

A Report on Asia-Pacific Projects

Deaf education, sign language linguistics and teaching projects supported by The Nippon Foundation



James C. Woodward and Jafi Lee
The Nippon Foundation

This report was written on behalf of The Nippon Foundation.

Copyright © 2023 by The Nippon Foundation

All rights reserved. No part of this report may be reproduced or used in any manner without written permission from the copyright owner except for use under fair use law.

First edition 2023

ISBN: 978-4-9908609-5-0



Foreword by The Nippon Foundation

The Nippon Foundation commissioned this report to communicate the types of work we have supported over the years. This work is part of our mission to achieve a society in which all people support one another, thereby reducing the burdens and challenges they face together. We believe that everyone plays a role in making a difference. We invite you to read this report to understand the kind of work we support and use it as a guide to develop projects. Perhaps you, our readers, will feel moved to join us as changemakers. We hope to inspire individuals to develop projects by sharing this report. We are proud of the scope and impact of the projects described in this report.

Editor's Notes for the Reader

Author surnames were capitalized throughout the report because of variations in naming practices.

Capitalized D in Deaf refers to deaf people who either self-identify as culturally deaf or as members of a sociolinguistic minority. When Deaf is used in this report to describe a teaching model or practice, it means that these models and practices affirm deaf people's cultural identities and knowledge.

Words that are all capitalized are signed words. This is called glossing and is conventional in sign linguistics to distinguish signed statements.

This report was written in plain language, with the intent of reaching multiple audiences.

Table of Contents

FOREWORD BY THE NIPPON FOUNDATION.....	II
EDITOR'S NOTES FOR THE READER	II
CHAPTER 1: INTRODUCTION.....	1
ABOUT THE AUTHORS	3
THE MEDICAL MODEL	6
THE CULTURAL MODEL.....	8
DEAF ARTISTIC IMAGES	9
DEAF PEOPLE IN INTEGRATED SOCIETIES	11
IMPACT OF ATTITUDES ON RESEARCH.....	14
INTERLUDE: AN INTRODUCTION TO CHAPTERS 3-6.....	17
CHAPTER 3: THE CONTEXT OF THE DONG NAI PROJECTS	18
CIRCUMSTANCES LEADING TO THE DONG NAI PROJECTS	18
SOCIOLINGUISTICS AND DEAF EDUCATION IN VIET NAM	22
ESTABLISHING THE FIRST DONG NAI PROJECT	24
CHAPTER 4: THE DESIGN OF THE DONG NAI PROJECTS	27
PERSONNEL	27
PROGRAM STRUCTURE	31
VIET NAM MINISTRY OF EDUCATION REQUIREMENTS	35
CHAPTER 5: THE DONG NAI PROJECTS- IMPLEMENTATION & ANNUAL REPORTS (2000-2011)	37
THE YEAR 2000.....	37
THE YEAR 2001.....	42
THE YEAR 2002.....	44
THE YEAR 2003.....	48
THE YEAR 2004.....	53
THE YEAR 2005.....	58
THE YEAR 2006.....	63
THE YEAR 2007.....	68
THE YEAR 2008.....	72
THE YEAR 2009.....	74
THE YEAR 2010.....	76
THE YEAR 2011.....	78

CHAPTER 6: THE DONG NAI PROJECTS- IMPACT	82
STUDENT REACTIONS	83
FAMILY REACTIONS	86
COMMUNITY REACTIONS	87
THE SECOND DONG NAI PROJECT: 2012-2019	89
THE YEAR 2012.....	89
THE YEAR 2013.....	91
THE YEAR 2014.....	92
THE YEAR 2015.....	93
THE YEAR 2016.....	94
THE YEAR 2017.....	95
THE YEAR 2018.....	97
THE YEAR 2019.....	98
STUDENT REACTIONS	100
FAMILY REACTIONS	103
FUNDING CONSIDERATIONS	104
CHAPTER 7: PRACTICAL DICTIONARIES OF ASIA-PACIFIC SIGN LANGUAGES.....	106
FACILITIES AND PERSONNEL	108
HISTORICAL CONTEXTS OF DEAF EDUCATION AND SIGN LANGUAGES	109
PROGRAM DESIGN	115
PROJECT IMPLEMENTATION	119
OUTCOMES	123
PUBLICATIONS.....	127
STATUS AND EVOLUTION OF EACH PROJECT SITE	135
CHAPTER 8: ASIA-PACIFIC SIGN LINGUISTICS PROGRAM PHASES 1, 2 & 3.....	137
DESIGNING A SUSTAINABLE PROGRAM MODEL	138
HISTORICAL AND SOCIOLINGUISTIC CONTEXTS OF PARTICIPATING COUNTRIES	144
PROJECT DEVELOPMENT: PERSONNEL AND FACILITIES	148
SPECIAL ISSUES FOR CONSIDERATION	154
DESIGN OF RESEARCH AND TRAINING COURSES	156
PROJECT IMPLEMENTATION	159
IMPACT	161
PHASE 2	168
IMPLEMENTATION AND ISSUES IN PHASE 2	172
IMPACT OF PHASE 2.....	176
PHASE 3	178
CHAPTER 9: EXPECTING AND SOLVING PROBLEMS.....	187
CHAPTER 10: THINGS TO CONSIDER WHEN YOU DEVELOP SIMILAR PROJECTS	201

APPENDIX A	210
APPENDIX B	211
APPENDIX C	219
APPENDIX D	223
APPENDIX E	232
REFERENCES	258

Chapter 1: Introduction

The Nippon Foundation in Tokyo, Japan, has provided money and support for projects related to disabled people for many years. Projects related to deaf people have two main goals:

1. Improve education for deaf people
2. Create more opportunities for deaf people to be part of society

The Nippon Foundation funded projects for more than two decades. In 2018, The Nippon Foundation asked the principal author, James WOODWARD to document the projects. This manuscript serves as a summary of the work of the project teams. These projects served deaf people across Asia and the Pacific. The countries affected by these projects include Thailand, Viet Nam, Hong Kong, Cambodia, the Philippines, Indonesia, Fiji, Japan, and Myanmar. All these projects have focused on sign language linguistics; some of these projects have also focused on bilingual education. For those unfamiliar with bilingual deaf education, this typically means that two languages, the local sign language and the dominant written language, are both used to teach deaf people. The Nippon Foundation requested WOODWARD to describe each of these projects in as much detail as possible, including the reasons for success and the lessons learned.

This report contains ten chapters. The introduction explains the purpose of the report and how it is organized and directs readers to what might be of interest to them. Chapter 2, Perceptions and Deafness, shows how different views of deafness influence the types of proposals typically proposed for deaf people. Central to these differences is understanding deaf people as either defective people in need of a medical cure or normal people who are members of cultural and linguistic minorities. Understanding this

difference is important for writing proposals that fit The Nippon Foundation's values.

Chapters 3 through 6 discuss the Dong Nai projects in Viet Nam and their impact. These projects, which spanned two decades, involved the establishment of the first successful junior and senior high school program and university program for deaf students. These bilingual educational programs used Ho Chi Minh City Sign Language and written Vietnamese. As a result of these programs, a bilingual elementary school program with Deaf teachers was established. These programs, originally funded by The Nippon Foundation, are still in operation, and are now funded by other sources.

Chapter 7, Practical Dictionaries of Asian-Pacific Sign Languages, describes the processes and circumstances of producing teaching materials, dictionaries, and grammatical analyses of sign languages. Deaf people received training in sign linguistics and collaborated with linguists in several Southeast Asian countries. The dictionary project emerged from the first Dong Nai project. The chapter concludes with information on the status and evolution of the project at each site.

Chapter 8, the Asia-Pacific Sign Languages Research and Training Program, describes the development of a regional training program focused on sign linguistics and sign language teaching at the diploma and Higher Diploma level, which is similar to an Associate of Arts degree, to Deaf adults from various Asian countries. The chapter concludes with a description of the change in strategy in Myanmar from previous work in Indonesia, Sri Lanka, Hong Kong, Japan, and Fiji.

Chapter 9 provides insights into anticipating and solving problems. Chapter 10 provides advice and suggestions regarding the development of projects on sign linguistics and bilingual education, and how to implement these projects efficiently.

Readers can find a comprehensive reference list and appendices at the end of the report.

About the Authors

James C. WOODWARD completed his Bachelor of Arts degree in linguistics with a minor in Mandarin at Georgetown University in Washington, DC in 1969, spending his senior year abroad in Taiwan. He planned to study Sino-Tibetan linguistics upon his return to the U.S., but because of the war between Viet Nam and the U.S., his plans changed. He was given the choice to join the armed conflict in Viet Nam or perform alternative service in the U.S. Choosing alternative service, WOODWARD became a faculty member at Gallaudet University. He worked with Dr. William STOKOE, who began the first linguistic study of American Sign Language in 1960. By 1973, WOODWARD had completed his Ph.D. in sociolinguistics at Georgetown. His dissertation was the first on sign language linguistics. From 1973-1991, WOODWARD researched several sign languages, including American Sign Language, French Sign Language, Providence Island Sign Language in Colombia, and sign language varieties in India, among others. In 1991, WOODWARD returned to Asia after being offered a position at The Chinese University of Hong Kong. From to 1995-1999, he served as Director of Research and Development at Ratchasuda College, a division of Mahidol University at Salaya, Thailand. By 2000, he was living and working in Viet Nam when he began directing projects for The Nippon Foundation.

WOODWARD encountered challenges while writing this report. These challenges include inability to access reports, COVID-19 travel restrictions, and health

issues. WOODWARD attempted to fill these gaps with personal records maintained during his time as either a co-director or a project manager. Where possible, a discussion of missing data is included. Covid-19 travel restrictions and lockdowns limited WOODWARD's ability to travel to sites including Dong Nai University. Due to health complications, The Nippon Foundation allowed WOODWARD to collaborate with Jafi LEE, a colleague at The Chinese University of Hong Kong (CUHK).

LEE completed his Bachelor of Arts degree in English at The Chinese University of Hong Kong in 2000. During his final year of study, he met his first signing deaf friend and began learning Hong Kong Sign Language (HKSL). He was fascinated by this new area of linguistic study and began his exploration of the grammar of Hong Kong Sign Language. In 2006, he completed his M.Phil. in linguistics with a focus on negation in HKSL at The Chinese University of Hong Kong. LEE worked with Professors Gladys TANG, Felix SZE, and James WOODWARD on sign language documentation and sign linguistics training in Asia and the Pacific region since the establishment of the Centre for Sign Linguistics and Deaf Studies (CSLDS) at The Chinese University of Hong Kong in 2003. Currently, he is a Research Associate at CSLDS and the coordinator of the Hong Kong Sign Language program at the Department of Linguistics and Modern Languages. He is a member of the teaching and research team, focusing on the alignment of the HKSL curriculum with the Common European Framework of Reference for Language (CEFR). He serves on the program management boards of the Professional Diploma Programme in Sign Language Interpretation and the Certificate Programme of Sign Language Teaching offered by CSLDS.

