as giving directions to another person where clear communication is necessary.)

The seventh and final part of CSDF’s Bi-Bi philosophy is the pragmatic portion where students must communicate through ASL and written English in order to succeed. Many situations can be created, as long as they require meaningful interaction and communication.

Requirements of Teachers in the Bi-Bi Educational Setting

There are five major points of ASL mastery as the language of instruction that educators should be required to demonstrate prior to being able to educate (Gallimore, 1993). These points are fluency (sooth, clear, and effective message in ASL), quality/quantity (ability to match ability, quality, or register of ASL to the students needs), variety of domains (ability to express a number of ideas on any chosen topic), textual aspect of genre (indicating subtle information), and finally culture and cognition (understanding Deaf Culture) (Gallimore, 1993). In order for teachers to accomplish these five major points of ASL mastery they should take part in total immersion into the language and culture. They should intently study ASL linguistics, literature, history, methodology, human development and learning, and finally, the study of second language learning and the process of bilingualism and biculturalism (Gallimore, 1993).

Teachers must have a comprehensive understanding of and appreciation for the variety of language forms and functions to provide deaf children with the opportunity to expand their linguistic repertoires in signing, writing, and speaking in ways that will enhance
their abilities to participate effectively in deaf and hearing societies (Nover, Christensen, & Cheng, 1998).

California School for the Deaf Fremont suggested eight policies to teaching English through the Bilingual/Bicultural philosophy (Hansen & Mosqueira, 1996). These ideas are very important for educators to understand.

The first policy is ASL is acquired naturally for Deaf students when it is accessible. Therefore good language models should be provided in ASL and written English. That means no rote drills and the constant modeling of ASL and English in print.

Second, ASL is the language of the classroom as it provides for equal access to all students. This means communicate and teach via ASL regardless of hearing loss.

Third, Deaf students are capable of learning content equal to their hearing peers. Therefore teachers should follow a public school curriculum to teach reading, writing, and English and skills should be taught at an age appropriate level using ASL and printed English.

Fourth, students use real and interactive language experiences with ASL and printed English. Teachers should use ASL to explain language, discuss various topics, role-play, etc. and use English through print such as writing notes, journals and reading.

Fifth, ASL is not based on English, but both languages do have some parallel constructions that may be compared as a way to teach English as a second language.

Sixth, ASL and English are two separate and distinct languages. Therefore, do not mix languages by signing and speaking or reading at the same time.

Seventh, the students’ natural language (ASL) is to be respected. This respect can be shown by teachers using ASL to teach grade level content, teachers being fluent in ASL, and encouraging ASL activities and projects school wide.

Finally, teachers and students follow accepted Deaf cultural etiquette. This means, students and teachers sign at all times, teachers use appropriate eye gaze mannerisms, and no side conversations during class in order to keep a common reference point.

Also, the encouragement of Deaf pride in classroom activities and decorations is important to provide students with a feeling of pride for their culture and heritage.
To find more information about ASL linguistics see Valli & Lucas’ book *Linguistics of American Sign Language*, and for more information about Deaf Culture, see many research articles by Ronnie Wilbur. Also see appendix A for more information on teacher mannerisms, appendix B for a checklist for elements of Bi-Bi in the classroom, and appendix C for a Bi-Bi bibliography of books, videotapes, people and articles.

**Strategies Used in the Bi-Bi English Classroom**

Samples of strategies from CSDF to teach reading and English are in the appendix section (D and E). The first is entitled Teaching Reading Skills “ASL Style.” This lesson builder includes activities that are conceptual for reading, discussion activities, reading practice, reading skill performance, and skill application using projects. This is a great starting point for many new Bi-Bi teachers learning how to teach in ASL and use ASL for English skill.

The second strategy is entitled Teaching English “ASL Style” and is a lesson builder that helps teachers learn how to compare ASL and English construction, translation from English to ASL, practice writing English, writing activities, and comparisons.

Both of these “lesson springboards” by Hansen and Mosqueira contain useful tips of where to start when you want to make your classroom more Bi-Bi philosophy friendly.

**English Literacy Support in the Dormitory Setting**

Literacy support and homework support is essential in the residential setting. While some students are receiving adequate homework assistance and supervision, many are not. According to a study by Gillespie and Twardosz (1996, 1995) there is very little information that exists concerning the literacy environments of children at residential schools for the Deaf. Gillespie and Twardosz conducted a study to add to the lack of
knowledge in the field of Deaf education about literacy environments and practices in residences. They sent a survey to twenty-six schools for the Deaf nationwide and found the results to be interesting. All schools made reading and writing materials available to the children in the residencies, counselors read to children individually and supervised homework. Yet in half of the residencies, materials were not regularly rotated and in most residencies time was not set aside for group storybook reading (Gillespie & Twardosz, 1996). Since a child’s home environment is considered crucial for literacy development (Gillespie & Twardosz, 1996; Morrow, 1993; Teale, 1986), the same can be said for a residency at a school for the Deaf. Students need support and encouragement with their homework and reading. Through the survey by Gillespie and Twardosz, it was obvious that residential staff was concerned interested in supporting the literacy development of their children but they were not familiar with additional ways of enhancing the literacy environments.

Section Four: Activities

Based on the information shown in section three about the utilization of the Bilingual/Bicultural approach to education, the utilization of ASL as a first language in education, the requirements of educators in this type of setting, and the need for literacy support in the residencies, I have created a website for students. The target population is high school Deaf and Hard of Hearing students attending residential schools for the Deaf. This was set up to follow CSDF’s philosophy and would ideally be used with their English curriculum and with the teaching of Of Mice and Men by John Steinbeck.
Section Five: General Project Product

To assist teachers with reading strategies that didn’t take up a lot of teaching time, help students with their homework, and utilize Bi-Bi strategies, I have created a website. This website is a supplemental support system for high school students who may struggle with reading English. It is a website that presents the text, vocabulary words, summaries, and helpful information in two of the student’s languages (ASL and English). Also, the website can be accessed by the students outside of class to gain assistance with their school work when teachers and staff are not available. The product is located at http://idea3.rit.edu/Laurie/MSSE (Appendix F).

