

ASLRT Round Table Discussion: **Dudis Presentation**

Thursday, November 1, 2007

The roundtable discussion notes are for the 2007 ASLRT conference participants. The notes in its originality as possible were documented by the participants who had reflected and discussed guided questions that were assigned to them after each presentation. The notes are neither research based nor the representation of ASLRT. They reflect the participants' experiences and thoughts.

Reflective Questions:

1. Based on the presentation, what do you think is lacking in deaf bilingual education classrooms?

- ASL linguistics application in classroom – how?
- How teachers can assess students based on their knowledge of ASL linguistics and rules?
- Students do not learn or acknowledge basic ASL features such as mouth movement, facial expression, etc. in classroom
- No emphasis on use of proper ASL grammar in different settings at schools.
- Unclear role of teaching ASL grammar rules to deaf students (ASL-L1) in classroom?
- No checklist for levels of ASL
- Lack of feedback from teachers on students' ASL use
- Staff support is lacking in classroom
- Research on cognitive development and the application of research in classroom
- Teachers' ASL use and skills vary
- Students need the opportunity to play with language rather than be taught language.
- Point of this is how we can be more aware of the nuances of language and how we attend (plan attention to that by mapping).
- Students from other countries come into schools and are corrected by instructional staff and their language ability is not recognized and expanded.
- Understanding ASL grammar, it's a new thing. Lack of teacher's knowledge of using language, metacognition,
- Spatial relationship, one would use that to focus, but then when student goes back to classroom, teacher doesn't apply, where is the information going?
- Lack of training, would benefit from ASL linguistics and internalizing ASL within use.

2. Give specific examples how to and why you might use bodily representations, spatial representations, and temporal representations in the classroom. Also, how might you assess them?

- Use filming to videotape students signing skills, with another teacher

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- Develop turn taking skills in the classroom for dialogue and incidental learning and use of language.
- Develop translation strategies to work from one language to the other.
- Use Three Little Bears video as an example to discuss with the students (step by step) and then assess students based on rubric
- Use President Roosevelt (Teddy) as an example – share details such as Teddy Roosevelt chased a bear etc. and the teacher should ‘become’ Teddy Roosevelt to engage students
- When discussing about Christmas, we need to explain what it means by elaborating the background before we introduce time concept.
- Ask students for directions and see how they describe using classifiers. This practice will reinforce visual cues. Ex. Explain where is gym by knowing which direction. Need to teach spatial references by showing pictures, maps, etc.
- Use non-manual signals and speed of signs to give information relating to mood, time, etc.
- Sign the story first (without the book) will attract the students more then show the print in book later—it’s like watching a movie first before reading the book
- Show Deaf people’s videos/clips such as Ben Bahan and his cinematic video
- Retell a cartoon segment
- Spatial representation used to teach compare/contrast and develop story lines and in content areas such as math (fractions), social studies (war caused by events).
- How can teachers become fluent in using ASL including the above? Especially with limited number of ASL language models? Suggestion: Teachers have someone they trust videotape them and watch the videotape together then get feedback (function like a mentor).
- Developing cognitive skills in children in incorporating more depiction-type conversation.
- Shared reading activities that model depiction and allows students to actively be involved in the development of their own stories.
- Watch videotapes of students conversing in different situations
- Use different ASL literature genres, identify that genre that uses the spatial temporal and bodily representations
- Use vlogs
- Task based analysis can be used: class activity or planned activity or in one on one assessment situation. Example: Watch DVD pixar movie then have them retell movie and work on skills lacking as assessed.
- Rubrics – focusing on different ASL features and discourse settings
- Need a team of ASL evaluators on site to help assess and keep a record of individual language skills growth in ASL.
- Need a corpus of material for assessment purposes and a fixed video approach should be set according to register of ASL use to match the level of audience. If a generic tape is used for assessment purposes there is no guarantee that the material will match the register of the audience.
- Older students can do comparative analysis of signed work.
- Help students to utilize more visual when using video, this will enhance when students retell stories, the importance of settings, or become a character,

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- Use same book for the week with students to get better results on how other students use of ASL related to stories
- Peer and self-assessments
- Checklists (teacher-made)

3. Parking Lot (other comments or questions you want to ask the presenter)

- How do we use the information presented in our classroom with our students?
- Do you have an assessment tool focusing on depictions for K-12 students? Any ideas?
- How to put this theory into practice/application for classroom use?
- Where could we get more information about Paul's presentation and his work (articles)?
- How can we teach students about classifiers? (Activities?)
- What are the developmental trends using depiction among ASL-signing children?
- Your research focuses on what population –self, adults, or children?
- Can you present this information at K-12 schools?
- Why did you focus on depiction verbs and blending in research?
- What are more examples of ASL trends in depiction use?
- Are there any type of rubrics to use in the classroom that are teacher friendly that will allow a teacher to quickly assess the ASL skills of the students in the class?
- More ASL linguistics emphasis in teacher preparation programs with the course content specific to teacher use in the classroom.
- Maintain a central focal place for schools to tap into current research and provide in-service training for teachers in the classroom.
- Linguists and educators need to work together for language use and collect data from the different schools to provide more support in the schools.
- Develop another track of L2 for teachers of the deaf to incorporate ASL linguistics and storytelling.
- The use of depiction seems to be complex. Is it to be taught or is it for us to know? It is more for us to know.
- How can we apply the concept of depiction in classrooms?
- This question is thought provoking as we had a hard time answering it – how do we assess students based on this question?
- Development of ASL assessment: What should it include? More current research proven functions of ASL? Also, do we want assessment to focus on parts of language or to focus on holistic and dynamic use of ASL. Diagnostic vs. assess holistic/dynamic use? Diagnostic to identify need of focus for improving/developing language at home/dorm and/or in classroom
- Do we need more research (theoretical research) to support development of assessment materials? (Combine quantitative and qualitative research studies to expand number of subjects being researched).