Chapter 2: Perceptions of Deafness

This chapter describes different views on deafness and how context influences these views. These differences have led to diverse recommendations and strategies for the implementation of projects. The Nippon Foundation has a philosophy that its projects should follow the cultural model of deafness, which means an affirmative view of deaf people as a linguistic cultural minority. This chapter describes the medical and cultural models so that those who plan to support deaf people understand the differences and apply them to project design and implementation.

The medical and cultural models generate strong feelings and opinions. The debate between medical and cultural views of deafness, especially in deaf education and sign linguistic research, has long been controversial and emotional. Many people have deeply held beliefs about deaf education and sign language. Advocates of the medical view believe that deaf children must learn how to speak, lipread, and use any remaining hearing to succeed as adults. Advocates of the cultural view believe that deaf children have the best chance for success if they learn sign language *and* the majority spoken and/or written language. People who hold the medical view disagree with teaching sign language to deaf children because they believe that learning sign language will prevent the development of speech skills or literacy in the majority language. Those who hold the cultural view believe that learning sign language will help deaf children learn the majority language. Bilingual deaf education still encounters resistance worldwide, despite evidence-based research and deaf people's lived knowledge, showing that bilingual approaches produce the best outcomes for deaf people.

Medical and cultural models of deafness are the two main contrasting views that have a significant influence on how projects that affect deaf people are implemented. The difference between viewing deafness as a medical pathology (medical model) and viewing deafness as a linguistic and cultural difference (cultural model) leads to profound differences in the descriptions of deaf people and their abilities and in the design of programs recommended for deaf people. Each model is explained as follows.

The Medical Model

The medical model may best be illustrated by a common logo representing deafness, as shown below: This logo, an ear illustrated with a slash, reflects the medical perception of deaf people, focusing on what is missing.



Figure 2.1

Image description: Solid blue background with an outline of an ear in white with a large white diagonal slash cutting across the ear.

The absence of hearing leads many people to believe that deaf people cannot easily integrate into society because they cannot hear or speak naturally.

The medical model assumes that deafness is a condition requiring intervention. For example, the World Health Organization (WHO) classifies deafness as a non-

communicable disease that should be treated by medical professionals. Doctors are believed to be the ultimate authority in deciding what should happen to deaf people. Doctors or other specialists “diagnose” deafness, “prescribe treatment,” and “recommends early intervention,” and recommend early intervention for deaf children.

After the initial diagnosis of deafness, the recommended treatment may involve cochlear implant surgery, fitting of hearing aids, and extensive speech and hearing training. Those “treatments” are designed to minimize the deaf person’s deafness and maximize their ability to function like hearing people. The focus is on not hearing, and deaf people are described as “hearing-impaired.” This description has led to their classification as “disabled” and/or “handicapped.” Hearing people who believe in this model may even use phrases like “deaf people and normal people” when they are in fact comparing deaf and hearing people. Although the WHO has described deafness as a non-communicable disease, some continue to believe it is transmissible.

Early intervention means that deaf children are expected to become as hearing as possible by learning to speak, lip-read, and even hear. To accomplish this, it is believed that deaf children should not be exposed to sign language because their speech may be damaged. This means isolating deaf children from interactions with signing people to prevent their exposure to sign language. Attitudes that believe that deaf people must be as hearing as possible lead to low expectations for deaf people. One such expectation is that many will not achieve a high level (or any other level) of education if they are unable to speak, lip-read, or use residual hearing.

The Cultural Model

In contrast to viewing deaf people as medical problems in need of cure or rehabilitation, the cultural model understands Deaf people as a linguistic cultural minority. The cultural model of deafness suggests that deaf children should interact with deaf adults because most of their parents are hearing people who do not know any sign language.

The cultural model affirms Deaf people as deaf or hard of hearing, not “hearing-impaired,” because they are not defective hearing people. While there is no typical logo used by Deaf people to represent a cultural view of deaf people, Deaf artistic images represent a typical Deaf take on deafness by focusing on the hands and eyes or the hands alone. This represents Deaf people’s focus on the importance of sign languages instead of the absence of hearing.

Deaf Artistic Images

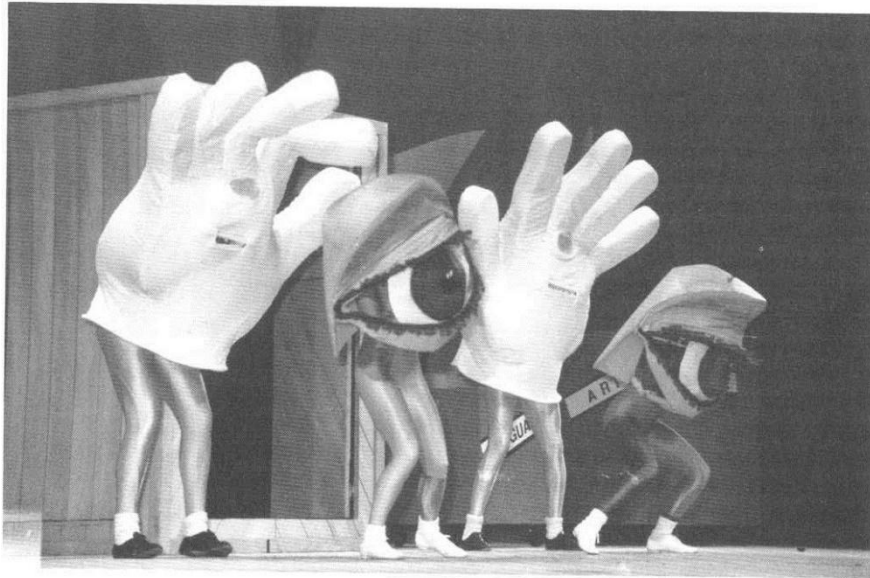


Figure 2.2

Image description: Four people on a stage dressed in costumes. Two are wearing large white costumes in the shape of oversized hands. Two figures are wearing large brown round costumes with painted eyes and eyelashes.

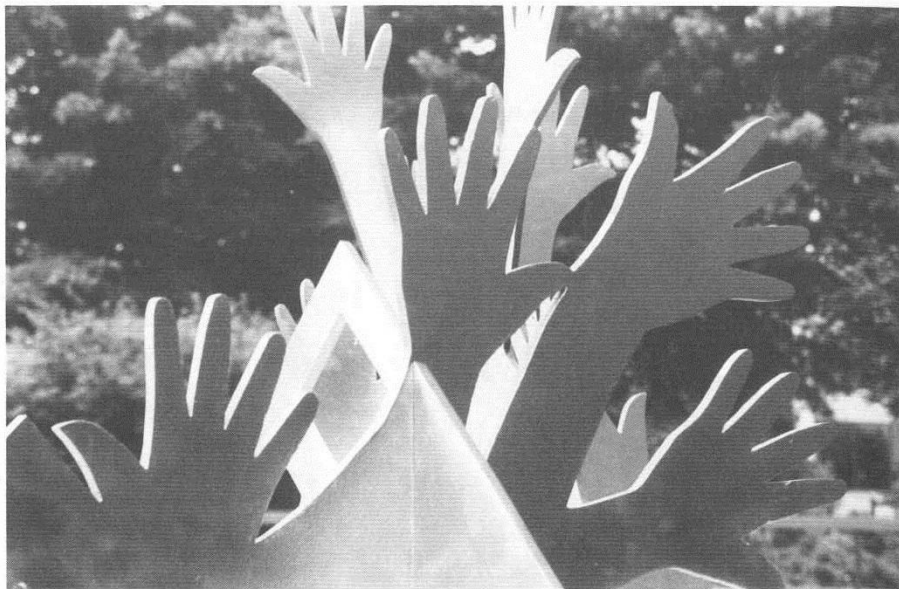


Figure 2.3

Image description: A sculpture of several hand-shaped outlines emerging from a solid mass. The hands are shadowed or white.

**Photographs reprinted with permission from Gallaudet University Press. The photos originally appeared in Ertig, C., Johnson, R., Smith, D., and Synder, B. The Deaf way: Perspectives from the international conference on Deaf culture. Washington, D.C.*

The cultural view views deafness as a natural variation of the human population. Phrases like “deaf people and normal people” are discriminatory because they assume that hearing people are inherently normal, while deaf people are not. The acceptable framing is “deaf people and hearing people.” Deaf people view deafness as a linguistic difference, and themselves as a linguistic minority group. The signs for “deaf” and “hearing” in some sign languages reflect how deafness is viewed as a linguistic difference. For example, the signs for “hearing-person” in American Sign Language and Ho Chi Minh City Sign Language (HCMCSL) are both made at the mouth, not at the ear(s). In addition, the sign for “deaf-person” in HCMCSL is also made at the mouth and not at the ear(s). These signs reflect the differences in communication, where hearing people prefer their mouth to communicate, while deaf people do not.

Deaf people prefer to communicate in sign language either directly with others or through interpreters. Many deaf individuals do not believe that deafness is a medical concern. They say that they do not hear, but this is not a medical pathology, and that they do not need to be treated by doctors. Many deaf people do not want or need technological devices or surgery forced on them to “cure” their deafness. Sometimes, deaf people decide whether to use hearing aids or cochlear implants as assistive devices. However, these choices are and should be made by deaf people themselves. The cultural model positions Deaf people as the best authorities on what deaf people need and is best for them, which highlights that such choices should be made solely by the deaf person.

Deaf people in integrated societies

Medical and cultural models are typical in urbanized areas, where hearing people often view deafness as a medical condition, while Deaf people consider themselves normal and have either a neutral or positive attitude toward deafness. In rural areas, no such contrast was observed. Among rural societies, both hearing and deaf people do not view deaf people as medical problems in need of “cure” but simply linguistically different. In such societies, most hearing people learn to sign and view deaf people as equals. Deaf people in these societies are generally well-integrated. People from urbanized areas can learn a lot from studying hearing and deaf interactions in rural communities and comparing these interactions with their own beliefs and attitudes. Many communities worldwide have a high incidence of deafness. In these communities, most hearing people learned sign language and treated deaf people as equals. Deaf people were fully integrated into these societies. Two examples, Providence Island and Martha’s Vineyard, are described below. There are many such communities in the world. Across these communities, the beliefs and attitudes of hearing people about deaf people are almost identical.

In 1975, WOODWARD and Susan DE SANTIS, both American linguists working on sign linguistics at Gallaudet College (now Gallaudet University), were invited by another linguist, William WASHABAUGH, to visit Providence Island to observe the large percentage of deaf people there. WASHABAUGH was working on the spoken language on the island, but he observed that deaf people interacted frequently with hearing people on the island in what appeared to be a sign language.

