



<b>#3 Lesson Plan</b>	
<b>Subject:</b> Languages Part 2	<b>Length of lesson:</b> 1 hour
<b>Level:</b> Intermediate #1	<b>Resources needed:</b> Computers or tablets with Internet connection, whiteboard & pens, SignDNA website link ( <a href="http://www.signdna.org">www.signdna.org</a> ), worksheets, print-out of a simple children’s story or passage (approx 100 words), stopwatch (one can be utilised on a phone)
<b>Topic:</b> Changes in the Deaf Community – Communication and Language: TC and NZSL	
<b>Expectations</b>	
<p><b>Expectation(s):</b> By the end of this lesson students should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain in more detail the differences between New Zealand Sign Language and Total Communication (“TC”)</li> <li>2. Understand the difference between a language and a communication system.</li> <li>3. Discuss the possible impacts of each on the lives of Deaf people</li> </ol> <p><b>Learning Skills:</b> Researching the SignDNA archive database; self-reflection.</p> <p><b>Learning Concepts:</b> Official language status, TC, community languages, language rights, cultural recognition, Deaf communication, Deaf education, technology.</p>	
<b>Content</b>	
<b>What do I want the learners to know and/or be able to do?</b>	
<b>Today learners will:</b> Learn in greater detail the difference between Total Communication and NZSL, and begin to appreciate their respective uses.	
<b>Learning context</b>	
<b>10 mins</b>	<p><u>Recap of information covered in beginner’s level</u></p> <p>Deaf people’s communication styles have changed dramatically over the decades. Much of this has been due to education policy, as over 90% of the parents of Deaf people have had no prior experience communicating with Deaf people so they often rely on the education system to</p>

	<p>raise their children and teach them language. Therefore the government policy of how Deaf children are to be educated has a huge impact on how those Deaf children learn to communicate and how they might communicate through their lives.</p> <p>From the late 19th century through to the late 1970s (roughly 100 years), the New Zealand education system allowed only oral English language to be used in Deaf education. Use of signs and gestures by Deaf children was punished, and signs became an “underground” language used only in private, never in public.</p> <p>By the 1970s many parents and educators of Deaf children had become sceptical that the poor academic achievements of Deaf children being taught orally were the best possible outcomes, and began to investigate and lobby for change. Other countries, including UK and Australia, had shown some success in a hybrid system of oralism and gestures, all following English grammar, and lobbied the government to adopt this into Deaf education in NZ.</p> <p>During the 1980s and early 1990s awareness of Deaf culture and the validity of sign languages globally grew, thanks in part to research, and global Deaf leadership, including here in NZ. Society was becoming more aware of respecting minority cultures and languages and so the focus changed on using NZSL in education. English was still highly valued, but not via lip-reading and vocal speaking, but instead via writing.</p> <p>These changes in education policy mean that members of the Deaf community often have quite different ways to communicate depending on their age. However as all have Deaf culture in common, these differences are embraced and accepted.</p> <p><u>Discussion about language status</u></p>
<p><b>10 mins</b></p>	<p><b>ACTIVITY</b> – Students to find out information about Total Communication (TC). Tell students to find answers to the following three questions:</p> <p><b>Question: What is the oldest video that mentions it?</b> <i>Tip: You can do a search for Total Communication or TC and get a list.</i></p> <p><b>Question: What is TC and what does it look like?</b> (ideally students recognise at least the one-word = one-sign concept, but if not that is ok. Some students might call TC “sign language” – avoid agreeing as the point of this session is to demonstrate that TC is NOT sign language – the explanation is to come!</p>

