

The BMSTU poster session will cover these topics.

1. Accessible environment in professional education of the deaf and hard-of-hearing people at BMSTU
2. Social rehabilitation of the deaf and hard-of-hearing people in integrated education environment at BMSTU
- 3 .Global and regional education networking - PEN-International - PEN-Russia - for those person who are deaf and hard-of-hearing
4. "A future starts today and belongs to all people" - different aspects of deaf and hard-of-hearing students' life at BMSTU

ROUGH EDITED COPY

RIT/NTID

An International Symposium  
Technology and Deaf Education

"Technology & Foreign Language Instruction  
For Deaf Students"

Presenters:

Stephen Aldersley  
Hiroko Yamashita

Session T2E  
June 24, 2008

CAPTIONING PROVIDED BY:  
ALTERNATIVE COMMUNICATION SERVICES, LLC  
P.O. BOX 278  
LOMBARD, IL 60148

\* \* \* \* \*

This is being provided in a rough-draft format.  
Communication Access Realtime Translation (CART) is provided  
in order to facilitate communication accessibility and may  
not be a totally verbatim record of the proceedings.

\* \* \* \* \*

>>MODERATOR: Good afternoon. My name is Linda. I work in the Center of Unemployment here at NTID, and I'm delighted to present our next session on technology and foreign language instruction for deaf students. Our presenters are Dr. Hiroko Yamashita, who's the chair of the foreign language department in the college of liberal arts here at RIT, and Dr. Stephen Aldersley, who's the chair of the department of liberal studies at NTID. Our interpreters are Jen Proseco and Donna O'Brien. I thank them for our services, and our captionist is Tammy Milcowitz. Normally the sessions are a half hour with ten minutes for questions, but Stephen has informed me there is no formal presentation after this other than poster sessions, so if you would like to stay longer, just raise your hand for an evaluation form, and that's fine for you to stay longer. So thank you, and we're looking forward to your presentation.

>>STEPHEN ALDERSLEY: Thanks, Linda. Thank you for coming. We had no clue as to how many people would attend a presentation like this because it's obviously a very specialized field. And our goal in presenting today is to -- well, first of all, we're going to set up the scene for what we do now, what we plan to do in the future with regard to foreign language instruction, but mostly we want to hear from you because we figure that there must be other ideas out there that we haven't thought of yet or haven't tried ourselves, because we have pretty serious issue with regard to foreign language instruction for deaf students. That's what we're going to talk about. I'm going to take the first part and then Hiroko is going to talk about the foreign language curriculum at RIT. I will talk a little bit about access, and then we'll be going back to Hiroko and hopefully by the time we'll take about half the session, half an hour, to -- for us to talk, and then hopefully we'll be able to listen to what you guys have to say. Now, like most universities, students at RIT have to satisfy general education requirements, and many of those requirements are satisfied in the college of liberal arts. And of course the college of liberal arts has several departments, one of which is the foreign language department. So increasingly, hearing and deaf students both are turning to the foreign language department to satisfy their general education requirements, and also to do more, to go beyond

just satisfying their requirement, but actually to study foreign languages.

This was taken from RIT's strategic plan, which was published last year, and I'll let you read it.

It speaks to what's happened so far. And the next slide talks about where we're going to go from here. We're going to -- we're expecting an increased emphasis on international

studies and foreign language study. The college of liberal arts developed an international studies degree program, it was introduced three or four years ago, and that requires foreign language study in one of several languages. That's for the greater RIT community. Now I'll talk a little bit about the students that come through NTID. We have, you probably heard already, we have about 1100 deaf students, deaf and hard of hearing students at NTID, 443 of whom last year were matriculated in RIT baccalaureate programs, which is about a third of our student body. And we're supposed to increase that number to about 45% of the student body.

There are also another 200 or so students who are matriculated in associate degree programs and they also have general education requirements to fulfill, so they are also possible candidates for foreign language study.

And you can see there that currently 20% of foreign language classes at RIT have one or more deaf students enrolled.

Mostly one or two, but I think the maximum so far has been five in a German class. But we expect that to -- that number to increase as the popularity of foreign languages increases both among hearing and deaf students.

So, this is a problem. It's not a problem that we feel we have satisfactorily solved as yet, and that's what we're going to talk about in the next 15 or so minutes.