Three observations that I made at the California School for the Deaf - Fremont that helped me decide on this project are; one, students must have access to both languages in all classes, especially in English class. Second, during my student teaching I had the chance to observe many English teachers and their Bi-Bi strategies that they used during reading and writing time. One teacher especially made a good effort of reviewing specific sentences out of the novels they were reading. Those specific sentences were possible problem sentences that contained English idioms, were complex or confusing, or were worded out of the standard SVO (subject, verb, object) order. While this was a good strategy, it consumed a lot of class time. Finally, I noticed a lack of support for their students with their homework. Another of my duties at Fremont was to tutor in the dorms every night. Many times, students would come up to me and show me that their homework was to read a chapter from a novel. They would ask me what specific sentences meant or needed an explanation for difficult text. As soon as I assisted them by signing the text in ASL, many of the students clearly understood what the meaning of the
English sentence was. If translation were readily available, the students could find English meaning independently.

**Website Procedures**

When you connect to [http://idea3.rit.edu/Laurie/Msse](http://idea3.rit.edu/Laurie/Msse) you will see a link entitled “Launch Of Mice and Men website” I chose *Of Mice and Men* by John Steinbeck to show my Bi-Bi strategy because it was a novel that I taught during my student teaching, and Steinbeck used a complex writing style and vocabulary words that can be difficult for many students to understand. Also, this classic novel is still taught at many schools for the Deaf and this website could be utilized by schools.

When you enter the *Of Mice and Men* site, there is a general welcome message from me to the teachers explaining the purpose of the website (Appendix G).

Classroom teachers for high school English classes could assign the reading of specific pages or chapters in Steinbeck’s *Of Mice and Men*. They could tell students that they can either read the book independently, or they can read the book and use the website for support.

When students enter the website, students can select the chapter they are reading from the main menu on the left. When chapter one opens, there is a section for vocabulary, chapter summary, and text from the chapter.

Students can read the text on the website (it is the same as the paper form of the book) and if they struggle with the meaning of the sentence, they can click on that sentence and an ASL interpretation will appear to assist the students (see Appendix H).
For example, a sentence from chapter one, "They had walked in single file down the path, and even in the open one stayed behind the other." As you can see, if students are struggling with the meaning of the English text, they can watch the same sentence in ASL to acquire a better understanding. If you read the sentence, "He took off his hat and wiped the sweatband with his forefinger and snapped the moisture off." Some students may read this and think "snap" as in snap your fingers. But by watching the ASL version, they can see the true meaning of the word in context.

**Vocabulary**

Also on each chapter page, students can gain assistance from vocabulary words (Appendix I). Some words when selected play just the ASL meaning. For example, the vocabulary word 'coon' and its definition, "short for raccoon." Some students maybe confused by the meaning of short. But, if they select to see the sentence in ASL, they can clearly see that 'short' is not referring to height or distance, but to a slang meaning. Other vocabulary words have both ASL translation and other internet visual support. For example, 'heron' has the English definition, the ASL definition, and a link to additional information on the internet about herons.

**Summary**

On the same chapter page, students can also select chapter summary (Appendix J). This summary is from the Cliff Notes publication of *Of Mice and Men* (Van Kirk, 2001). Students can understand more about the chapter by reading the summary or clicking on one of the paragraphs to see the text in ASL.
Character Descriptions

Students that want to know more about specific characters or to clarify which characters are which, students can go to the Character descriptions section on the left hand side of the main menu (Appendix K). Each character is summarized in English (Van Kirk, 2001) and ASL.

In the same section of the main menu, there are also helpful links for students that want to explore more about Steinbeck and this novel (Appendix L).

Section Six: Discussion

From conducting extensive research and visiting Bilingual/Bicultural schools, I feel that I understand this approach to education more fully. I also feel that students need strong models of both languages used in these programs. By creating this website, I feel that students can see models of ASL and English as well as having Bi-Bi access to the curriculum. The website is not complete and I would like to continue working on it. I would like to add more interactive sections and activities to the website. Some might argue that students could just select all of the ASL sentences and not pay attention to the English sentences. By adding interactive activities, students will have to “prove” their knowledge and understanding of the text. For example, having a section that shows the definition of the vocabulary words and the students have to type in the appropriate vocabulary word. Also, there could be a section where student’s film their own chapter summaries and then could be uploaded onto the website.

I would like to add a section that incorporates literary terminology. Such as protagonist, antagonist, climax, etc. Students could see the meanings of these English terms in English
and ASL and then have to apply them to the novel. For example, “Who is the protagonist of this novel?” Students would have to type in the answer based on their knowledge of English terminology and the novel.

I would also like to create more websites for more novels. A future goal would be to copyright and sell DVD’s or rights to the websites to schools. Then schools could pick the novels that they use in their English classrooms and apply the websites to the curriculum.

I feel that this website is worthwhile to the future of Deaf education. With the expansion of the technology that can be used in the classroom, it is only appropriate to apply the technology to homework assignments. Also, by providing equal access to ASL and English, students can bridge the two languages for more complete independent understanding of the text. A supporting tool like this website will only help students to become independent and skilled learners in their school work and in their futures.
Section Seven

List Of Appendix:

Appendix A: Teacher Mannerisms
Appendix B: Checklist for Elements of Bi-Bi
Appendix C: A Bi-Bi Bibliography
Appendix D: Teaching Reading Skills “ASL Style”
Appendix E: Teaching English “ASL Style”
Appendix F: http://idea3.rit.edu/Laurie/MSSE Homepage
Appendix G: Welcome Page
Appendix H: Chapter One Page
Appendix I: Chapter One Vocabulary
Appendix J: Chapter One Summary
Appendix K: Character Descriptions
Appendix L: Additional Links
Teacher Mannerisms

ASL in the Classroom
Recognition of ASL as a language equal in value to English can enlighten your students. Respect for the role that ASL plays in deaf culture and in your students' cognitive and linguistic development can alter the your feelings about your students' accomplishments in your classroom. No longer is ASL that "gesture thing" that children use on the playground, but a sophisticated language worthy of study and fitting for daily communication and instruction.