Providence Island (Isla Providencia) is a very small island belonging to Colombia, located approximately 150 miles east of Nicaragua. In 1975, the population comprised of approximately 3,000 people. Twenty deaf people were spread throughout most of the island, except for one village in the southeastern part of the island. For a population of 3,000, one would expect a deaf population of around three people, so there was a much larger than expected number of deaf people. Most hearing people had daily interactions with deaf people. They knew the local sign language, which had developed indigenously on the island. Deaf and hearing people had the same jobs, subsistence farming, and fishing. Some of the deaf people owned boats and captained hearing crews who knew how to use the local sign language. Deaf people were respected and included in social activities. If two hearing people were talking and a deaf person arrived, the conversation would switch to signing or someone would serve as an interpreter. Most hearing people reported that deaf people had equal or superior intelligence and emotional maturity. Deaf people were never referred to as disabled or handicapped. In fact, during an interview, when asked what she did when she found out one of her children was deaf, the woman replied: "I signed to her." When asked if she would consider taking her child to a doctor, she was very confused and said, ' Why would I take her to a doctor? The child's not sick.' (Woodward 1978a, 1982, 1987).

In the mid 1970s, Nora GROCE, a medical anthropologist, began studying hereditary deafness on Martha's Vineyard. Martha's Vineyard is an island a short distance away from Massachusetts. At one time, there were approximately 3,100 people on the island, with 20 deaf people, most of whom lived in the western part. By the 1970s, most of the deaf population had died or moved off the island, but there were

several hearing people who remembered the indigenous sign language used by both deaf and hearing people. In a population of 3,100, one would expect a deaf population of around three people, so there was a much larger than the expected number of deaf people. In Squibnocket village, one in every four people was deaf, and the highest ratio of deaf people to hearing people has ever been reported. Most hearing people had daily interactions with deaf people. These people also knew the local sign language, which had developed indigenously on the island. Deaf people had the same jobs as hearing people and were respected and included in social activities. Some deaf people were elected to local government positions. Like Providence Island, if two hearing people were talking and a deaf person arrived, the conversation switched to signing or someone would serve as an interpreter. GROCE also noted that hearing people would sign to each other in the absence of deaf people, especially when they were at a considerable distance from each other, such as being on different boats in the water.

GROCE (1985) reported that when she asked about people who were handicapped by deafness, people said: "They weren't handicapped; they were just deaf." When GROCE asked a hearing person how hearing and deaf people communicated, he responded that he used sign language, his family used sign language, and in fact everyone "spoke" sign language, thus giving GROCE the title of her 1985 book *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard*.

There are many other communities in different areas of the world with attitudes and beliefs, such as those described on Providence Island and Martha's Vineyard.

Attitudes can make a difference in how well deaf people are integrated and shape the overall health of communities.

Impact of Attitudes on Research

While deaf people may have trouble integrating into society, this is not their fault. Society needs to change by promoting the use of local sign languages among both deaf and hearing people and the training and use of sign language interpreters. It is best if deaf people know their own local sign language and the written language of the community because this leads to better integration in society and overall outcomes for deaf people and the communities in which they live. Speech and lip reading can be taught but not to the extent that it obstructs education or language acquisition.

Emphasis on speech and lip reading commonly leads to poorer educational, health, and economic outcomes for deaf people. Contrary to popular beliefs, learning sign language does not damage speech. With bilingual approaches, it is expected that deaf people will achieve educational levels on par with those of hearing people. Good educational outcomes translate into better public health and economic opportunities for deaf people, which impact the overall health of local communities. If hearing people adjust their attitudes and learn sign language, deaf people will be well integrated in society.

Attitudes, whether negative or positive, impact how research is conducted.

The medical model had a significant impact on beliefs and attitudes about sign language. Research using this framework tends to pathologize everything about deaf people, including their ears, language, ability to assimilate, and potential for education. Traditional academic research on deafness and deaf people from a medical perspective

has resulted in misconceptions about sign language and limited views of deaf people. For example, Leonard BLOOMFIELD (1933), the founder of modern American structural linguistics, stated: "...Elaborate systems of gesture, deaf and dumb language (sic) ...and so on, turn out upon inspection to be merely derivative of (spoken) language' (Bloomfield 144). With what linguists now know about sign languages, it is doubtful that Bloomfield has ever studied any sign language. Most linguists before the 1960s believed that signs, unlike spoken languages, do not have parts. Linguists believed that signs are gestures and that gestures are holistic units that cannot be broken down further. If this were true, sign languages would be limited in vocabulary. Linguists who had never really studied sign languages believed that only spoken languages could have a level of structure, such as phonology, in which spoken words can be broken down into a small number of sounds.

However, Dr. William C. STOKOE at Gallaudet College in 1969 proved that linguists such as Bloomfield were incorrect, and that sign languages were full-fledged languages with complex structures. STOKOE started the earliest scientific linguistic research on sign languages in 1960. He demonstrated that sign languages have a level of structure equivalent to, but not dependent on, the phonological structure of spoken languages. This led to later linguistic research on sign languages that adopted the cultural model of deafness as a framework for research, which led to the recognition of sign languages as full-fledged languages by the Linguistic Society of America (LSA), the professional organization of American linguists, in 2001. (For the full text of the resolution, see Appendix A). After 40 years of research on Sign Linguistics, the recognition of sign languages as true languages by the LSA repudiates Bloomfield's

statement on sign languages with their affirmation, “sign languages as used by deaf communities as full-fledged languages with all the structural characteristics and range of expression of spoken languages.”

The lack of hearing people’s recognition of sign languages is one of the causes of the inability of deaf people to fully integrate into society. Research on deaf-related issues using the cultural model of deafness suggests that deaf people are the best authorities to determine the kind of research that is needed. A culturally and linguistically affirmative approach to research offers the best possible outcomes for integration. It is now clear that the medical and cultural models of deafness offer very different descriptions of deafness and deaf people. Research within the framework of either medical or cultural models is strikingly different. All projects in this report used the cultural framework of deafness.

INTERLUDE: An Introduction to Chapters 3-6

This section begins a four-chapter overview of the Dong Nai projects. In Chapter 3, we explain the circumstances that led to our first project in Viet Nam. We examine the sociolinguistic situation and history of deaf education in Viet Nam, including the existence of three distinct but historically related sign languages. In Chapter 4, we explain the design of the Dong Nai projects, their four components, and how bilingual education efforts were developed using Ho Chi Minh City Sign language and written Vietnamese. Chapter 5 explains how the projects were implemented, including how students were selected and the selection and training of teachers. The outcomes of the implemented projects were also discussed, including grades and graduation rates, which were reported anonymously to protect the privacy of individual students. As university grades were handled by the university administration and not by the project staff, grades were not reported. Instead, passing and graduation rates were discussed. Chapter 6 discusses the Dong Nai project by describing its impact on students, their families, and larger communities.

Chapter 3: The Context of the Dong Nai Projects

This chapter offers the context of two projects in Dong Nai, Viet Nam sponsored by The Nippon Foundation: “Opening University Education to Deaf Students in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation” and “Training, Promoting, and Hiring Deaf Teachers in Viet Nam.” The goals of the Dong Nai Projects were twofold.

1. Expand education for deaf people beyond the fifth grade by successfully teaching deaf people at the secondary and tertiary levels (junior and senior high school, university)
2. Train, Promote, and hire deaf teachers to teach deaf children at the elementary level using bilingual approaches in the local sign language and written Vietnamese.

Circumstances Leading to the Dong Nai Projects

WOODWARD, with Ms. NGUYEN Thi Hoa, a former Vice-Principal at a Vietnamese deaf school and an experienced teacher of the deaf, served as co-directors of the Dong Nai Project. The project was developed over time due to various circumstances and experiences of WOODWARD at Gallaudet University in Washington, D.C., The Chinese University of Hong Kong (CUHK), the World Deaf Leadership Thailand project involving The Nippon Foundation, National Association of the Deaf in Thailand, Ratchasuda College, a division of Mahidol University at Salaya, and a project on inclusive education in Viet Nam.

WOODWARD was influenced by his work with STOKOE at Gallaudet, who began the first linguistic study of American Sign Language in 1960. His work with STOKOE, interest in Asian linguistics, and extensive research in Asia led him to CUHK in 1991. At CUHK, he worked with Dr. Gladys TANG to apply for a strategic grant

entitled “Asia-Pacific Sign Linguistics Research and Training Program.” This program was envisioned as a regional research and training program to be implemented throughout Asia if funded. This project did not receive funding between 1993-1995. In the meantime, WOODWARD attended a deaf education conference in the Philippines in 1994. There, he met two officials from Viet Nam’s Ministry of Education and Training. He also encountered a former student from Gallaudet who introduced him to the Director of Ratchasuda College, a division of Mahidol University, in Salaya, Thailand. As a result, WOODWARD was offered a position at Ratchasuda. He moved to Thailand in 1995, after accepting the offer.

Ratchasuda College was established under the patronage of HRH Princess Mahachakri Srihindhorn, the third child of the then King of Thailand. The primary goal of the college was to provide university education to deaf and blind students in Thailand. By the time WOODWARD arrived, a university program for deaf students had not yet been established. WOODWARD and Angela NONAKA, an American anthropological linguist conducted research on Modern Thai Sign Language in Thailand and the Thai Deaf Community from 1995-1997. In 1997, WOODWARD became the local project director for the World Deaf Leadership (WDL) Thailand Project.

The WDL program is a Nippon Foundation-funded project that began in 1996. Gallaudet received a sizeable donation from the foundation to promote leadership training for deaf students and organizations internationally. Two projects were proposed, one in South Africa and one in Thailand. Dr. Charles REILLY at Gallaudet University asked WOODWARD to establish a leadership training project involving the National Association of the Deaf in Thailand (NADT). After a series of conversations

with NADT, NADT proposed training for Thai deaf people on how to teach Modern Thai Sign Language (MTSL) to hearing people, especially parents, teachers, and those who wanted to become sign language interpreters.

Following the NADT's recommendation, WDL Thailand established a university-level training program for sign language teaching at Ratchasuda. Since most deaf people in Thailand at that time did not have an education beyond the ninth grade, the project established a university-level certificate program combined with an adult basic education high school program. This allowed deaf students to complete university education after participating in the project.

The WDL Thailand project was a success, training more than 20 deaf people to teach MTSL and becoming full-time students at Ratchasuda. Mr. Yasunobu ISHII, a Nippon Foundation representative responsible for monitoring the WDL Thailand project, asked about the possibility of establishing a regional training program for Southeast Asia. WOODWARD suggested that the WDL Thailand project be replicated in another country in Southeast Asia that has few financial and human resources, no previous sign language research, and basic levels of deaf education, but possesses a strong commitment to improving educational opportunities for deaf people. If successful, a regional program can be considered.

In 1999, the same two officials from Viet Nam's Ministry of Education that WOODWARD had met in the Philippines invited him to consult on a grant, not related to The Nippon Foundation, to expand deaf education at the elementary level in Viet Nam. During this time, WOODWARD attended a training session in the Philippines, where he met Ms. NGUYEN Thi Hoa, the coordinator of the project in southern Viet Nam. He

engaged in extensive conversations with NGUYEN. What struck WOODWARD was that project directors were believers in the medical model of deafness. For example, the directors insisted that every deaf child in the project received a free hearing aid, even though they knew that hearing aids do not work for all kinds of deafness. The directors also said that teachers needed to only sign a few “important” words when teaching, despite suggestions that all information be signed in class. Further resistance came when WOODWARD suggested that deaf adults teach sign language to deaf students’ hearing peers to reduce the social isolation experienced by deaf children in inclusive education. The directors were afraid that teaching sign language to hearing students would make them “too deaf.” The directors made recommendations that were not in the best interests of deaf students. For example, they wanted only one deaf student in each inclusive class and to have no more than three deaf students at any school.