>>HIROKO YAMASHITA: So before we go on to the access service, I would like to summarize what's offered in terms of the foreign language education at RIT from the department of foreign languages.

We offer nine foreign languages, and then ASL. Nine foreign languages include alphabet-based languages, and then the non-alphabet-based languages. And typically, we have -- we teach about 700 to 800 students at all times -- at any time on campus. And Roman alphabet based languages include Spanish, German, Italian, French and -- Italian, French, German and Portugese, yes, and French.

And then the non-alphabet-based languages include Chinese, Japanese, Russian and Arabic.

And each class has a maximum of 20 students. The biggest section is the beginning level, so the first-year level. All nine languages have three levels. First year as a beginning, second year as intermediate level, and then the third year as an advanced level, and the biggest enrollment, of course, which has multiple sections, are the beginning level language instructions.

>>STEPHEN ALDERSLEY: It's important to realize Hiroko's distinction between -- well, it's become important for us and the way we look at this for deaf and hard of hearing students is to distinguish the class A foreign language instruction from class B, group one and group two. Group

one is Roman alphabet-based languages and group two is Chinese, Japanese, Russian and Arabic, and they require a different approach.

In any case, I'm going to talk a little bit about access now, how we've so far wrestled with the problem of making sure deaf students can survive and prosper and learn foreign languages in a foreign language classroom.

Our traditional model for access has two dimensions, provision of appropriate access during class, and provision of faculty tutoring outside of class. And I should say that that faculty tutoring aspect is where I come into this equation. Obviously this is Hiroko's department. I'm involved in it because my faculty are associated with the college of liberal arts and provide tutoring services for college of liberal arts majors and courses, psychology, sociology, political science and now also foreign languages. The main -- you have there a list of the main forms of in-class access, sign language interpreting, note-taking, real-time captioning, often known as C-Print. That's sort of our main forms of access in most RIT classrooms.

So here I'm going to go through the problems here, why the normal model doesn't always work very well in the foreign language classrooms. First of all in a foreign language classroom, at least in the way that they are conducted at RIT, it's mostly, particularly the beginning level, oral practice and drill. So our students are obviously not always able to handle that.

I should say, of course, that some of our students are hard of hearing, and they manage okay, depending on the hearing deficit that they have, but the great majority of our students just cannot deal with an oral-based presentation. So what do we do with sign language interpreting? Well, if the language is French or Portuguese or Chinese, it's not

much use translating everything into ASL because that doesn't help the student learn the language. Most of the class -- the language in a foreign language classroom is obviously in the foreign language itself. There is some that is conducted in English, directions, particularly the beginning of class. For that, an interpreter would be okay, but that's a very limited use for interpreting. Finger spelling is a little bit different with Roman alphabet-based languages. It says on the slide there are other drawbacks in addition to the fact that it's limited to Roman alphabet-based languages. The person who's the finger speller, the interpreter, has to be conversant with the target language at a fairly advanced level, and also, of course, these classes are 50 minutes long. It's difficult to finger spell and caption much of what's going on in class for that length

of time.

Notetaking. Most of the time, our notetakers are students who are also taking the class. Sometimes who have taken the class in the past. They come back and they agree to take notes. But most of the time, it's somebody who is in the classroom.

It's not real-time. The deaf student would not get the notes until after the class. In the foreign language class, as you can see from the slide, obviously the notetaker needs to have fairly sophisticated knowledge of the language itself, and that would mean that the student probably would not be a student in that class, may have been in the past, but not currently. So it's difficult to find such students. We're not paying a whole lot. I think the going rate is about \$7.65. So it's tough to find students who are both willing and able to do it. It's also essentially passive. Not only is it not real-time, it's passive. The student -- there's not much you can do during the class because the notes don't arrive until afterwards.

Real-time captioning, so that's what we have here, what we usually refer at RIT to as C-Print.