Facial Expression and Non-Verbal Messages
Every time we call our students to attention we send non-verbal signals to them about our beliefs and attitudes. It is easy for children to recognize when we are uncomfortable about something or don't understand them.
Also, in ASL our facial expression signifies important grammatical information. Have you ever asked your students a question only to be met by a room full of blank stares? Perhaps it was due to a lack of or improper facial grammar required for the comprehension of questions in ASL.

Eye Gaze
Research by Susan A. Mather points out some differences in the way hearing and deaf teachers use their eyes when teaching young deaf children. The deaf teacher used eye gaze to signify which students were to answer questions he had asked. Ms. Mather concluded that the use of "deaf" eye gaze with deaf students may impact the number of answers the children offered to questions by the teacher, thus improving the quality of classroom interaction. We clearly have a lot to learn from our deaf colleagues who may give us clues to bettering classroom communication.

Sensitivity to Culture
Relationships between students and teachers can be altered by heightened levels of awareness between cultures. For example, are you creating an environment where children can receive incidental information (by adults signing to each other ALL the time, technological devices like captioners and flashing alarms, printed information readily available, etc...)? Are you creating an environment whereby deafness is not a handicapping condition?...Are you teaching your students that hearing loss is not a missing piece of them but an additional element that makes them a unique whole person?

Checklist for elements of Bi/Bi

1. ___ You believe that ASL is a language and Deaf culture exists.
2. ___ Teachers most often sign without voice.
3. ___ Students are using real and interactive language experiences to learn sign language “through the air” and English in print.
4. ___ Signs and symbols of deaf culture are displayed prominently.
5. ___ Technology such as TDDs and flashing alarms are in use in all locations where deaf students will be present.
6. ___ Students are taught to use devices like TDDs and decoders.
7. ___ Hearing aids and auditory trainers “technology for the ears” is not emphasized over the use of “technology for the eyes.”
8. ___ ASL is compared with English as a means of teaching English as a second language.
9. ___ There are a sufficient number of children of the same age in each classroom and older/younger peers in the same school.
10. ___ The children have regular contact with deaf adults and older peers.
11. ___ Most members of your school community know how to sign.
12. ___ Your children’s parents are aware of ASL, Deaf culture and the full potential of their children.
13. ___ Your students use the same textbooks as hearing children their age; content areas are taught using ASL with printed English as only one source of information.
14. ___ Books and videotapes are provided to the children as a resource for learning ASL and Deaf culture.
15. ___ The students’ natural language is respected and they are not required to mimic, change or use their voice when speaking in everyday conversation.

16. Pathological terms and attitudes are avoided by the staff in favor of more cultural views.

17. References are made to deaf culture as part of the students' everyday learning experiences.

18. Discussions of Deaf rights are held when opportunities arise or your school helps create those opportunities.

19. Your school recognizes and celebrates significant dates as they relate to deaf people. (i.e. Deaf Pah! Day)

20. The staff and students are aware of cultural conflicts that may arise and those experiences are used to promote cultural sensitivity.

21. The students write letters and participate in activities that share Deaf culture with others.

22. Career prospects and college opportunities are not restricted; the students are free to aspire to any future.

23. Your students are instructed in ASL as well as English.

24. Speech instruction does not occur in the classroom, but in an external setting.

25. Deaf adults are involved at every level of Deaf education, including infant programs and parent education.

26. Interpreting, when necessary, is performed by qualified and skilled signers of ASL and provided at every school event.

27. The school experience of your students is not limited to "exposure". Full involvement is expected by each child.

28. The students are asked directly about their needs as a student (including use of hearing aids, speech, etc...)

29. The students are aware of Deaf social events and clubs.

30. The students self esteem is bolstered, not inhibited, by their deafness.
A Bi/Bi Bibliography

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People

Ed Bosso and Lon Kuntze, Bilingual/Bicultural Coordinators
California School for the Deaf, Fremont
39350 Gallaudet Drive
Fremont, CA 94538
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“Eye Gaze and Communication In a Deaf Classroom” by Susan A. Mather
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“Language Choice Reflects Identity Choice: A Sociolinguistic Study of Deaf College Students”
by B. Kannapell Georgetown University 1985
TEACHING READING SKILLS
"ASL STYLE"

- Conceptual Activity
- Discussion Activity
- Reading Practice Activity
- Skill Performance
- Skill Application/Assessment
TEACHING READING SKILLS
ASL STYLE

Using ASL to teach deaf students has gained wide acceptance in the past few years; however, many teachers feel frustrated with the "how" of using ASL to teach reading skills and concepts without mixing both languages. The main goal is for deaf students to successfully experiment with and practice reading skills in their natural language (ASL) first, then apply that knowledge to printed English.

The activities described below encourage students to actively learn or review concepts and skills through their natural language. They also motivate students to perform a skill, because they have successfully performed it in ASL. This helps them to feel capable before they are expected to tackle the skill in printed English. Lastly, the activities are listed in sequential order. Conceptual awareness must be introduced before students are expected to interact successfully with a reading text.

The first two activities described below may be used to introduce a new reading selection or to focus on a specific skill for a previously read selection.

CONCEPTUAL ACTIVITY

- It is essential to choose a literary piece before introducing a skill in order for the reading material to be directly related to the conceptual and discussion activities.

- Set up an experiential activity that involves a targeted reading skill, but allows students to focus in on their experience rather than the skill itself. Using a conceptual activity, students become involved with the skill without being aware of it.