Dissatisfied with the project, WOODWARD and NGUYEN submitted a proposal to The Nippon Foundation to provide higher education to deaf people in Viet Nam. They believed that Viet Nam was a good test site for establishing a model program that could be replicated in the region. The assumption was that if the project was successful in Viet Nam, success would be likely in other countries, as they would be able to manage funding and personnel to establish similar programs. Viet Nam was used as the test case.

When the project was proposed to The Nippon Foundation in 1999, the educational rate of deaf people in Viet Nam was very low. Less than 1 percent of deaf adults aged > 35 years and less than 3 percent of deaf adults aged 25-35 years had attended school. Only one school for deaf people attempted to provide junior high

school education, but that school took four years to advance students from grades five to seven.

Sociolinguistics and deaf education in Viet Nam

In 2019, NGUYEN and WOODWARD wrote about the history of deaf education in Viet Nam divided into three periods: 1886-1975, 1975-1992, and 1992-2000. At this time, little existed in terms of resources or knowledge of teaching either sign language or interpreting in Viet Nam. WOODWARD published the first article on Vietnamese sign languages in 2000, which used data collected in 1997 and 1998 using historical-comparative approaches to sign language varieties. The article showed that there were at least three distinct but historically related sign languages: Ho Chi Minh City Sign Language (HCMCSL), Ha Noi Sign Language (HNSL), and Hai Phong Sign Language (HPSL). This study also showed that HCMCSL and HNSL had 58% similarity in core vocabulary and that HPSL had 54% similarity with HCMCSL and HNSL. The teachers in the project were trained and taught in HCMCSL and written Vietnamese, because the project was based in southern Viet Nam. Students were allowed to use their own sign language until they mastered HCMCSL. Students, faculty, and staff who knew more than one sign language helped with the translation. Students who already had another Vietnamese sign language normally took three to six months to feel comfortable using HCMCSL.

HCMCSL first emerged when a deaf young man, NGUYEN Van Truong, also known as Jacques CAM, returned from France after six years of study at the Institut National de Jeunes Sourds in Paris. NGUYEN established Lai Thieu School for deaf

people, which was the only school for the deaf in Viet Nam until 1975. His mixed use of some French Sign Language with local southern Vietnamese signs that he had grown up with resulted in the emergence of HCMCSL at the school. After liberation and reunification in 1975, the Vietnamese government set up two schools in northern Viet Nam: one in Hai Phong in 1975 and one in Ha Noi in 1976.

In 1986, a private day school was established for the deaf in Ho Chi Minh City. First, this school used some signing like that used at Lai Thieu School. The school quickly changed to oral-only instruction because of teacher training programs established in 1990 by a Dutch NGO under the Vietnamese government's new "open-door" policy.

The Dutch-sponsored teacher training program was the first of its kind in Viet Nam, which had a great impact on deaf education. This training encouraged oralism and discouraged the use of sign language. As a result, all existing special schools have switched their focus to oral methods. At the same time, people began to see the need for a balance between academic and vocational education for deaf people. Due to increased public awareness, more than 50 new special schools for deaf people were established in Viet Nam between 1990 and 2000. These new schools, while more academic in nature, only generally attempted to provide education up to fifth grade. Most schools did not employ any sign language in classroom instruction. Those who used sign language used speech with signing, which is known as simultaneous communication (sim-com). Sim-com made it impossible for teachers to use any Vietnamese sign language because of the differing grammatical structures of spoken

Vietnamese and natural sign languages. Education beyond the fifth grade was made possible by the first Dong Nai Project.

Establishing the First Dong Nai Project

The Dong Nai project was established only after NGUYEN and WOODWARD obtained government support. There was early resistance from the central government, which required them to turn to the Dong Nai Province for support. The central government resisted NGUYEN and WOODWARD's desire to collaborate. The Ministry of Education and Training (MOET) representatives responded that deaf people in Viet Nam could not study beyond the fifth grade. They believed that deaf people could not succeed beyond elementary school for two reasons. Deaf people did not have the ability to learn, and sign languages in Viet Nam did not have sufficient vocabulary.

WOODWARD and NGUYEN pointed out that deaf people across the world had successfully studied at the university level since 1864 at Gallaudet, that WOODWARD himself had taught deaf students at that level for more than two decades, and that deaf people in Thailand were able to enter university due to programs sponsored by The Nippon Foundation. WOODWARD and NGUYEN further explained their involvement in the project, which established the first university program for deaf students in Thailand. NGUYEN argued that after her visit to Thailand, she was convinced that a similar project would succeed in Viet Nam. WOODWARD and NGUYEN also explained that sign languages would evolve in vocabulary as deaf people study at higher levels.

MOET representatives responded that the situation of deaf people in Thailand and the U.S. did not apply to Viet Nam because deaf people in Viet Nam were different.

They could not approve of such a project until they studied the situation in depth. Although the project would not cost Viet Nam any money, the representatives were preventing a fully funded experimental program. They operated on the deficit perception of deaf people based on the medical model. Deaf people were disabled and needed special assistance. By trying to protect deaf people from likely failure because they were disabled, the representatives oppressed deaf people by not giving them a chance. The ministry prevented the potential success of deaf people by denying them the opportunity to try.

After MOET refused to cooperate, NGUYEN contacted the Dong Nai Provincial Department of Education and Training (DOET) to propose a collaboration. In 2000, Dong Nai was one of the two provinces that did not require support from the central government. Dong Nai DOET supported the proposed project after meeting with a representative from The Nippon Foundation. Lac Hong University in Bien Hoa City, the province's capital, was selected as the project site.

Lac Hong University, a small private university established in 1997, was selected because it was believed that a small private university could offer more flexibility in implementing a new project than a government institution. The project was conducted at Lac Hong University in 2000 and 2001. Unfortunately, the space at Lac Hong was limited, and the university could not provide sufficient space as the project expanded, with new classrooms needed for each grade. Therefore, the Dong Nai Provincial DOET suggested moving the project to Dong Nai Provincial Pedagogic College.

Dong Nai Provincial Pedagogic College was a provincial teacher training college established in 1976, one year after the liberation and reunification of Viet Nam in 1975.

The college, which is approximately 26 km northeast of Ho Chi Minh City, was responsible for training all teachers in Dong Nai Province and other nearby provinces. Over time, the college became Dong Nai University.

There were some issues to be considered as the project began. At that time, the average per capita income in Viet Nam was \$300 per year. As it would have been difficult for deaf people and/or their families to pay for tuition, room, and board at a college, it was necessary to ask for scholarships to cover these expenses. As the project was trying to recruit deaf adults, not deaf adolescents, it was expected that many successful applicants would have to abandon their jobs and travel to Dong Nai. The project provided funding to accepted students for travel once a year between their home province and Dong Nai.

Thus, the project “Opening University Education for Deaf People in Viet Nam, Through Sign Language Analysis, Teaching, and Interpretation” was the first of its kind in three ways. It was the first program to use the cultural model of deafness, focus on bilingual education using a local sign language and written Vietnamese, and attempt higher education for deaf people in Viet Nam.

Chapter 4: The Design of the Dong Nai Projects

This chapter discusses the design of the project prior to its implementation. Since the project intended to use the local sign language in the teaching of deaf students and there were no linguistic descriptions of the local sign language, the project personnel needed to include four types: a linguist to help describe the local sign language, educators who trained deaf people to teach the local sign language to their high school teachers, educators qualified to teach high school in Viet Nam, and deaf adults who were users of the local sign language that helped the linguist analyze the local sign language and teach the local sign language to high school teachers. These deaf adults would then study under the high school teachers they had taught. All the projects described in this chapter are the first of their kind in Viet Nam as there were no materials, programming, training, or education available.

Personnel

WOODWARD served as linguist and co-director at the beginning of the project, given his extensive experience in teaching deaf students at the university level, conducting sign language research, and designing and teaching linguistics courses elsewhere. He also taught courses in the Certificate in Sign Language Analysis for the project.

The project directors believed that it was important to have deaf professional sign language teachers as instructors, since sign languages are the language of deaf people. Dr. Mike KEMP and Ms. Jean GORDON, deaf professors who taught sign language teaching and research at Gallaudet, were selected as instructors for the

Certificate Program in (Thai) Sign Language Teaching. They benefited from prior involvement with the WDL Thailand Project. To work with KEMP and GORDON, Ms. Peoungpaka JANYAWONG, one of the first graduates of the Thai WDL Certificate Program, was recruited. All foreign teachers, along with WOODWARD, agreed to be paid salaries at Vietnamese rates rather than at foreign rates.

At the start of the project, NGUYEN, Co-Director of the project, had more than 11 years of experience teaching Vietnamese deaf students and more than 10 years serving as Vice-Principal at a school for Vietnamese deaf children. She also learned some HCMCSL in interactions with deaf adults. NGUYEN quickly became a crucial element in the recruitment of Vietnamese hearing teachers and in the successful administration of the project. She became key to the successful implementation of all aspects of the project.

While it might seem like a good idea to pick trained teachers of deaf students and retrain them in how to use a natural sign language, experience has shown time and time again that the establishment and running of bilingual programs can be affected by several factors, especially negative attitudes toward sign languages. These factors make it very difficult to retrain hearing teachers in a natural sign language who have used the oral method and/or simultaneous communication for a long time (Woodward 1980). Because of this, almost all the teachers selected by the project for training had never had any experience in teaching deaf people and, therefore, had no established biases against using a natural sign language. The program recruited and trained two former teachers of deaf students, but were let go because the Deaf students in the

project felt that these teachers could not learn HCMCSL well enough to teach. The students considered all other hearing teachers to be acceptable.

Experienced hearing teachers certified to teach hearing students were recommended by the Dong Nai DOET. Most of the teachers taught in adult basic education, the same kind of program the project was attempting to establish. The teachers recommended by the Dong Nai Department of Education and Training were interviewed; those that showed positive attitudes and motivation were selected to undergo training.

The prospective hearing teachers received three months of intensive training from Deaf students in the Certificate Programs in Linguistics of VNSLs and the Teaching of VNSLs. These teachers were informed of the position that the Deaf students were the determiners of correct usage of HCMCSL and that the teachers should pattern their signs as instructed by the Deaf people. Only teachers willing to accept Deaf students as arbiters of sign language usage were hired. In addition, the hearing teachers learned how to set up a visual learning environment for Deaf students in the materials they developed, in their method of content presentation, and in their signed explanations. They were also told that Deaf students would give them feedback, evaluate them, and offer suggestions and that they should follow the Deaf students' advice. No other training was provided to the hearing teachers. However, the program's success demonstrated that the strategies for selecting and training teachers were sufficient.