In order for this to work, you would need to have a captionist who, again, was proficient in the language, or at least more than just conversant with the language. And also, you need the software that the C-Print captionist would use needs to have a dictionary loaded on in the foreign language itself in order for the equipment to work. And that may sound fairly easy, but, of course, it's

expensive, and we've done it with one language, with Italian, and that's been somewhat successful, but it -- as I say, it's expensive. And to my knowledge, we haven't yet thought about doing that in any other language. And during also -- tutoring also is a resource problem. You know, we have -- I'm -- my faculty in my department are responsible for about a hundred students who are matriculated in college of liberal arts majors, for the most part, it happens to be psychology. There are about 40 students, deaf students, in psychology major. And so it's not a problem for me to find somebody who is going to work with those students in a tutoring capacity. But with nine languages, ten languages and only three or four students in each, obviously that would be a huge expense. I just cannot go out and hire faculty who are going to be responsible for three or four students, so that is clearly a resource problem. Okay. Before I talk a little bit about this, I want to -- I want to read to you, this is not in the handout. I want to read to you what we tell Hiroko's department, what we tell the international studies department and what we tell the students about what we can and cannot do with regard to

ensuring access in foreign language departments. So I'm going to quote from our current policy. And it says: NTID will strive to support group one languages, that's the Roman alphabet-based languages, but there are serious staffing issues that limit our ability to do so. There are also serious concerns as to the efficacy of this mode of access, especially at the more advanced levels of the language program. Now, turning to non-Roman alphabet-based languages, NTID will strive to support group two languages by PC's, and I'm going to talk about that in a minute, but there are very significant staffing issues that severely limit our ability to do so. Again, there are also serious concerns as to the efficacy of this mode of access, especially in the more advanced levels. So we -- you know, our role is to assist deaf students matriculating and graduating from RIT baccalaureate programs. That's what we're about. We're supposed to do that. That's why we're here. It's very hard to do it in foreign language classroom. We are constantly trying to figure out how to do it better than we have managed so far, but again, we're not satisfied that we've found the best way to do it.

In any case, here are one or two of the accommodations that we've arrived at and practiced up to this point. Hiroko's faculty, Hiroko and her faculty have been -- the possibility of switching the focus in a foreign language classroom to a written focus as opposed to the oral one. Not an easy thing to do, particularly when you have a mixed class, because remember, these are mixed classes. There's one or two deaf students, and classes have up to 20 students so there could be one or two deaf students typically and 16, 17, 18 hearing students. Well, one thing that we could do is obviously set up all deaf sections, and we have done that where the demand is greatest, which is in Spanish. So another part of my department, one of the faculty members there regularly has all deaf sections of Spanish, fully subscribed. He always has 20 students. And so that is obviously -- that is good from a resource point of view. It also, the faculty member is used to dealing with deaf students, and his basic mode of presentation is to finger spell, but he also uses a lot of visual presentation. We could do that, but if we've only got three or four or five students in any one language, it's hard to see how you would justify setting up a special section for that small number of students. We'd probably need eight or nine students at a particular level in a particular language before we would try to replicate that.

Another thing I can do and have done, and we've done this in Japanese, there are obviously a lot of people in the environment who know a lot of different languages. RIT is a big place, and we have a lot of faculty, and many of them are conversant and skilled in different languages, so I can go out and look for those people and develop lists of those people and call on them. Sometimes they're available and sometimes they're not. So that's a possibility. That's a pretty good way to go. And when we talk about tutoring, it's not only tutoring after the fact, there's also the possibility of pre-tutoring or pre-teaching before an actual class would take place. And then the last thing that we've used up to this point is tablet PC's. I said I would come back to that. And this is a system and Hiroko is going to show you a little video clip of how it works. It's real-time access, and the captionist, who obviously, again, has to be conversant in the language, sits here and the deaf student sits there and they each have

a monitor and the captionist typically uses a stylist and writes what's happening in the classroom. And for example, if it's Japanese, in Japanese characters if that's what that particular class is, and then the student can read. And also has the option of responding himself or herself on his own monitor.

So that is like a development of notetaking that's real-time, and it seems to have some advantages. It might be the best we have so far. Yes?

>>AUDIENCE MEMBER: Would the use of that tablet PC, does the information transfer instantly, or in chunks or what?

>>STEPHEN ALDERSLEY: No. It's real-time. They're hooked up wirelessly.

We can do this for \$7.65 an hour, that's assuming we can find a student to do it. I was in a Japanese classroom last quarter and there was a student who I guess at that point, this was a beginning Japanese class, there were three deaf students in the class and this student I believe was getting through the intermediate level so she was pretty competent. And so that's how that works.

I think with that, Hiroko, I think it's your turn to -- another question? Pat?