- The activity may involve actions, signing, reading or writing, depending on students' ability or the structure of the activity. However, it is important to keep expectations of using reading and writing to a minimum at this point. The goal is for students to use the experiential activity as background information, so later it can be retrieved and apply to performing a skill.

(Example Skill: reading dialogue using quotation marks) A student volunteer or the teacher could model the use of "perspective shift" in ASL by telling about a simple conflict involving two characters.

- Activities during this stage should remain as student-centered as much as possible. This encourages teachers to focus on the activity rather than being tempted to teaching the skill directly without benefit of crucial background information.

Developed by Lisa L. Hansen and Jacquelyn A. Mosqueira; Updated January, 1996
California School for the Deaf-Fremont
Possible activities include:
- an adult storytells the assigned reading selection to the students
- students role-play or act out concepts (e.g. mood, point of view, conflict, etc.)
- interactive games (e.g. draw setting, main idea, details etc.)

**Discussion Activity**
- Here, the teacher leads a discussion about the conceptual activity. Begin asking questions to elicit responses that relate to the targeted skill. (*Reading Skill: reading dialogue / Skill in ASL: Perspective Shift*) (*Question:* “How could you tell which character was talking when Shelia told the story?”) (*Answer:* Shelia moved her shoulders to a particular side to represent one of the characters each time the character talked.) Keep the discussion specific and focused so students will begin to discover the targeted skill themselves.

- Students can perform and discuss most reading skills through ASL activities successfully, which then can be transferred to printed English. (*Students repeat back examples of what each character said or can answer teacher questions about what each character said.*)

- The teacher may also provide a prompt for students to brainstorm information (examples, ideas or thoughts) from the previous activity. Both activities may be done with the class as a whole or in small groups.

- Students should not be required to express any thoughts or ideas in writing at this time. The teacher or other adult should accept responsibility for written expression as much as possible at this stage.

- After students understand the basics of a targeted skill, they need a way to refer to it by name. An ASL label is obviously visual and enables students to bridge the gap to comprehending the English label for a targeted skill.

**An ASL label for a targeted skill may occur spontaneously or systematically.**
1. Attempt to actively elicit an ASL sign from students. The sign must represent the targeted skill.

2. Observe students during the discussion activity and “catch” someone spontaneously using the ASL sign.

3. If all else fails, show students the ASL sign. Remember, it’s best to check with a deaf colleague for accuracy before using an ASL sign as a literary label.

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California School for the Deaf-Fremont
READING PRACTICE

- Introduce the equivalent English word(s) for the targeted skill. Sign the ASL label again, then write the English equivalent on the board. Tell students the English word is the same as the ASL sign. Explain that many skills in ASL and English are the same.

- Now, have students read a teacher-made text on the overhead from the conceptual activity. This could be a written selection from a storytelling activity or a teacher-prepared text from the conceptual or discussion activity. If a teacher-made text is used, remember to use the same writing style (narrative, expository, etc.) as the selected reading text. (Example: Students read a transcript of the account signed in ASL using a simple conflict and two characters.)

- Students read the text on the overhead. Remember, it is familiar to them. It is merely a written expression of what they experienced during the conceptual activity.

- Students read the text on the overhead and with teacher guidance, practice the skill. Check and recheck for understanding. Allow students to practice this activity as much as needed. (Example: Students read the story on the overhead and the teacher asks the same questions as in the discussion activity. The teacher may say, “In ASL you knew who was talking because the storyteller moved her shoulders. But in English the paper doesn’t move from side to side, so what shows that a new character is talking?”) The teacher leads students with other bits of information of comparing ASL to English to guide students to correctly answering the question and to discover for themselves that they are capable readers.

- Lastly, the teacher should compare skill labels in both languages. The teacher should ask students for the ASL label of the skill, then tell students that the same skill in English is... and name of the skill on the board or overhead. Again refer back and forth to both labels to emphasize them. Later, students can refer to the skill by sign/name for discussion, directions, or answering questions.

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California School for the Deaf-Fremont
READING SKILL PERFORMANCE

- Again, elicit the ASL equivalent of the targeted skill from students, then ask them to identify the English equivalent written on the board or overhead.

- Now students read the assigned selection and perform the targeted skill. Try to provide varied activities that continue to practice the same skill. If the reading selection is long enough, use the selection to ask students to perform the same skill, but using different activities to get to the same end. If the selection is of shorter length, provide students with other selections of a similar genre to read and perform the same skill. Keep track of student progress.

SKILL APPLICATION USING PROJECTS

- Skill application may be done through a variety of fun and innovative activities or projects.
- This activity also provides students a reason to reread the assigned selection one last time.
- This activity provides a way for students to apply one or more targeted skills they have practiced previously.

- One mini-project idea for students to apply learned skills is to ask them to manipulate the text in some way, but still use the targeted skill. Signing (ASL), writing, drawing, role-play (ASL) or combinations of two are examples of many possible modalities students can use to be evaluated for skill ability.

Example: Working in groups of two, students reread the assigned story again, choose a dialogue between two characters, and storytell it for the class. (Instead of using the characters in the story, students choose two contemporary known people to act like when reciting the dialogue. Make sure students practice and use ASL’s perspective shift appropriately. To involve the class, ask them to watch the dialogue being acted out, then each group must scan through their story to find the dialogue selection.) (To add a touch of humor and interest, the storyteller could change the actions of characters, but keeping the dialogue intact, like making one old character young, or a mean character nice.) In the example described above, the teacher focuses on students using perspective shift in relation to how the dialogue is set up in the story (quotation marks and paragraph spacing).