	<p><b>Question: Which language form is easier for the students to understand?</b> TC could be easier as follows English grammar, or NZSL could be easier as it looks more visual and cohesive – there is no right/wrong answer to this question!</p>
<p><b>5 mins</b></p>	<p><b>Group feedback</b></p> <p>Students to report back on what they found.</p>
<p><b>10 mins</b></p>	<p>Teacher to clarify what TC means if required. TC is a system that uses lipreading, speaking, and gestures, all using English words (syntax) and English grammar.</p> <p>If required can show two videos of classic TC at use:</p> <ul style="list-style-type: none"> <li>• <a href="#">Total Communication camp</a></li> <li>• <a href="#">Miss Deaf New Zealand competition</a></li> </ul> <p>Q: What is the biggest difference between TC and NZSL?</p> <p>A: <b>TC is not a language</b>, it is a <b>communication system</b> meaning it is a way of showing another language, in this case English. For example writing is a system, a way of converting spoken English into symbols (written words) to represent it. In essence, TC is a form of English, simply replacing English words with visual gestures. The gestural part of TC is called <b>Signed English</b>. It relies on being able to provide gestures for all relevant parts of English, including articles (“the”, “a” etc) as well as affixes (prefixes “UN-happy”, and suffixes “sing-ING) which have to be manually spelled out with gestures.</p>
<p><b>15 mins</b></p>	<p><b>Student activity</b></p> <p>Hand out the print-out of a simple childrens story. Ask students to highlight all affixes. Once complete, either put into pairs, or ask for two volunteers. Use a stopwatch to time one student reading out the story at a normal speed including vocalising the affixes (eg “Mary was U-N-happy when she saw Tommy runn-I-N-G down the road” (notes affixes include the plural “S”). Time a second student reading out the story normally, at the same pace. Compare the times taken. You should notice that the TC version took longer to recite than the standard English version.</p> <p><b>Question:</b> How did it sound hearing the story with the affixes spoken letter by letter? Was it harder to concentrate on the story?</p> <p><b>Question:</b> What would it be like to use TC all day at school</p>

	<p>when you are learning topics like science or history?</p> <p><b>Question:</b> Are there any topics it could be useful for? (Signed English can be useful for reciting an English sentence when teaching English as a subject, or for reciting a quote in English.</p> <p>Remember all languages borrow terms from other languages, often by just using the word (eg “cafe” [French], “Chocolate” [Native American] – others?). Sign languages can borrow signs from other sign languages, and do often, but borrowing words from spoken languages is tricky as they cannot be produced as they would be in the original language, because they are spoken, so the only way to borrow them is to spell them out one letter at a time. So when the school subject is English, this cannot be recited vocally so instead can be shown as gestures corresponding to different parts of the English languages – words, affixes etc.</p> <p>NZSL is a complete and full language. Watch the following video (3 mins) which explains about how NZSL was starting to be used in classrooms. How did NZSL start to be used in Deaf education?</p> <p>Tip: look for the video <a href="https://signdna.org/video/bilingual-approach-at-kdec/">https://signdna.org/video/bilingual-approach-at-kdec/</a></p> <p>Take note of the signer in the transposed box on screen, is she able to keep up with the speakers on the video? (A: Yes!) How is she able to do this? This is because NZSL is a complete language and so it can communicate ideas at the same speed as any other language. But TC is much slower as it is not a language but rather a communication system.</p>
<p><b>10 mins</b></p>	<p>Given students 5 mins to work in pairs, or leave as a full group and brainstorm:</p> <p><b>Develop a list of pros and cons of TC &amp; NZSL.</b></p> <p>Possible answers to guide teacher.</p> <p><b>Total Communication (TC):</b></p> <p><u>Pros:</u> Easier for hearing people to learn as TC uses English grammar. This means families are more likely to use it in the home than NZSL creating more inclusion. TC can also be useful for teaching English.</p> <p><u>Cons:</u> Is slower than the speed of English or NZSL. Relies on the Deaf person having good English already to have good TC. Many signs do not make visual sense unless filtered through English, e.g. “WATCH” or “RUN”-A-BATH.</p>

	<p><b>NZSL:</b></p> <p><u>Pros:</u> As fast or faster than English. Naturally makes sense for Deaf people as is more visual and not tied to another language. Can be used to discuss any meaning, real or theoretical. NZSL is visual and reflects Deaf peoples' natural world view.</p> <p><u>Cons:</u> More difficult to learn, meaning fewer NZSL users for Deaf people to interact with, limited access.</p>
<p><b>Resources/further reading</b></p> <ul style="list-style-type: none"><li>• <i>Talking Hands, Listening Eyes</i> - Dr Pat Dugdale</li><li>• Watch Us - <a href="http://www.watchus.nz">www.watchus.nz</a></li></ul>	