>>AUDIENCE MEMBER: Could it also work that the information would transfer from the PC, the tablet PC to a monitor?

>>STEPHEN ALDERSLEY: Yes, it could. We could do that.

But, you know, obviously we -- obviously we're under the ADA and obviously we have to do everything we can within reason. It has to be a reasonable accommodation. That probably would be a reasonable accommodation, but it's not easy -- I mean, we don't have custom classrooms, and there's going to be another class coming in. There was a class in the hour before. There's another class coming in in the next hour.

To set all this up on a regular basis is not the easiest thing in the world.

>>HIROKO YAMASHITA: Okay. So I would like to elaborate on the availability of the -- the use of a tablet PC, which -- a tablet PC or a small laptop with a wireless capability, like two Mac books. Tablet PC has the advantage of the scribbling, the characters and their shapes on the other side of it, which is very nice for a non-alphabet language like Japanese and Chinese, but there's also a cost issue, too. So I'm going to show that the case that we tried in Japanese.

In this case, we use the tablet PC. However, we use the -- that can be done easily with the just regular laptops. And



ideally, wireless capability of laptops that's connected to each other and two people sitting side by side.

I'm showing that the example in Japanese because Japanese is -- people say that if you could do something with Japanese teaching, that's probably -- that technique could be easily transformed throughout our standard European languages because Japanese there's no context between English, our main audience, and -- and then the Japanese language, so no cognates, grammar is very different, customs are very different, and also the characters are very different, so they're not the alphabet-based language. They have to learn three different sets of their characters.

So what's used for technology and techniques that's used for Japanese or Chinese is always more than what's required for the teaching a standard European languages. So -- and then also we have quite a few students taking Japanese, so it's like we always have this new challenge to cope with, and we hope to report what works so far.

All right. Typically, so we -- five in language class is the most number of people that we have, of deaf students or hard of hearing students that we had, and so it's not big enough to start the track for the exclusively designed for the deaf students.

So for now, we look at the language -- foreign language teaching here at RIT as a blended -- a mixed group, which accommodates both the hearing and then the deaf or hard of hearing students. And that's what we're striving for right now.

And we found out that the -- in that kind of a mixed group, deaf students have a -- if we conduct a classroom just like to all hearing students in exclusively the target language, teacher speaking in the target language all the time, deaf students are seriously disadvantaged for several reasons. Well, to start with, if we don't get the interpreter will understand the in-class announcements is difficult. This could be compensated by putting everything on the Web, and then utilizing teacher/student communication as much as

possible through outside the classroom. That can be done. But more seriously, they have -- they have a lot less access, or the opportunities to review input from the teachers who are speaking all the time in the target language, and then they also themselves, for them to produce the language in real-time with the rest of the classroom. Typically our students start from zero -- well, some main languages are taught in the foreign -- in high school. They

have -- those students come with one or two years of training, but then they -- a lot of our languages, we have to start from zero, assuming that, well, if they do not know the language alphabet, we have to tell them the language, and then if they don't know the grammar, we have to build from day one and day two, you have to teach on top of what they learned in day one.

So beginning level, they really need to be -- have a shower of input. And then also the students have to shower back at the -- students, peers and teachers to acquire the foreign grammar. So they have limited linguistics input in the classroom in the traditionally designed direct method class, foreign language class. They have limited production activities. Both at home and in class because yes, there are written assignments, but that's a fraction of what we expect from students to produce. They need to repeat. They need to think about short sentences, and then they speak back or produce back to the communicator so that what they think, what they would like to communicate will come across by either a spoken or written language.

So that's a challenge that we have, the lack of input and lack of output.

So we wanted to incorporate the technology as much as possible to increase the production opportunities of deaf students in this mixed group of students.

So two things. We focused on the ways to increase the production, written or spoken, in the classroom almost in sync with the classroom activities. Some deaf students would prefer to practice output by written language. Some hard of hearing students, they would like to practice the output by spoken language. So that was made up to them. That decision was made by them.

However, in order to make that possible, we have to provide the in sync activity along with the classroom, instead of notetaker's takedown what's going on and then send that home to -- send the students home with that.