Developed by Lisa L. Hansen and Jacquelyn A. Mosqueira; Updated January, 1996
California School for the Deaf-Fremont
# READING SKILLS TAUGHT "ASL STYLE"

## READING AND CRITICAL THINKING
- Identifying the main idea
- Finding/locating details
- Detecting sequence
- Predicting skills
- Making inferences
- Compare and contrast
- Labeling cause and effect relationships
- Skimming for information
- Scanning for specific information

## LITERATURE
- Describing story elements: setting, mood, main character, conflict, climax, resolution
- Labeling stories according to genre
- Detecting writer's point of view
- Identifying author's purpose
- Reading similes

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California School for the Deaf-Fremont
### Conceptual Activity

Students act out a made-up brief skit involving a conflict.
(Video if camcorder is available)
Then one character (previously selected by the teacher) retells the story to the class in two different ways.
- a character (staying in character) tells what happened in the skit
  First Person Point of View
- another student (from the “audience”) tells what happened in the skit
  Third Person Point of View

### Discussion Activity

Teacher compares and contrasts (hopefully on video) both points of view.
Teacher asks questions to elicit answers from students regarding parts of both points of view.
Teacher writes students’ answers on the board, separating them into two categories (following both points of view)
(no headings for category except for students’ names if desired)
Teacher reviews charted information and get an ASL sign for “point of view”

### Reading Practice Activity

Transfer each point of view summary of the skit on an overhead transparency.
Using the overhead, show students the summaries one at a time. Point out the use of “I” and other characteristics of first person point of view. Then do the same with the Third person summary.
Then ask students to read the summaries again and decide who told each summary.
Sign first and third person point of view and write it in English on the board.

### Perform Reading Skill

Now students read their assigned reading selection.
Students will read various one paragraph short skits
1. answer yes or no to point of view questions
2. decide first person or third person point of view

Now students are ready to read a longer selections to label as first or third person point of view.

### Skill Application/Assessment

After students have demonstrated adequate performance of a skill, assigned a project to fully apply their skill.
Each student will choose their own short story and retell it both in the first person and third person point of view. Then students show their signed stories to each other and they must label each version correctly.
Videotape the story versions if possible and save for future use or to exchange with another class.

Developed by Lisa L. Hansen and Jacquelyn A. Mosqueira, California School for the Deaf-Fremont, 1995
# TEACHING READING SKILLS

**"ASL STYLE"**

## SKILL/GOAL:

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<thead>
<tr>
<th>Conceptual Activity</th>
<th>Discussion Activity</th>
<th>Practice Reading Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students watch a brief videotaped story signed in ASL. (Make sure you have the story in print also.)</td>
<td>Teacher leads students in discussing the major events of the story staying in proper sequence.</td>
<td>Teacher charts, lists or somehow shows the class student predictions.</td>
</tr>
<tr>
<td>Tell students they will be involved in an activity connected with the story later, so to pay attention to what happens in the story.</td>
<td>The teacher poses a question of what students think will happen next (climax or resolution).</td>
<td>Students now read the same story they saw on videotape. Stop at the same point.</td>
</tr>
<tr>
<td>Stop the video right before the climactic event.</td>
<td>Students brainstorm what they think will happen (whole class or with partners)</td>
<td>After reading the story, students may revise their predictions using printed information.</td>
</tr>
<tr>
<td></td>
<td>• draw/paint predictions for the next scene</td>
<td>Students read the ending</td>
</tr>
<tr>
<td></td>
<td>• sign what they think will happen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher elicits responses from students and asks for reasons for each prediction. (What clues or foreshadowing gave them clues?)</td>
<td></td>
</tr>
</tbody>
</table>

## Skill Performance

Students keep an on going chart of what they predict will happen in each following chapter of a novel.

Students can work with a partner. Each person has the same story with the ending covered. Each partner reads their story and writes their prediction for the ending. When finished, partners share and debate predictions. Then students uncover the story's ending and find out what really happens.

## Skill Application/Assessment

- Students may write or storytell their versions of the story's end
- Ask students to add one event from the printed story to add to their version (drawing, painting, writing)
- Students vote on their predictions:
  - The ending that best follows the original story events
  - The most exciting ending
  - The most creative ending
  - The most believable ending

Students chart on posterboard to compare their predictions with what actually happens in a story or novel (chapter by chapter).

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Chart developed by Lisa L. Hansen and Jacquelyn A. Mosqueira, California School for the Deaf-Fremont, 1995.
## TEACHING READING SKILLS
### “ASL STYLE”

**SKILL/GOAL:**

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Chart developed by Lisa L. Hansen and Jacquelyn A. Mosqueira, California School for the Deaf-Fremont, 1995
ASL STORYTELLING
(Adult as storyteller)

PROCEDURES:

1. Choose a reading selection as a way to introduce:
   ⇒ a story the students will read
   ⇒ a reading concept or skill
   ⇒ a reading genre
   ⇒ a writing style

2. Read the printed version through a few times until you are familiar with it.
   ⇒ Get a feel for the writing style
   ⇒ Become familiar with any characters involved
     * physical appearances and mannerisms
       - signs, facial expressions, and movement
   ⇒ Become familiar with any established setting
     * describe any details to help students visualize written material

3. Study and follow how the written piece is structured.
   ⇒ Story - jot down sequence of major events; diagram the story
   ⇒ Reading Skill - jot down pertinent information to emphasize while telling the story
   ⇒ Writing Style - note writing (narrative, expository, etc.) and practice signing according to its type.

4. Put aside the written piece and practice telling it using your best ASL.
   ⇒ Don’t memorize the piece word for word
   ⇒ Visualize it from beginning to end
   ⇒ Emphasize the targeted concept or skill

5. Storytell the written piece to yourself concentrating on:
   ⇒ Using clear ASL signs
     * larger/exaggerated signs than normal
     * formal or informal signs depending on the style
     * reduce use of fingerspelling where possible; fingerspell very clearly
   ⇒ Adapting your signs accordingly to represent:
     * mood (flow and pace of signs)
     * character mannerisms and expressions

Techniques adapted from Farrell, 1983
6. Retell the selection in front of:
   ⇒ a mirror
   * to get feedback from seeing yourself sign the story
   ⇒ another person
   * to check for clarity, pace, and structure
   ⇒ a camcorder
   * to watch yourself without sound to see if you can understand yourself
     (this is what your students will be viewing)