In Viet Nam, there are different certification requirements for teaching at the junior and senior high school levels. As the first year of the project focused on the junior

high school program, we focused on identifying and training teachers who were certified to teach at the junior high school level. The Dong Nai Department of Education and Training identified several potential teachers, focusing on those with significant backgrounds in teaching adult basic high school education. The teachers recommended by the Dong Nai DOET were interviewed. If a teacher indicated that they wanted to improve the education of deaf people in Viet Nam, to learn sign language from a Deaf person, to follow the Deaf person's rules for sign language usage, then they were selected for a three-month-long sign language instruction by Deaf students. The teachers were then observed interacting with deaf students teaching them signs. The project staff then followed hiring recommendations from deaf people.

At this point, some explanation about teachers' relationship with their former positions and their new positions is useful. Normally, teachers in government schools in Viet Nam work half a day. There are good benefits, such as health insurance and government retirement pensions, but the salaries are not high. Most teachers work for the other half of the day and earn money by tutoring the students. Since the project was funded by soft money, long-term employment was not possible, and grant funds would not pay for health insurance and retirement benefits, the project proposed paying teachers by the hour at the same rate as what they would get for tutoring students. Thus, it was possible for teachers in the project to maintain their government jobs and work for the project. The number of teachers in the complete high school program expanded to around twenty-two part-time teachers from the beginning group of six part-time teachers. Even with this number of teachers to call on, scheduling conflicts occurred. However, the project was sustainable.

Program Structure

While many programs advocating the use of sign language and/or bilingual education using sign language begin at the elementary school level, the Dong Nai project did not begin with elementary education but with junior high school education. There are two reasons for this decision. The first is that elementary school education was widespread, and the second is that the project staff believed that it was important to have certified Deaf teachers and role models teaching at the elementary school level. Deaf adults know what is best for deaf children. Hearing teachers, no matter how dedicated, do not really know what it is like to grow up deaf. Trying to fix elementary education by trying to teach hearing people how to use more natural sign language is like using a band aid. The educational system for deaf people can only be improved significantly by having more deaf teachers, particularly at the elementary school level. However, qualified Deaf teachers require teaching deaf people in junior high school, senior high school, and college/university levels. If funds are limited, the most qualified deaf people should have opportunities for higher educational training.

The proposed project has four major components.

1. A certificate program to train Vietnamese deaf people in sign language analysis
2. A certificate program to train Vietnamese deaf people in sign language teaching
3. A general adult high school program taught in Vietnamese sign languages and written Vietnamese
4. A sign language interpreter training program that trains hearing people to interpret for Vietnamese deaf people in college and university programs.

The goal of these programs was to make university education possible for deaf people so that they could become teachers of deaf students at all levels, from elementary school to university.

When the project began, there were no sign language dictionaries, grammar handbooks, or teaching materials for any Vietnamese sign language. A sign language analysis program can help to produce these materials. The certificate program was designed to train deaf people in the analysis of sign languages and to produce dictionaries and handbooks on Vietnamese sign languages. Completion of this program was a requirement for entering the sign-language teacher training program.

The sign language analysis program has two levels, each of which is equivalent to 15 university credits (225 periods of instruction). The courses required for each level are listed in the following tables. The course descriptions are provided in Appendix B.

Table 4.1: Level 1 Curriculum for Vietnamese Sign Language analysis program

Level 1		
Course Number	Title	Credits (Lecture-Lab)
VNSLL 111	Introduction to Deaf Cultures	2 (2-0)
VNSLL 112	Introduction to Deaf History 1	2 (2-0)
VNSLL 113	Introduction to Languages and Linguistics	2 (2-0)
VNSLL 114	Introduction to the Formational Structure of Vietnamese Sign Languages	3 (3-0)
VNSLL 115	Introduction to the Grammatical Structure of Vietnamese Sign Languages	3 (3-0)
VNSLL 116	Introduction to the Lexical Structure of Vietnamese Sign Languages	3 (3-0)

Table 4.2: Level 2 Curriculum for Vietnamese Sign Language analysis program

Level 2		
Course Number	Title	Credits (Lecture-Lab)
VNSLL 211	Introduction to Deaf History 2	2 (2-0)
VNSLL 212	Introduction to Deaf History 3	2 (2-0)
VNSLL 213	Introduction to Psycho and Neurolinguistics	2 (2-0)
VNSLL 214	Introduction to the Sociolinguistics of VNSLs	2 (2-0)
VNSLL 215	Introduction to the History of VNSLs	2 (2-0)
VNSLL 216	Introduction to Sign Lexicography	1 (1-0)
VNSLL 217	Lexicographical Study of Vietnamese Sign Languages	4 (0-4)

A program for sign language teaching was proposed because there were no formal materials for teaching any sign language in Viet Nam or trained sign language teachers. The certificate program was designed to train deaf people on how to teach their sign languages to hearing people, especially to those who want to become interpreters. The program was based on the Certificate Program in Teaching Thai Sign Language at Ratchasuda College, which was established as part of the WDL Thailand Project. We modified the program to teach Vietnamese sign languages. The program has two levels, each level being the equivalent to 15 university credits (225 periods of instruction). The courses at each level are listed in the following tables. The course descriptions are provided in Appendix B.

Table 4.3: Level 1 Curriculum for Vietnamese Sign Language teaching program

Level 1		
Course Number	Course Title	Credits (Lecture-Lab)
VNSLT 121	Communication in Gestures	2 (2-0)
VNSLT 122	Methods of Teaching VNSLs, Level 1	2 (2-0)
VNSLT 123	Instructional Design for Teaching VNSLs, Level 1	2 (2-0)
VNSLT 124	Materials Development for Teaching VNSLs, Level 1	2 (2-0)
VNSLT 125	Practicum in Teaching VNSLs Level 1	7 (0-7)

Table 4.4: Level 2 Curriculum for Vietnamese Sign Language teaching program

Level 2		
Course Number	Course Title	Credits (Lecture-Lab)
VNSLT 221	Sign Language Assessment for Teaching VNSLs	3 (3-0)
VNSLT 222	Methods for Teaching VNSLS, Level 2	2 (2-0)
VNSLT 223	Instructional Design for Teaching VNSLs, Level 2	2 (2-0)
VNSLT 224	Materials Development for Teaching VNSLs, Level 2	2 (2-0)
VNSLT 225	Practicum in Teaching VNSLs Level 2	6 (0-6)

Before this project, there were no formal materials or programs to train sign-language interpreters. However, proficient sign language interpreters are a prerequisite for Deaf people to succeed as students in higher education and as professionals. Access through interpreters also promotes equity in a society where deaf people are a linguistic minority. The sign language interpretation program trains hearing people who are already skilled in Vietnamese and in one or more sign languages in Viet Nam to become interpreters in higher education settings. Deaf students who completed the sign-language teacher training program helped to train hearing interpreters. No curriculum was developed before the project started because none of the project

personnel had any previous formal training in sign language interpretation. The curriculum was developed later by foreign interpreter training experts.

To address the lack of junior and senior high school programs for deaf students, a high school program was designed to prepare students for entry into higher education institutions. Deaf students needed several years to complete all high school requirements due to the overall poor condition of deaf education. To help deaf students finish their high school requirements quickly, the project used the adult high school curriculum approved by Viet Nam's Ministry of Education and Training. In this curriculum, students can complete three years of coursework over a 2-year period.

Viet Nam Ministry of Education Requirements

According to the Ministry of Education regulations, the adult high school classes required for each grade level are as follows:

- Grade 6 includes Math, Biology, Literature, History, Geography, and Civics. It can also include Physics and English.
- Grade 7 includes the following subjects: Math, Physics, Biology, Literature, History, Geography, and Civics. It can also include English.
- Grade 8 includes the following subjects: Math, Physics, Chemistry, Biology, Literature, History, Geography, and Civics. It can also include English.
- Grade 9 includes the following subjects: Math, Physics, Chemistry, Biology, Literature, History, and Geography. It can also include Civics and English.
- Grade 10 includes the following subjects: Math, Physics, Chemistry, Biology, Literature, History, Geography, and Civics. It can also include English.
- Grade 11 includes the following subjects: Math, Physics, Chemistry, Biology, Literature, History, Geography, and Civics. It can also include English.
- Grade 12 includes the following subjects: Math, Physics, Chemistry, Biology, Literature, History, and Geography. It can also include Civics and English.

All hearing high school teachers recruited for the project were expected to complete a minimum of three months of instruction in HCMCSL before they started teaching deaf students. We expected that the use of a Vietnamese sign language in addition to written Vietnamese would allow the students to complete a full year course of study within one academic year, in contrast to students who had instruction only in spoken Vietnamese who typically took two or more years to complete the required coursework for a single academic year.

Chapter 5: The Dong Nai Projects- Implementation & Annual Reports (2000-2011)

The implementation of the first project was described year by year from to 2000 to 2011. This chapter is limited to the information from reports submitted to The Nippon Foundation. We note when there are cases of missing or incomplete information. Each year, wherever applicable, there is a discussion on the selection of students and courses taught in each of the four programs, as described in Chapter 4. As a reminder, these programs are Certificate of Sign Language Analysis, Certificate of Sign Language Teaching, Certificate in Sign Language Interpretation, and education programs from junior high school to university level.

Our selection criteria for the first three years were very strict because we wanted to maintain small class sizes for deaf students. We added one grade level per year and focused on the most promising candidates. The selection criteria focused on the candidate's fluency in sign language, ability to think logically, and understanding of the differences between sign language and written Vietnamese.

Abbreviations for courses listed in the tables included in the chapter are as follows in parentheses: Biology (Bio), Civics, Chemistry (Chem), History (Hist), Geography (Geo), Literature (Lit), Math, Physics (Phys).

The Year 2000

In 2000, the first year of the project, advertisements were sent throughout Viet Nam to schools for deaf people, other organizations working with deaf people, and newspapers. The advertisements listed the criteria for prospective candidates. Applicants had to meet the requirements listed below to be accepted into the program.

1. be Vietnamese citizens over the age of 17 years,
2. be deaf or hard-of-hearing,
3. be fluent in a sign language used in Viet Nam,
4. have extensive interaction with other deaf people in Viet Nam,
5. have graduated from primary school,
6. agree to study in the program for a minimum of 6 years,
7. commit to work in Sign Language Analysis, Sign Language Teaching, Deaf Education, or a related field upon graduation from the program.

All successful applicants were required to pass a proficiency interview using their preferred sign language. In addition, all successful applicants had to pass a rigorous interview conducted in either Ho Chi Minh City Sign Language or Ha Noi Sign Language.

The proficiency interviews consisted of three components. The first was to show the candidates a picture and have them tell the story in as much detail as possible. A highly complex picture with complex interactions was then used to test the candidate's ability to organize information by describing the complex picture in as much detail as possible. Finally, different complex object arrangements were shown to the candidates, who then had to describe each arrangement in as much detail as possible. These tasks required candidates to be able to visualize complex situations and sign about the situation in a way that could be understood by others. To achieve this, signers must be highly fluent and know when to switch hands during sign production.

To test their ability to think logically, during the second part of the interview, the applicants were asked to make choices and defend them. For example, applicants were asked to choose between a job in an Internet center where they will earn over US \$100 a month immediately or studying for 6 to 8 years at \$30 a month for a position teaching Deaf children where they will be paid \$60 a month. Once they have made their choice,

they must give a detailed explanation of why they made that choice and defend their choice against all the questions from the interview panel.