And then another one -- so in order to do that, we wanted to create a chat-like atmosphere for the written input and output with a notetaker. So we hired -- we're assigned one notetaker we are classroom, and typically, any language, advanced level students, that's -- they're well advanced and very reliable could be fairly reliable notetaker in this

kind of format, and this is what I would like to show you. So this is a Japanese -- it's a mock classroom. These are all -- she is a professor, and then he is actually -- he's

really a notetaker, actually. He's in the advanced level right now. And we sort of reproduced what we typically do in the beginning level. So this is about, I like this, I don't like this, and we just introduced this phrase. So students need to know the form to say -- how to say I like it first and then be able to think about what they like themselves, what they don't like.

All right. So we start off -- and in here is a pair in a laptop, PC's that are connected to each other. So together they are chatting to create the conversation log. And sometimes a notetaker gives the layout of the classroom, here's what's going on, or sometimes the notetaker will be a conversation facilitator, so he hears what's going on, writes down, starts the conversation. She types it back to create the that meaning dialogue. And then back here you will see some mock students actually as the hearing students.

She will first see the forms visually. Now, this was assigned as a homework, so she should know this form in her head. However, you have to practice in the classroom to be able to produce it, to reach that level during the classroom.

After she's comfortable with the input, the form, she will start producing, do you like this? Yes, I do. Do you like this? No, I don't, that kind of a short conversation with a notetaker while the rest of the classroom starts having pair work with their peers in spoken language.

So at this point, they moved on to the mini skit. Do you like pizza? Yes, I do, no, I don't. Teacher to a student interaction, which will eventually move into the student to student conversation. During this time, she is chatting with the notetaker to create the similar kind of dialogue.

>>AUDIENCE MEMBER: So they are not using the writing on the tablet to have this conversation? They're typing?

>>HIROKO YAMASHITA: They could probably use the writing tablet, too. Sometimes it's a matter of time output, a tradeoff. So they're right now typing in the alphabet, which is converting to Japanese characters, which is faster. For the Chinese character practice, they have to flip and they have to use the tablet side to practice the characters themselves.

>>AUDIENCE MEMBER: If the student were hard of hearing or used their voice, then they could be reading what the notetaker said and producing it vocally?

>>HIROKO YAMASHITA: Sure. Absolutely.

>>AUDIENCE MEMBER: I mean, do you have that happening in class?

>>HIROKO YAMASHITA: Absolutely, yes. Sometimes we have several students with a different mode of output, and in that case, it's once again that as long as -- notetaker can either produce in written language or spoken language, so he will -- he or she will tailor his output with the need of the student's choice of the production output.

All right. So I'll just run this through until the end. So this is a pair work now, and during this time, the deaf student is making a conversation with the hearing -- with a notetaker, and a teacher occasionally checks in to see if everything is running okay, and also at the end of each lesson, this can be a send-off to the -- not only to the support service office, but also to the teacher, too, to make sure that the notetaker is exactly conveying the information that's taught. And foreign language, it's very important to make sure that the spelling is accurate and grammar is accurate as an output.

Okay. So this is what's going on at this point. And this kind of a note can be sent off at the end of each hour. So this is just one sample of it. At the beginning, the notetaker is saying hello, how are you doing, look at the flash card that the teacher has, so he sort of navigates the activities within the classroom so the deaf students can keep up with their classroom activities. And when it's necessary, they will switch to the chat mode to produce.

I like beer, how do you say it? And she answers.

How do you say, I don't like beer? And she types the answers. And then the -- a lot of times after they -- these simple structures are mastered, then they'll move on to more longer dialogue.

And so this is what's been typical activity in the notetaker-based production in the classroom.

And it turned out to be quite an effective method because frankly, at the beginning, we had a traditional notetaker, and interpreters, or sometimes -- they were very helpful in the culture and grammar activity explanation because that professor is talking, instructor's talking in English.

However, in the target conversation, the interpreters say, yeah -- they could not finger spell those Japanese phrases. So we -- not many students completed one term, which is a ten-week quarter course.

After this method was introduced, it became very rare to see a student withdraw from a non-alphabet language. Remember, Japanese is -- I wouldn't say it's a difficult language, but it is a nice challenge for students to have. And to be able to complete. So for deaf students that are working hard, they get A's, they finish each class with A's and B's. Just like hearing students. If they don't put in their, you know, full effort -- well, just like anybody else -- they get the slightly lower grade. But that's the new trend that

we started to observe, to see the results between the hearing students and deaf students.