7. Tell the story or selection to your students.
   ⇒ Don’t worry if you change a few details
     * remain faithful to the content or message of the selection
     * concentrate on the concept you want to relay to your students
   ⇒ Use your storytelling talent
     * to encourage students in reading and writing activities
     * to plan multipurpose teaching strategies

Techniques adapted from Farrell, 1983
STORY STRUCTURE
ASSESSMENT SHEET

Circle: Pretest   Post test   Book Review

SETTING:
___Time
___Place
___Mood

POINT OF VIEW: Circle: 1st Person   3rd Person   Omniscient
___not used   ___attempted   ___consistent

MAIN CHARACTERS:
___physical description -

___mannerisms/personality -

DIALOGUE/
PERSPECTIVE SHIFT: ___not used   ___attempted   ___consistent

CONFLICT: PERSON VS. person society nature self
___not shown   ___attempted   ___consistent

STORY SEQUENCE: not clear   events in order

CLIMAX:
___not shown   ___attempted   ___successful
follows story?
emphasized description of climactic events?

RESOLUTION:
___not shown   ___attempted   ___successfully included

------------------------------: ___not shown   ___attempted   ___successful

Format revised by Lisa L. Hansen, California School for the Deaf-Fremont
TEACHING ENGLISH "ASL STYLE"

- Conceptual Activities
- Parallel Structures
- Written English Exposure
- English to ASL Translation
- Practice Writing English
- Writing Activities
ENGLISH TEACHING STRATEGIES
ASL STYLE

Deaf students competent in ASL have many advantages being taught English as their second language. They are able to use their metalinguistic knowledge of their natural language (ASL) to compare with parallel constructions in English. Students are able to use ASL in the classroom to share experiences, thoughts and ideas about the second language they are learning. Students can apply what they have internalized about ASL to learn English in a meaningful way. When students see themselves as competent language users in ASL, they feel more motivated to use English.

Guidelines for Comparing
ASL and English Constructions

CONCEPTUAL ACTIVITIES

- Conceptual activities work best if they are student-centered and permit students to feel successful working with "language".

- The teacher sets up a brief activity such as role-playing or an action game to introduce a targeted construction. The primary goal is for students to become involved with a construction that both languages use. This enables students to experience a language construction at a very concrete level. There should be no expectations to write it at this stage.

- The student expresses the targeted construction through manual and/or non-manual means. The student may sign and/or act through the use of gestures, body movements or facial expressions to communicate the construction.

Ideas developed by Lisa L. Hansen, March 1992; Revised January 1996.
California School for Deaf-Fremont
PARALLEL STRUCTURES

- Students can identify specific constructions in English easier after they have identified a similar one in ASL. Students can also relate to a familiar (ASL) construction with relative ease and comfort. This gives them a boost of confidence and knowledge to tackle similar constructions in English. Now they are ready to discuss the targeted construction via ASL. The goal at this stage is for students to recognize and identify a construction in ASL.

- The teacher reviews the previous activity with students. Ask questions to prompt students to sign examples of what they did in the conceptual activity. As students sign targeted constructions, the teacher models the ASL construction back to them. Remember to add all necessary non-manual syntax when modeling constructions back to students. Changing any one mechanism may change the meaning. Non-manual syntax = facial expressions, hand movements, orientation and position of signs

- The Student answers the teacher’s questions and expresses targeted construction in ASL.

WRITTEN ENGLISH EXPOSURE

- The Teacher translates ASL constructions into written English. The teacher (not students) writes sentences or a paragraph on the board using students’ names, actions and targeted constructions from the conceptual activity.

- The student reads the now familiar construction in context on the board.

- The teacher translates each sentence or sentences in ASL to again model back the ASL construction and to show its English counterpart. Make sure to give students time to read each sentence before it’s translated. The sentences should contain known information from the conceptual activity, not a new idea. The goal is to expose students to the targeted construction in written form in a meaningful context.

Ideas developed by Lisa L. Hansen, March 1992; Revised January 1996.
**ENGLISH TO ASL TRANSLATION**

- **Students** are now capable of identifying the construction in print using the same sentences on the board. Here, the teacher may assess if students understand the meaning of the construction.

- **The teacher** points to each sentence and asks a question to elicit student response of the written construction in ASL. (i.e., Adverbs = “How did Susan walk across the room?”)

- **The Student** silently rereads the sentence and answers the question by expressing the construction in ASL. (e.g., “quickly”) Since students have already seen the ASL construction signed many times, they should be able to model it back to the teacher correctly.

**PRACTICE WRITING ENGLISH**

- **Students** will finally have a chance to write the targeted constructions using the same sentences on the board. The teacher erases all targeted constructions in the sentences. Provide a “hint list” if students need extra help with spelling or memory. Draw a box in the corner of the board and write in all the examples of the targeted construction. This will continue the feeling of success for students and make the first attempt at writing less stressful.

- **The Teacher** erases all the targeted constructions in each sentence and draws a blank line to fill the gap. Show students the sentences with the blank lines then sign the missing construction in ASL for each sentence.

  *Example:* Ernesto walks _______ across the room.
  Sheila walks _______ across the room.

- **The Student** writes the correct English construction in each blank. Students may come up to the board, overhead, or use their own Xeroxed copy to write the construction. Students may refer to the “hint list” if needed.

  *Example:* Ernesto walks **swiftly** across the room.
  Sheila walks _______ across the room.

**Hint List:**
- quickly
- slowly
- swiftly
- sadly

Ideas developed by Lisa L. Hansen, March 1992; Revised January 1996.
California School for Deaf-Fremont
• Repeat this activity until students have filled in all blank lines with the correct construction. Remember to remind students they are learning a construction that is both used in ASL and English, except that one is signed and one is written.

WRITING ACTIVITIES

• Students will now be ready to practice and experiment with the targeted construction in their own writing. First, remove all the sample sentences used previously. Sign the sentences in your best ASL and ask students to translate them into written form, reminding them to concentrate on the targeted construction.