To test for how well candidates understood the differences between written Vietnamese and their sign language, they were shown a signed sentence that was incorrect, like I EAT APPLE, and asked if the signed sentence was correct. If the candidate responded “incorrect,” they were asked to show the correct response. The candidate should respond I APPLE EAT. When asked how to write this sentence, the candidate should respond “I EAT APPLE.” If the candidate responds the sign sentence is “correct” and the signed and written sentences are the same, the candidate does not understand the differences between Vietnamese sign languages and written Vietnamese.

The interviewers scored the candidates after each interview. The total possible score was 110. Candidates were ranked according to their scores and the top 16 candidates were selected. If there were scoring ties, which rarely occurred, interviewers convened in discussion and reached a unanimous decision.

During the first year of interviews in 2000, no deaf candidates had been chosen for study yet, so WOODWARD and NGUYEN conducted the interviews themselves. In later years, top deaf students from the south were chosen to participate as judges for interviews in the south, and top deaf students from the north were chosen to participate as judges for interviews in the north. In this way, the interviews became more Deaf centered.

One month after the applications were sent out in the first year of the project, there were 115 applications from Vietnamese Deaf people who were excited about

having the chance to finish junior and senior high school. The high degree of interest should not come as a surprise, given the value placed upon education by deaf people across the world, as evidenced by statements made by the World Federation of the Deaf (WFD). The table below shows the applicants' backgrounds.

Table 5.1: Background of the 115 applicants in 2000

	SOUTH	NORTH	GENDER TOTALS
MALES	44 (38.26%)	34 (29.57%)	78 (67.83%)
FEMALES	31 (26.96%)	6 (05.21%)	37 (32.17%)
REGION TOTALS	75 (65.22%)	40 (34.78%)	100 (100.00%)

The table above shows that 115 people applied; more men than women applied for the program, and most applicants were from the south. The number of applicants was high given that we advertised for just one month in 2000. In contrast, in the first year of WDL Thailand, the program was advertised for just one month and generated only 47 applicants. In response to the low number of women applicants from the north, the project targeted women from the north the following year. The applicants were then interviewed for half an hour by WOODWARD and NGUYEN; 106 out of 115 showed up. Interviews were conducted at Lac Hong University in Bien Hoa, Dong Nai for southern applicants, and Xa Dan School for the Deaf in Ha Noi for northern applicants.

Table 5.2: Background of students chosen in 2000

	SOUTH	NORTH	GENDER TOTALS
MALES	7 (43.75%)	2 (12.50%)	9 (56.25%)
FEMALES	7 (43.75%)	0 (00.00%)	7 (43.75%)
REGION TOTALS	14 (87.50%)	2 (12.50%)	16 (100.00%)

We accepted 14 students with an even mix of genders from the south and two men from the north. Most northern applicants did not have the advanced signing skills necessary for project success. Before the interviews, the project identified several highly skilled

signers in the north who would be excellent sign language teachers and high school students. Unfortunately, none of them applied. Several prospects did not want to leave the north to study in the south, and the parents of two deaf people did not want them to be far away from their families for a long time. The project attempted to find creative ways to deal with this problem in the following year.

WOODWARD and NGUYEN taught courses in the Level 1 Certificate in Sign Language Analysis. Fifteen of the 16 students formed the first cohort and began taking courses in analysis. All 15 students passed the first-year courses. These courses are college-level courses taken by students with only a fifth- or sixth-grade education. However, these courses are based on students' knowledge of their own languages. Native high school age students know more about their language than do second language learners at the college level, so this need not be a surprise. The grades for the first cohort are presented in Appendix B.

No formal courses in the Certificate in Sign Language Teaching were taught; however, all students received informal training in teaching their sign languages to their hearing teachers, and they worked with teachers to give them informal training in sign language skills.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer, and there were a significant number of sufficiently fluent hearing signers to be trained.

No high school courses were taught because teachers had not yet received sufficient training in sign language skills to teach high school courses to deaf students. No college courses were taught, as none of the deaf students had finished high school.

The Year 2001

The project received 55 applications by the deadline of June 1. The table below shows their backgrounds.

Table 5.3: Background of the 55 applicants for 2001

	SOUTH	NORTH	GENDER TOTALS
MALES	19 (34.54%)	10 (18.18%)	29 (52.73%)
FEMALES	24 (43.64%)	2 (03.64%)	26 (47.27%)
REGION TOTALS	43 (78.18%)	12 (21.82%)	55 (100.00%)

When applicants were grouped by gender and region, we observed the following: most applicants were from the south and the smallest group of applicants were women from the north. Although there were fewer applicants in 2001 than in 2000, the overall quality of the applicants was better. For example, in 2000, the project had 40 applicants from the north but only two qualified applicants. In 2001, the project received 12 applicants from the north, and six of the 12 applicants qualified.

The interviews were scheduled for 55 applicants. Fifty of the 55 applicants (93%) participated in interviews. WOODWARD, NGUYEN, and the highest-ranking deaf student from the 2000 cohort conducted 30-minute interviews with each of the 50 deaf applicants. Interviews with southern applicants were conducted at Lac Hong University in Bien Hoa, Dong Nai. Interviews with the northern applicants were conducted at Ha Noi Pedagogic University in Ha Noi.

Table 5.4: Background of students chosen in 2001

GENDER	SOUTH	NORTH	GENDER TOTALS
MALES	5 (31.25%)	5 (31.25%)	10 (62.50%)
FEMALES	5 (31.25%)	1 (06.25%)	6 (37.50%)
REGION TOTALS	10 (62.50%)	6 (37.50%)	16 (100.00%)

When students are grouped by gender and region, there is an equal representation of three of the four groups: men from the north, men from the south, and women from the south. Women from the north were under-represented in the selection, although the project chose one of the two female applicants from the north.

The training for the two cohorts were implemented in separate classes in 2001. WOODWARD and NGUYEN continued to teach courses to the first cohort in the Level 1 Certificate in Sign Language Analysis. One student withdrew from the program with a passing grade, leaving 14 students in the 2000 cohort. All 14 students passed their courses.

WOODWARD and NGUYEN also began teaching courses to 16 new students in cohort two in the Level 1 Certificate in Sign Language Analysis. All 16 students passed their courses.

The grades for both cohorts in Level 1 Certificate in Sign Language Analysis are found in Appendix C.

No formal courses in Level 1 Certificate in Sign Language Teaching were taught, as admission to this certificate required satisfactory completion of Level 1 Certificate in Sign Language Analysis.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer, and there were a significant number of sufficiently fluent hearing signers to be trained.

Depending on their previous backgrounds, students in the 2000 cohort were divided into sixth- and seventh-grade classes. The table below shows the sixth-grade results for the 2000 cohort.

Table 5.5: Grade 6 Class 1 (2001)

Rank	Math	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	86	94	79	91	97	89	84	Excellent
2	74	86	74	91	92	78	85	Good
3	73	85	63	78	85	81	73	Good
4	61	83	71	81	79	65	72	Good
5	82	87	61	68	81	85	77	Good
6	62	76	65	86	85	65	81	Average
7	45	59	59	56	66	54	75	Average

According to the Vietnamese Ministry of Education standards, all six students in Class 1 passed sixth grade, with five out of six students passing with honors.

The table below shows the results for the 2000 cohort in the seventh-grade courses.

Table 5.6: Grade 7 Class 1 (2001)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	87	95	99	91	98	100	92	93	Excellent
2	79	87	89	88	95	95	83	89	Excellent
3	67	74	89	88	94	89	84	88	Excellent
4	60	74	89	78	90	92	75	86	Good
5	56	68	81	80	92	89	65	89	Good
6	53	64	91	76	86	80	70	86	Good
7	47	59	72	69	69	67	53	73	Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 1 passed seventh grade, with six of the seven students passing with honors.

No college courses were taught in 2001, as none of the deaf students had completed high school.

The Year 2002

No new applicants were accepted into the high school program. However, two NGOs, Pearl S. Buck International and the World Concerns Development Organization,

wanted to hire 12 students that they had selected to teach sign languages in Viet Nam. They asked the project to train the students without interviewing them as part of the application process. The table below shows the backgrounds of the 12 students.

Table 5.7: Background of students chosen in 2002

GENDER	SOUTH	CENTER	NORTH	GENDER TOTALS
MALES	1 (08.33%)	2 (16.67%)	4 (33.33%)	7 (58.33%)
FEMALES	0 (00.00%)	3 (25.00%)	2 (16.67%)	5 (41.67%)
REGION TOTALS	1 (87.50%)	5 (41.67%)	6 (50.00%)	12 (100.00%)

When students are grouped by gender and region, we see the following: most candidates are men from the north, followed by women from the central area. The smallest group was comprised of men from the south. There were no women from the south. While the demographics of this group ensured that Deaf people from the north and from the central area would be better served by the training included in the project, not all students had the same qualifications as previously selected students who had undergone interviews with the project staff.

All 14 students in the 2000 cohort completed the Certificate in Sign Language Analysis and were awarded a formal certificate. Of the 14 students in this cohort, four finished the certificate with honors (one excellent and three good), and ten finished with an average grade. The student grades for all courses in Level 1 Certificate in Sign Language Analysis are provided in Appendix C.

All 16 students in the 2001 cohort completed the Certificate in Sign Language Analysis and were awarded a formal certificate. Of the 16 students in this cohort, two finished the certificate with honors (two excellent), and 14 finished with an average

grade. The student grades for all courses in Level 1 Certificate in Sign Language Analysis are provided in Appendix C.

WOODWARD and NGUYEN continued to teach courses to 12 new students chosen by NGOs in Level 1 Certificate in Sign Language Analysis.

The Level 1 Certificate in Sign Language Teaching was offered this year when there were sufficient students completing the Level 1 Certificate in Sign Language Analysis with satisfactory results. KEMP, a fluent deaf user of American Sign Language, and Ms. Peoungpaka JANYAWONG, a fluent deaf user of Modern Thai Sign Language, began teaching courses in Level 1 Certificate in Sign Language teaching. Of the 14 students in the 2000 cohort, nine were accepted into the teaching program. Of the 16 students in the 2001 cohort, 3 were accepted in the teaching program. All 12 admitted students passed all their courses in Sign Language Teaching.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer, and there were a significant number of sufficiently fluent hearing signers to be trained.

All the students in the 2001 cohort entered sixth-grade classes. The table below shows the results.

Table 5.8: Grade 6 Class 2 (2002)

Rank	Math	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	9.1	9.7	8.7	9.9	9.4	9.4	9.2	Excellent
2	8.4	8.5	8.4	9.4	8.9	8.7	9.0	Excellent
3	7.8	8.6	8.1	8.7	8.3	8.9	8.8	Excellent
4	7.4	8.1	7.7	8.5	8.3	9.1	8.2	Good
5	7.1	8.1	7.3	8.3	7.8	8.6	7.6	Good
6	6.8	7.0	6.3	7.4	7.0	5.7	7.3	Good
7	6.9	5.1	6.6	7.1	7.3	5.9	6.3	Average
8	4.8	5.0	4.6	5.4	5.8	5.3	4.5	<Average
9	4.1	4.2	4.6	3.5	6.0	5.4	4.7	Poor

According to the Vietnamese Ministry of Education standards, eight out of nine students in Class 2 passed the sixth grade, with six out of nine students passing with honors. While one student was slightly below the average, the average was sufficient to pass. The student who ranked as poor did not pass.