And some have advanced all the way to the end of the intermediate levels, and she could have gone to the advanced level, too.

So not only the deaf students are taking the first level or just beginning portion of it, to have the taste for it, but also, now the students are able to have a good advanced skills in the foreign language.

Now, there is a problem with it because one notetaker to one deaf student is probably a best approach in terms of this kind of activity because then in that case, the one person can have an undivided attention to teachers, and then the teacher's activity, and then the deaf student.

Now, increasingly, the language, foreign language learning, is becoming very popular, like Stephen said. So now it's very common to have more than one.

In Japanese, we have seen as many as three students in one class.

And then what do you do? So that -- we're moving to a next level.

And then also, another problem we noticed is that they -- we're able to sort of provide instruction to deaf student, but then there's not a dynamics of a student interaction between the hearing group, and then the hard of hearing group. So they're in the same classroom, but foreign language classroom, the students naturally form a community because they're there four days a week, four, five days a week, and they sort of get to know those classmates just like they're, you know, family member or dorm roommates. And so there is a -- in this case, they're very much secluded with the interaction with a notetaker only, so we wanted to overcome these two difficulties.

So what we're proposing now is a next step, is an experimental methodology that we're excited about implementing from this fall. We reviewed the grant from the RIT to have a laptops, wireless -- laptops with a wireless connection. Ideally, one per student, but to start with, one laptop for a pair of students that are next to each other. In that case, they could communicate by chat-like system, or by making instant messaging the groups, we're able to team up any students within the classroom. So a deaf student could be paired up with a hearing student, and also hearing students could practice their chat. And that means an increased opportunity for them to practice.

Yes, it's more efficient to probably repeat so many words, and they understand the sentences by hearing and speaking. However, there's a trade-off. There's spelling accuracy, or nonalphabet language like Japanese or Chinese. The skill of a character mastery is sort of left as a secondary skill in

the spoken language. So this will increase the opportunity for the students, the hearing students, to practice communication by writing, and also by switching -- pairing students with any computer in the classroom. There are ten of them. Ideally we will be able to iterate. And we will still have a notetaker to navigate, to help them navigate the activities up to each point. Here's what we're doing, here's what we're going to do next, you're going to be teaming up with this person.

But in this case, the benefit is that we will only need one notetaker whose information will be spread out to the number of deaf students with a laptop in front of them.

So we will see how this will go and what will be the best effective method to use this kind of a device. And we hope we'll be able to figure out and then bring back the report, the results to you. Meaning next year's conference.

So here's what we have so far, and I'll turn this back to you, Stephen.

>>STEPHEN ALDERSLEY: Well, we figured we would take 40 minutes, and I guess we took 45, so that's not bad.

Just briefly before I ask for comments, as I said, I was in a Japanese classroom for the first time last quarter, and there were three Japanese students there. One was deaf/blind or almost blind. Still has a little sight, but he's pretty blind, and he had the two monitors, the tablet PC. There was another kid who was hard of hearing and could participate in the class on an oral basis except he couldn't hear what was going on behind him and when students would respond to the teacher from behind, he was lost. But for the most part, he was managing.

He had actually taken some Japanese in high school so he had an advantage.

And then there was another kid profoundly deaf who did not have -- and I don't know how these things get set up -- who did not have any screen in front of him, and he was pretty much -- he was a very good student, did all the studying that he needed to do outside of the class, so he did pass the course, but he was clearly excluded from the actual classroom activity, and I assume that happened on a daily basis. So that's the problem we have, and this is what we tried to do so far. And as I say, it's a problem that's getting increasingly serious for us because our deaf students want to do exactly as the hearing students. They want to study foreign languages, they want to major in international studies, they want to go abroad. They want to

do everything that the hearing students want to do and it's our job to make as much of that possible as possible. So if you have any comments on what we've done so far, anything that you're doing in your institutions, we would love to hear them. Who would like to begin? Okay.

>>AUDIENCE MEMBER: I have two questions. One is about what exactly are they typing on that? Because it's a different -- what you showed up there was the Japanese characters, but do they type those characters on the keyboard?