• When students seem to have a basic understanding of the targeted construction, it’s time to give them the opportunity to experiment writing their own sentences or paragraphs. Students are bound to make errors when experimenting with a newly learned English construction. Don’t worry. This allows them the freedom to make writing meaningful to them. Try providing interactive writing activities where students must write and understand each other in order to perform a specific task. Allow students to give feedback to each other, but the writer must make changes to make the completion of a task successful.

• Continue to provide grammatically correct samples of the targeted English construction in context for students to read. Students should be expected to self-edit targeted English constructions only after the teacher has provided written models in context several times.

• Teachers may also provide a special editing symbol or a grammar checklist to guide students in editing previously taught constructions. If possible, try to write symbols in the margins rather than on the specific words in context. This encourages students to locate and edit errors independently, as they must do on their own when the teacher is not there to help them.

Ideas developed by Lisa L. Hansen, March 1992; Revised January 1996. California School for Deaf-Fremont
**ASL/English Comparisons**

Here is a sample list of language constructions that can be compared in both ASL and English. When deciding to use ASL to English teaching strategies, make sure the construction you target is truly comparable in both languages. You may want to refer to an ASL resource text such as “The Green Book”, *American Sign Language: A Teacher’s Resource Text on Grammar and Culture.*

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<thead>
<tr>
<th>Category</th>
<th>ASL</th>
<th>English</th>
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</thead>
<tbody>
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<td>Action verbs</td>
<td>Directional verbs</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>ASL - noun/adj.</td>
<td>English - adj./noun</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td>How</td>
<td>When</td>
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<tr>
<td></td>
<td>When Extent</td>
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<tr>
<td><strong>Conjunctions</strong></td>
<td>correlative conjunctions</td>
<td>subordination</td>
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<td><strong>Yes/No Questions</strong></td>
<td>eyebrow movement shows punctuation and helping verb</td>
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<td><strong>Gerunds and Gerund Phrases</strong></td>
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<td><strong>Types of sentences</strong></td>
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<td>interrogative</td>
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<td>imperative</td>
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<td><strong>Pronominalization</strong></td>
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<td><strong>Pronouns</strong></td>
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<td>Conceptual Activity</td>
<td>Parallel Structures</td>
<td>Written English Exposure</td>
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<td>Teacher sets up a brief activity (role-playing or action game) to get the students involved with the construction. Ask a student to walk across the room showing them exactly what to do. <em>(quickly, slowly, sadly, etc.)</em> Student follows the teacher's direction. Repeat this again with another student and another action.</td>
<td>Discuss the targeted structure in ASL. Teacher asks questions about the previous activity to prompt students to sign the adverbs. Teacher then models adverbs back to them. Students should be able to recognize and identify the adverbs ASL.</td>
<td>The teacher translates the ASL construction into written English. Write the actions from the conceptual activity on the board in sentences. <em>Ernesto walks sadly across the room.</em> <em>Shelia walks quickly across the room.</em> Students reads each sentence, then teacher signs it.</td>
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<tr>
<th>English to ASL Translation</th>
<th>Practice Writing English</th>
<th>Writing Activities</th>
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<tr>
<td>As you point to each sentence, ask students how each person walked. Students answer the question and sign each adverb. <em>(quickly, etc.)</em></td>
<td>Erase the adverbs in the sentence, but provide a hint list if students need extra help. Show the sentences with the blank lines, then sign the missing adverb in ASL. Students take turns coming up to the board to write the adverb in each blank.</td>
<td>Erase all sentences on the board. Sign each sentence in ASL. Then students translate them into writing. Later, students can experiment with adverbs. Act out other things, sign them and translate into English. <em>use it as a game or a project</em></td>
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Chart developed by Lisa L. Hansen and Jacquelyn A. Mosqueira, California School for the Deaf-Fremont, 1995
<table>
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<tr>
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An Interactive Bilingual/Bicultural Approach to Literature Comprehension

Welcome to my master's project that is meant to be a service for students at the secondary education level. This preliminary website is for high school residential Deaf and Hard of Hearing students.

It provides information for students in both languages, ASL and English, to assist students in their studies and their homework. The attached website is a "cliff notes" style study guide for Deaf and Hard of Hearing students. The website provides students with assistance when reading the novel, Of Mice and Men by John Steinbeck.

Students can access text from the novel to read the novel in English and also click on sentences to see the conceptual meaning in ASL. Students can also access vocabulary lists, chapter summaries, character descriptions and themes of the novel.

Coming soon will be more interactive activities to test students understanding and knowledge and more chapters. My goal is to develop a line of websites for various novels. Students could then read the novels with the out of classroom assistance of having both languages readily available. All information on the website is copyright 2003 by Laurie Kettle. Other information obtained from Of Mice and Men and "Cliff Notes" is properly copyrighted.

Please click on the link below to access the website.

Launch Of Mice and Men Website
OF MICE AND MEN JOHN STEINBECK

An interactive website that is meant to support the teaching and learning of Steinbeck's novel through the use of the Bilingual/Bicultural philosophy

WELCOME

CLICK HERE FOR A WELCOME VIDEO

All Text of "Of Mice and Men" is Copyright John Steinbeck, 1937
All videos are encoded in Windows Media Video (WMV) V.8 and optimized for broadband cc Cable Modem)
A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan mountains, but on the valley side the water is lined with trees — willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter’s flooding; and sycamores with mottled white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great skittering if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of coons, and with the spread pads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

There is a path through the willows and among the sycamores a path beaten hard by boys coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water. In front of the low horizontal limb of a giant sycamore there is an ash pile made by many fires; the limb is worn smooth by men who have sat on it.

Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat quietly as little gray, sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilleted heron labored up into the air and then two men emerged from the path and came into the opening by the green pool.