Grade 7 was composed of students from the first cohort who were originally placed in sixth grade. The table below shows the results.

Table 5.9: Grade 7 Class 2 (2002)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.6	7.3	7.8	8.0	9.0	9.2	8.6	8.4	Good
2	6.5	6.7	8.7	7.9	9.0	8.7	7.0	8.9	Good
3	6.7	7.6	8.0	7.1	8.7	7.8	7.7	9.0	Good
4	6.3	7.4	9.2	6.9	8.2	7.8	8.0	7.8	Good
5	6.0	7.6	9.0	7.7	8.0	8.2	6.9	7.7	Good
6	6.2	5.8	8.8	7.3	8.6	8.2	7.8	8.2	Good
7	5.9	6.6	8.2	6.7	8.3	7.6	7.3	8.3	Good
8	4.9	6.4	8.5	8.0	8.1	8.7	6.4	8.1	Average
9	4.0	4.1	5.1	6.6	6.1	6.1	5.5	6.8	Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 2 passed seventh grade, with seven out of the nine students passing with honors.

Grade 8 was composed of students from the first cohort who were originally placed in seventh grade. The table on the following page shows the results.

Table 5.10: Grade 8 Class 1 (2002)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.4	7.4	7.4	9.5	7.3	8.8	8.3	7.5	8.6	Good
2	8.0	7.6	9.2	8.3	6.8	7.6	8.0	7.2	7.4	Good
3	7.6	7.3	7.7	8.4	6.2	9.0	8.6	6.6	8.1	Good
4	5.8	6.7	7.8	8.5	6.1	8.2	7.4	6.7	7.9	Good
5	5.5	7.3	6.6	8.4	6.7	6.8	8.0	5.7	8.0	Good
6	6.1	6.4	7.2	8.1	7.3	6.7	7.3	6.2	7.7	Average
7	4.5	6.3	4.1	7.9	7.3	5.6	7.3	4.5	8.6	<Average
8	2.0	3.3	2.4	4.8	5.8	4.4	5.4	2.6	INC.	Weak

According to the Vietnamese Ministry of Education standards, seven students in Class 1 passed eighth grade, with five out of the seven students passing with honors. The student who was scored as weak did not pass and had to repeat the grade.

No college courses were taught in 2002, as none of the deaf students had completed high school.

The Year 2003

The project received 36 applications for the 2003-2004 academic year for the junior high school program. The table below shows the applicants' backgrounds.

Table 5.11: Background of the 36 applicants for 2003

GENDER	SOUTH	NORTH	GENDER TOTALS
MALES	11 (30.6%)	12 (33.3%)	23 (63.9.%)
FEMALES	4 (11.1.%)	9 (25.0%)	13 (36.1.%)
REGION TOTALS	15 (41.7%)	21 (58.3%)	36 (100.0%)

When applicants were grouped by gender and region, we observed the following: the largest groups were men from the north and the south, respectively. The third largest group comprised women from the north, and the smallest group comprised women from the south.

The number of women applicants from the north has also increased. Interviews were scheduled for 36 applicants. 34 out of 36 applicants (94.4%) were evaluated. Instead of interviews, each student was given one test in Vietnamese Literature and Grammar and one test in mathematics. As new students were only going to enter junior high school and not the Certificate Program in Sign Language Analysis or the Certificate Program in Sign Language Teaching, it was not necessary to evaluate their signing skills. The tests were conducted at Dong Nai Provincial Pedagogic College for

applicants from the south and at Ha Noi Pedagogic University for applicants from the north.

Fourteen students (six from the north and eight from the south) passed the examinations and were accepted into the program. The table below shows the background of the accepted students.

Table 5.12: Background of students chosen in 2003

GENDER	SOUTH	NORTH	GENDER TOTALS
MALES	6 (42.8%)	4 (28.6%)	10 (72.4%)
FEMALES	2 (14.3%)	2 (14.3%)	4 (28.6%)
REGION TOTALS	8 (57.1%)	6 (42.9%)	14 (100.0%)

When students are ranked by gender and region, we see the following: most candidates were men from the south, followed by men from the north. There was an even balance between women from the north and the south.

Fortunately, the project increased the proportion of women deaf students from the north over time.

WOODWARD and NGUYEN finished teaching courses for 12 students from the 2002 cohort who were chosen by NGOs in the Level 1 Certificate in Sign Language Analysis in 2002. All 12 students passed all the courses with an average rank and were awarded certificates.

The grades of the 12 students in Level 1 Certificate in Sign Language Analysis are provided in Appendix C.

Since cohorts 1, 2, and 3 completed the Level 1 training, WOODWARD and NGUYEN began teaching courses in the Level 2 Certificate in Sign Language Analysis in 2003. The 2005 report includes a discussion on course performance.

KEMP finished teaching courses for 12 students who were accepted in the Level 1 Certificate in Sign Language Teaching in 2002. All 12 students passed all their courses and were awarded the Level 1 Certificate in Sign Language Teaching. Three students graduated with honors. The grades of the 12 students are in Appendix C.

KEMP began teaching courses in the Level 1 Certificate in Sign Language Teaching to 4 of the 12 students in the 2002 cohort who had been recommended by the NGOs. All students passed all the courses taught.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer, and there were a significant number of sufficiently fluent hearing signers to be trained.

The table on below shows the results for the seventh-grade students.

Table 5.13: Grade 7 Class 3 (2003)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.0	8.4	9.4	8.8	9.8	9.6	9.1	8.4	Excellent
2	7.6	7.6	9.6	8.4	9.2	9.3	7.9	7.6	Good
3	5.2	5.5	8.4	7.7	8.0	8.1	7.2	8.5	Good
4	5.8	6.0	8.5	7.4	9.0	8.3	5.6	8.3	Average
5	5.6	6.3	8.3	6.7	9.4	8.5	5.8	8.1	Average
6	4.3	4.5	5.6	5.7	6.2	6.8	3.3	6.4	<Average
7	4.2	4.4	6.9	5.4	5.6	5.9	3.1	6.9	<Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 3 passed seventh grade, with three of the seven students passing with honors. While two students were slightly below average, the average was sufficient to pass the grade.

The table on the following page shows the results for the eighth-grade students.

Table 5.14: Grade 8 Class 1 (2003)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.4	7.4	7.4	9.5	7.3	8.8	8.3	7.5	8.6	Good
2	8.0	7.6	9.2	8.3	6.8	7.6	8.0	7.2	7.4	Good
3	7.6	7.3	7.7	8.4	6.2	9.0	8.6	6.6	8.1	Good
4	5.8	6.7	7.8	8.5	6.1	8.2	7.4	6.7	7.9	Good
5	5.5	7.3	6.6	8.4	6.7	6.8	8.0	5.7	8.0	Good
6	6.1	6.4	7.2	8.1	7.3	6.7	7.3	6.2	7.7	Average
7	4.5	6.3	4.1	7.9	7.3	5.6	7.3	4.5	8.6	<Average
8	2.0	3.3	2.4	4.8	5.8	4.4	5.4	2.6	INC.	Weak

According to the Vietnamese Ministry of Education standards, seven out of eight students in Class 1 passed eighth grade, with five out of seven students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade. The student who was scored weak did not pass and had to repeat the grade.

The table below shows the results for eighth-grade students in 2003.

Table 5.15: Grade 9 Class 1 (2003)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Evaluation
1	9.4	9.0	9.2	9.8	8.9	9.8	9.8	8.8	Excellent
2	7.8	8.0	7.9	9.0	7.8	9.4	8.2	7.2	Good
3	6.2	7.2	7.6	9.5	8.3	8.9	8.7	7.9	Good
4	6.9	6.7	6.5	9.0	7.6	8.5	7.8	6.6	Good
5	5.5	7.4	6.5	8.9	6.6	9.0	8.5	5.9	Good
6	6.1	5.9	6.5	8.0	6.4	7.9	7.4	5.5	Average
7	5.7	6.4	6.1	8.0	6.5	8.2	7.6	5.0	Average
8	5.1	6.8	5.5	6.9	6.3	8.5	7.2	5.3	Average
9	4.8	6.1	4.9	7.4	6.5	8.7	7.6	5.5	Average

According to the Vietnamese Ministry of Education standards, nine students in Class 1 passed ninth grade with five out of the nine students passing with honors.

While the students passed all courses in the ninth grade, they could not graduate until they passed the national junior high school examinations prepared by the Ministry

of Education. To graduate from junior high school, students must pass independent government-administered standardized tests required for graduation. The required tests were prepared by the Ministry of Education and Training. The examinations were conducted outside the school at central testing sites, where none of the students' teachers were allowed. No names appear on the test papers, and the tests are graded anonymously by a panel of teachers who have had no contact with the students. If we compare the grades in the courses with those on the national examinations, we find that the passing rate for courses has paralleled that for the national examinations quite closely. Of the students who passed the ninth grade in the project, 100% also passed the national examinations and graduated from junior high school. Thus, the project's high level of success is verifiable from both internal and external measures.

Table 5.16: Junior High School National Examinations Class 1 (2003)

Rank	Math	Phys	Chem	Lit	Average	Evaluation
1	10.0	9.0	8.0	7.0	8.50	Excellent
2	9.0	9.5	8.0	6.5	8.25	Good
3	10.0	8.5	6.5	7.5	8.13	Good
4	8.5	8.5	5.5	5.5	7.00	Average
5	6.0	7.0	6.0	7.0	6.50	Average
6	7.0	7.0	4.5	6.5	6.25	Average
7	7.0	7.0	3.5	5.5	5.75	Average
8	7.0	6.0	2.0	7.5	5.63	Average
8	6.5	8.5	2.5	5.0	5.63	Average
8	7.5	7.0	3.0	5.0	5.63	Average

The year 2003 has resulted in several noteworthy achievements. This marks the first time that deaf students graduated from junior high school after the establishment of education for deaf people in Viet Nam in 1886. This was a truly historic moment. Not only did they graduate from junior high school, but they also had a 100% passing rate, while the passing rate for hearing students in the same province (Dong Nai) was 76%.

Thus, deaf students had a higher passing rate on national examinations than hearing students did when they took national examinations for the first time. It is also noteworthy to mention that the deaf student who received a rating of “excellent” ranked 5th out of 1,322 hearing and deaf students who took the examinations in Dong Nai Province.

No college courses were taught in 2003, as none of the deaf students had completed high school.

The Year 2004

The project received 24 applications for the 2004-2005 academic year. The table below shows the applicants' backgrounds.