>>HIROKO YAMASHITA: Yes, they do. They type -- they input -- they input by the alphabet, and then it's -- when you press the space bar, it turns into a Japanese character. It's a step that they --

>>AUDIENCE MEMBER: So you have to know, like, the pronunciation of the Japanese word. I think, like, okay, that first character, I don't know what it is, that's an "A" obviously. I don't think it's an "A" in Japanese, but the next character, how would I -- what are the sequence of keys that I have to type to get that character to come up?

>>HIROKO YAMASHITA: Oh, that's right, yes. So this says Mr. "A" hello, and it's all for netically entered, so Mr. Or miss is S-A-N so we type in S-A-N. And when you -- without the space bar -- when you press the space bar, it's turned into a Japanese character or Chinese character.

>>AUDIENCE MEMBER: So you're using the phonetic pronunciation?

>>HIROKO YAMASHITA: Yes. Yes. So the person needs to be able to hear it correctly, and then type it in.

>>AUDIENCE MEMBER: Now I have a second question. Have you tried his speech and having the hard of hearing kids produce tab -- to learn the sounds?

>>STEPHEN ALDERSLEY: I've only been involved in this activity with this department for three years, and during that time, we have not. We don't -- if a student comes to NTID and has a need for cued speech in a regular classroom, I believe that we try to accommodate that. I believe there are some cued speech interpreters on staff. Not very many. I don't believe that we have tried that in the foreign language. It could have happened before I joined, but not to my knowledge. Certainly not in the last three years. Would you like to explain what cued speech is to this lady?

>>AUDIENCE MEMBER: Cued speech is a -- I don't have the exact definition, but it's almost like a phonetic -- visually phonetic representation of the language, and you

could -- it's almost like visual phonics instead of the sounds written on paper, you have the sounds cued around the face, and the phonetic representation visually given to the deaf student.

>>STEPHEN ALDERSLEY: Thank you. Yes?

>>AUDIENCE MEMBER: In response to your comment about cued speech for Japanese language, there are three parts, and they are related to sound. But in Kanji, it does not have that. It can work with for only part of it. I just wanted to share about my experience with a foreign language.

My experience happened 20 years ago, granted, maybe 25 years ago by now. I took Spanish language at the University of Hawaii, and it was really wonderful. I really enjoyed it, though I'm also hard of hearing, I was able to hear quite a bit. I was able to hear the teacher, and I also did have a notetaker in the classroom who sat with me.

And then after class, I also was tutored, and the tutor was extremely helpful, really forced me to practice. So almost to the point of tears.

I learned quite a bit. And then went to the listening lab and really, I wasn't able to -- that was not successful for me, and I did end up failing the class. I was not able to pass it according to the university standards. The dean waived that requirement for me, though, and forced me to take Latin language, which I totally hated, and I don't remember any of.

Though I still remember my Spanish, even though I got a failing grade.

I just really want to compliment you and tell you how wonderful it is that you've done all this hard work.

One question I have, is foreign language a requirement for your students? And the second language I have is have you been thinking about foreign sign language as another option for students? The Hawaiian school for deaf and blind students, their deaf school, they have somebody who's deaf from Japan there who teaches the Japanese sign language for -- who taught with us for two years at that school and is now trying to teach at the college level as well, though it's not as popular an option for people.

So that was something she dropped. Just an idea to throw out there if you were ever interested in teaching foreign Spanish, foreign Russian sign language, French sign language, just might be something interesting that people would want to take for deaf students, and maybe some hearing students might be interested in it as well.



>>STEPHEN ALDERSLEY: I think that's a question for you, Hiroko.

>>HIROKO YAMASHITA: Thank you very much for the comments. Let's see, to answer your first question, foreign language here is not a requirement. It's something that the students voluntarily take. They typically take one to two years to form a cluster of courses, and they could declare a smaller degree such as a concentration or a minor.

But -- so the students are there by choice. But if it's going to be offered as a requirement, we won't do anything differently. We will try to accommodate whatever it takes so that all the students in the classroom will get the fair chance of instruction.

And let's see, as a comment to the JSL, Japanese sign language or other foreign sign language, it's a wonderful

idea, and it's -- just like deaf students have access to communicating with hearing students in different countries, by learning a -- the standard language -- the European or foreign languages, spoken languages, but also that they have a great interest to communicate with the deaf population in each country, too. So that's something that we definitely would like to consider in the future. Would you like to add something?