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweatband with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

"Lennie" he said sharply. "Lennie, for God’s sake don’t drink so much." Lennie continued to snort into the pool. The small man leaned over the shook him by the shoulder. "Lennie. You gonna be sick like you was last night."
CHAPTER 1 VOCABULARY
click on the vocabulary words to launch a video definition

Soledad -noun- Coastal California city about 130 miles south of San Francisco. Click Here for a map.

Salinas River -noun- A river that flows through Soledad and into Monterey Bay.

Juncture -noun- a point or line of joining or connection.

Mottled -verb- Marked with blotches, streaks, and spots of different colors or shades.

Recumbent -verb- Biologically designating a part that leans or lies upon another part.

‘coons -noun- Short for raccoons.

Heron -noun- Any of various wading birds with long neck, long legs, and long tapered bill, living along marshes and river banks. Click Here for more information.

Sweat Band -noun- A band of leather inside a hat to protect the hat against damage from sweat.

Bindle -noun- Slang for a bundle, as of bedding, carried by a hobo.

Morosely -adverb- Sullenly, gloomily.

Workcard -noun- A card with a job assignment given to workers by an employment agency. It is then presented to the employer by the worker.

Weed -noun- Northern California mining town. Click Here for a map of Weed, CA.

Cat House -noun- House of prostitution.

Jack -noun- Another word for money.

Sacramento -noun- Capital of California. Click Here for a map of Sacramento, CA.

Two men, dressed in denim jackets and trousers and wearing "black shapeless hats," walk single-file down a path near the pool. Both men carry blanket rolls—called bindles—on their shoulders. The smaller, wiry man is George Milton. Behind him is Lennie Small, a huge man with large eyes and sloping shoulders, walking at a gait that makes him resemble a huge bear.

When Lennie drops near the pool's edge and begins to drink like a hungry animal, George cautions him that the water may not be good. This advice is necessary because Lennie is retarded and doesn't realize the possible dangers. The two are on their way to a ranch where they can get temporary work, and George warns Lennie not to say anything when they arrive, Because Lennie forgets things very quickly, George must make him repeat even the simplest instructions.

Lennie also likes to pet soft things. In his pocket, he has a dead mouse which George confiscates and throws into the weeds beyond the pond. Lennie retrieves the dead mouse, and George once again catches him and gives Lennie a lecture about the trouble he causes when he wants to pet soft things (they were run out of the last town because Lennie touched a girl's soft dress, and she screamed). Lennie offers to leave and go live in a cave, causing George to soften his complaint and tell Lennie perhaps they can get him a puppy that can withstand Lennie's petting.

As they get ready to eat and sleep for the night, Lennie asks George to repeat their dream of having their own ranch where Lennie will be able to tend rabbits. George does so and then warns Lennie that, if anything bad happens, Lennie is to come back to this spot and hide in the brush. Before George falls asleep, Lennie tells him they must have many rabbits of various colors.
CHARACTER DESCRIPTIONS

click on the character names to launch a video description

Descriptions are Copyright 2001 Hungry Minds, Inc.

Lennie Small
A migrant worker who is mentally handicapped, large, and very strong. He depends on his friend George to give him advice and protect him in situations he does not understand. His enormous strength and his pleasure in petting soft animals are a dangerous combination. He shares the dream of owning a farm with George, but he does not understand the implications of that dream.

George Milton
A migrant worker who protects and cares for Lennie. George dreams of some day owning his own land, but he realizes the difficulty of making this dream come true. Lennie's friend, George gives the big man advice and tries to watch out for him, ultimately taking responsibility for not only his life but also his death.

Slim
The leader of the mule team whom everyone respects. Slim becomes an ally to George and helps protect Lennie when he gets in trouble with Curley. Slim has compassion and insight, and he understands George and Lennie's situation. He alone realizes at the end of the novel, the reason for George's decision.

Candy
Sometimes called "the swamper," he is an old handyman who lost his hand in a ranch accident and is kept on the payroll. Afraid that he will eventually be fired when he can no longer do his chores, he convinces George to let him join their dream of a farm because he can bring the necessary money to the scheme. He owns an old sheep dog that will become a symbol of Lennie before the novel ends.

Crooks
The black stable worker who cares for the horses. A symbol of racial injustice, Crooks is isolated from the other hands because of his skin color. He also convinces Lennie to let him join their dream of land, but he must give up that dream.

Carlson
The insensitive rand hand who shoots Candy's dog. He owns a Luger, which George later uses to mercifully kill Lennie.

Curley
The son of the ranch owner, Curley is a mean little guy who picks fights with bigger guys like Lennie. He is recently married and extremely jealous of any man who looks at or talks with his wife. Lennie crushes his hand, earning Curley's future enmity.

Curley's wife
The only character in the novel who is given no name, she is Curley's possession. She taunts and provokes the ranch hands into talking with her, an action that causes Curley to beat them up. George sees her as a "tart," but Lennie is fascinated by her soft hair and looks. She is unsympathetically portrayed as a female tease until the final scene, in which the reader hears about her earlier dreams. Lonely and restless, she married too quickly to a husband who neglects her.

http://www.ikonoclasm.net/laurie/characters.htm

6/2/2003
LINKS

LINKS ON STEINBECK
http://www.isd196.k12.mn.us/schools/rhs/ClassConnect/DeptHomePages/English%20Courses/Steinbeck/Content/steinlink.html#steinbeck
http://www.synaptic.bc.ca/ejournal/steinbeck.htm
http://www.linkstoliterature.com/steinbeck.htm

LINKS ON OF MICE AND MEN:
http://www.isd196.k12.mn.us/schools/rhs/ClassConnect/DeptHomePages/English%20Courses/Steinbeck/Content/omam.html#quote
http://www.pinkmonkey.com/booknotes/barrons/ofmcmen.asp
http://www.ac.wwu.edu/~stephan/Steinbeck/mice.html
http://www.shunsley.eril.net/arnoore/engks3/ofmiceandmen.htm

http://www ikonoclasm net/laurie/links htm
Section Seven:

REFERENCES