>>STEPHEN ALDERSLEY: No. That's fine. I'm glad to hear that.

I want to emphasize the difference between the Roman alphabet languages and then the Chinese and Japanese and Arabic and Russian. I was also in a classroom in the winter quarter with a German class. I believe this was the second course in the beginning sequence, and in there there were five deaf students, and they had an interpreter who was finger spelling. He was mostly finger spelling. When the classroom teacher lapsed into English, then he would use ASL, but for the most part, he was finger spelling, but he was perhaps going a little bit beyond what the normal role of the interpreter is, and he was really getting involved in the class. And all five of those students were fully integrated into the class. Clearly, he had gone out of his way to make these five students feel good about their being in the class. And the one class that I observed, they were doing skits, you know, three or four kids would go out and do a skit. And the skit that the three German kids did was -- or the three deaf kids did was clearly the best skit in class, and that was really nice to see. So we don't have so much of a problem with the Roman alphabet-based classes,

it's Japanese, Chinese and Russian. And I believe -- I was looking at the registrations for the fall, and I believe we have the second deaf student that wants to take Arabic in the fall. We've had one before, and again, before my time, but this one wants to take Arabic this fall and I don't know what we're going to do. We don't so far have an Arabic notetaker or a notetaker that knows Arabic. The person that's responsible for finding notetakers assures me, quote, she has some leads. Doesn't have anybody yet. And I believe of the nine spoken languages, there's going to be deaf students in at least eight of them. I'm not sure if we have anybody for Portuguese in the fall.

So that didn't used to happen. That is new. So as I say, we have an increasing challenge here.

>>AUDIENCE MEMBER: Do your deaf students -- they know definitely how to read, write?

>>STEPHEN ALDERSLEY: In English? The question is do our deaf students know definitely how to read? Well, if they are in the college of liberal arts, pretty much, yes, I would say.

>>AUDIENCE MEMBER: Even know how to read English. I assume your teachers, your staff, your teachers, the faculty members, they're experienced themselves in this to teach them how to learn the language by themselves in regular experience.

>>STEPHEN ALDERSLEY: My department has 25 faculty, and a big chunk of it is involved in teaching English, both at the developmental and the college level, and then another chunk of it is made up of faculty who work in the majors. They're not the same people. The people who work with the majors, for example who might work with foreign languages in international studies are not people who are necessarily skilled in teaching English. So they don't have -- they don't all have the same skill set.

>>AUDIENCE MEMBER: You don't need to have different skills. If you are professor or teacher, you know, focused on methodology of teaching, and then they are very creative, if they ever taught them foreign language, for example when I was in Russia, I was teaching German, but I decided that I needed to learn English, and English, nobody knew English at that time in Russia. There were no books, nothing, only some books for -- in the high school. So I learned just how to pronounce, the most important for me to learn, to hear how to pronounce the sounds, to read English letters. From that time on, I studied -- teach myself -- taught myself

English, and now I teach myself Spanish. But the methodology, I know how to teach, and I was teaching in Russia for 19 years, and when I came, I was teaching Russian language at 700 level, so your steps should be -- they're, you know, gifted people in terms of themselves -- your staff -- give them different ways how to teach.

>>STEPHEN ALDERSLEY: They are pretty skilled. And of course they are particularly skilled with teaching deaf students. And to that extent, those skills go across disciplines, that's true. I'm not sure that I could sign everyone in my department, though. There's also some additional knowledge that you need.

Well, but you also need to have the language yourself, the foreign language yourself. I don't think you can teach German unless you know German, and I don't have people like that on my faculty. As I said during the course of the presentation, when I'm looking for tutors for any one of these languages, I often go outside the department to the greater university and look for people who know the language. They may not be the instructors themselves, they may be on staff, they may do any number of different jobs at RIT, but not necessarily teachers, but they do know the language, so that's the best I can do.

>>MODERATOR: Stephen, we have an interpreter issue related to time, so if anyone wants to chat with Stephen and Hiroko separately, you can come up at the end. But we wanted to ask all the participants to please fill out the evaluations online, or if you prefer a paper copy, I have them here, and again, the session number was T2E. T2E.

Thank you so much for this excellent presentation!

>>STEPHEN ALDERSLEY: Thank you very much for coming.