Table 5.17: Background of the 24 applicants for 2004

GENDER	SOUTH	NORTH	GENDER TOTALS
MALES	12 (50%)	0 (0%)	12 (50%)
FEMALES	7 (29%)	5 (21%)	12 (50%)
REGION TOTALS	19 (79%)	5 (21%)	24 (100%)

When applicants were grouped by gender and region, we observed that half of the selected applicants were men from the south. The second-largest group comprised women from the south, followed by women from the north. There were no men from the north this year.

Again, the number of women applicants from the north has increased. Tests in Vietnamese Literature and Grammar and Math were scheduled for the applicants. Five out of the five applicants (100%) from the north participated in the tests. Thirteen of the 19 applicants (68%) from the south participated in the tests. The tests were conducted at Dong Nai Provincial Pedagogic College for applicants from the south and at Ha Noi Pedagogic University for applicants from the north.

Twelve students (three from the north and nine from the south) passed the examinations and were accepted into the program.

The table below shows the backgrounds of the students.

Table 5.18: Background of students chosen for 2004

GENDER	SOUTH	NORTH	GENDER TOTALS
MALES	6 (50%)	0 (0%)	6 (50%)
FEMALES	3 (25%)	3 (25%)	6 (50%)
REGION TOTALS	9 (75%)	3 (25%)	12 (100%)

When students chosen are ranked by gender and region, we see the following: Half of the candidates were men from the south. There was a balance between women from the north and south. There were no men from the north.

WOODWARD and NGUYEN continued teaching courses in the Level 2 Certificate in Sign Language Analysis program. A discussion of course performance is included in the 2005 report.

KEMP finished teaching courses in the Level 1 Certificate in Sign Language Teaching for the four students recommended by NGOs. All students passed all courses taught, graduated with an average grade, and were awarded the Level 1 Certificate of Sign Language Teaching.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer and until there were a significant number of sufficiently fluent hearing signers to be trained.

The table on the following page shows the results for sixth-grade students in 2004.

Table 5.19: Grade 6 Class 3 (2004)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.0	7.1	9.1	7.0	8.6	9.1	7.3	8.6	Good
2	6.5	6.5	8.6	6.8	8.4	8.6	7.3	8.9	Good
3	6.4	6.5	7.2	6.2	8.8	8.5	6.4	7.5	Average
4	5.8	5.5	7.0	6.2	8.6	8.0	5.2	7.3	Average
5	4.9	5.5	6.4	5.7	7.6	7.1	6.1	6.6	Average
6	4.3	5.0	7.6	5.6	6.7	7.9	5.0	6.4	Average
7	7.0	4.5	6.2	4.5	6.2	7.4	3.9	6.6	Average
8	5.5	5.7	5.1	4.9	5.1	7.1	4.0	5.8	Average
9	5.1	4.4	4.5	4.8	4.9	6.6	4.7	6.2	Average
10	4.2	5.1	5.4	5.6	5.1	5.8	4.1	5.4	<Average
11	4.1	4.3	4.8	5.0	4.7	6.0	4.3	5.1	<Average

According to the Vietnamese Ministry of Education standards, all 11 students in Class 3 passed the sixth grade, with 2 out of 11 students passing with honors. While two students were slightly below average, the average was sufficient to pass the grade.

The table below shows the results for eighth-grade students in 2004.

Table 5.20: Grade 8 Class 2 (2004)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.2	9.0	9.3	9.2	8.6	8.8	9.1	9.4	9.0	Excellent
2	6.1	8.6	7.5	8.4	7.4	7.4	8.8	8.3	7.7	Good
3	5.4	8.5	8.1	8.2	7.7	7.2	8.3	6.5	8.0	Good
4	5.7	7.6	7.6	7.5	7.5	7.4	7.6	5.8	7.7	Good
5	4.6	7.3	6.9	7.7	7.6	7.0	7.9	7.5	7.5	Average
6	5.6	6.9	6.2	7.9	8.2	6.7	8.0	5.2	7.7	Average
7	5.2	7.4	4.9	8.7	7.5	6.7	7.3	6.1	7.8	Average
8	4.7	6.9	4.1	6.7	7.3	6.0	6.6	4.9	7.0	Average
9	3.9	5.6	4.9	5.6	5.5	5.8	6.8	4.0	7.1	Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 2 passed eighth grade, with four out of the nine students passing with honors.

The table on the following page shows the results for the ninth-grade students in 2004.

Table 5.21: Grade 9 Class 2 (2004)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Evaluation
1	6.7	7.5	7.1	8.7	5.9	9.1	7.8	7.5	Good
2	6.0	6.0	6.5	8.8	6.9	9.2	8.8	7.9	Good
3	7.0	7.1	6.8	7.6	4.8	8.9	8.2	5.9	Average
4	5.9	6.9	4.9	7.2	6.2	7.0	7.9	5.7	Average
5	5.0	6.2	4.0	7.2	5.1	8.6	8.5	6.8	Average
6	4.9	5.4	5.9	5.9	5.7	7.1	6.8	4.8	Average
7	3.7	5.3	2.1	6.2	5.1	6.2	7.1	N/A	<Average
8	4.3	4.3	2.5	5.1	5.2	5.7	4.7	4.8	<Average

According to the Vietnamese Ministry of Education standards, all eight students in Class 2 passed the ninth grade, with two of nine students passing with honors. While two students were slightly below average, the average was sufficient to pass the grade.

As mentioned in the discussion in 2003, even though the students passed all courses in the ninth grade, they could not graduate until they passed the national junior high school examinations prepared by the Ministry of Education. If we compare the grades in the courses with those on the national examinations, we find that the passing rate for courses has paralleled that for the national examinations quite closely. Of the students who passed the ninth grade in the project, six out of eight decided to take national examinations in 2004. Two students decided that they needed additional preparation before taking the examination. Of the six students who took the exam, 100% had passed and graduated from junior high school. Thus, the project's high level of success is verifiable from both internal and external measures.

Table 5.22: Junior High School National Examinations Class 2 (2004)

Rank	Math	Phys	Chem	Lit	Average	Evaluation
1	6.0	8.0	6.5	6.5	6.75	Average
2	5.0	7.5	5.0	9.0	6.63	Average
3	6.0	6.0	6.0	7.0	6.25	Average
4	5.0	9.0	5.0	5.0	6.00	Average
5	4.0	6.0	5.0	8.0	5.75	Average
5	4.0	6.0	5.0	8.0	5.75	Average

It is important to note that the passing rate among deaf students on junior high school examinations was 100%, whereas the passing rate for hearing students in the same province (Dong Nai) was 77% in 2004. Thus, for the second year in a row, deaf students had a higher passing rate on national examinations than hearing students in 2003, the first time deaf students had taken national examinations for junior high school.

The table below shows the results for tenth-grade students.

Table 5.23: Grade 10 Class 1 (2004)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	9.8	9.2	9.7	9.1	7.4	9.4	9.7	8.5	8.9	Excellent
2	7.8	7.0	8.6	7.9	6.5	8.6	9.5	6.9	8.5	Good
3	5.4	5.8	6.5	8.2	6.1	8.7	9.1	7.2	8.2	Average
4	5.5	6.2	6.1	7.7	5.6	6.5	9.2	5.2	8.2	Average
5	5.3	5.5	6.5	6.6	5.1	8.0	8.3	6.3	8.1	Average
6	5.8	6.3	6.7	7.2	4.8	6.4	8.9	4.5	7.6	Average
7	5.6	5.5	6.3	4.9	5.7	6.1	8.4	4.3	7.4	Average
8	4.9	5.7	5.4	6.7	4.6	6.7	8.1	4.2	7.0	Average
9	5.0	4.2	5.6	5.3	4.9	7.2	8.4	5.2	7.3	Average
10	4.7	4.6	5.7	6.2	4.8	6.0	8.5	6.1	7.3	<Average

According to the Vietnamese Ministry of Education standards, ten students in Class 1 passed the tenth grade with two out of ten students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

No college courses were taught in 2004, as none of the deaf students had completed high school.

The Year 2005

No new students were accepted in 2005, because the project could not guarantee support for the additional six years needed for students to graduate from high school. One final class of sixth grade students was allowed to register. This report covers the results of this sixth-grade class, students accepted by 2004 with support from The Nippon Foundation, and still studying in the program.

WOODWARD and NGUYEN finished teaching the courses in the Level 2 Certificate in Sign Language Analysis. Like the Level 1 Certificate in Sign Language Analysis, the linguistic knowledge for these courses is based on students' knowledge of their own language. However, a great deal of knowledge outside of the language structure must also be known if students are to achieve success in courses such as psycholinguistics, neurolinguistics, sociolinguistics, and historical linguistics. While deaf students in the project know more about their language than hearing college-level students learning a sign language, deaf students with only an elementary school education do not have the necessary knowledge of anatomy and physiology to succeed in psycholinguistics and neurolinguistics courses. Likewise, such students do not have the necessary sociological knowledge to succeed in sociolinguistics courses or the anthropological knowledge to succeed in historical linguistics courses. While some excellent students can manage to pass these courses, the average person with only an elementary school education may find these courses impossible to manage.

Therefore, there was a high dropout rate in the Level 2 Certificate in Sign Language Analysis. A total of 26 students who were interviewed and accepted into the project began taking courses in the Level 2 Certificate in Sign Language Analysis after the successful completion of the Level I Certificate. Sixteen students withdrew from the program before completion. Of the remaining ten students, six successfully completed the certificate, with one of the six students completing the certificate with honors. Grades for students completing the certificate are presented in Appendix C.

Of the 12 deaf students who finished the Level 1 Certificate in Sign Language Teaching, KEMP chose six students to continue with the Level 2 Certificate in Sign Language Teaching. GORDON, a deaf professional sign language teacher trainer from Gallaudet University, taught one course in Sign Language Assessment in the Level 2 Certificate in Sign Language Teaching. All six students completed the course.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer, and there were a significant number of sufficiently fluent hearing signers to be trained.

The table below shows the results for the sixth-grade students.

Table 5.24: Grade 6 Class 4 (2005)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.0	8.6	7.8	7.6	5.9	7.6	7.9	8.5	Good
2	6.8	7.9	7.8	6.9	7.1	6.9	6.8	8.3	Good
3	6.0	8.5	7.1	6.2	6.2	7.0	7.3	7.4	Average
4	5.3	7.3	5.6	6.6	5.1	5.9	6.5	7.6	Average
5	3.7	6.8	5.6	5.2	6.5	5.8	5.6	7.8	Average
6	4.9	8.0	4.8	5.1	5.2	6.0	5.2	6.2	Average
7	5.7	8.5	5.0	5.5	5.5	6.6	5.3	6.0	Average
8	4.0	6.6	6.2	4.4	4.9	4.7	3.6	5.1	<Average

According to the Vietnamese Ministry of Education standards, all eight students in Class 4 passed the sixth grade, with two of the eight students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

The table below shows the results for seventh-grade students in 2005.

Table 5.25: Grade 7 Class 4 (2005)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.8	8.4	9.5	8.1	8.9	9.1	6.6	7.9	Excellent
2	6.5	7.7	7.6	7.9	8.6	8.8	6.1	8.4	Good
3	5.8	7.8	7.5	7.7	8.2	8.0	6.7	8.6	Good
4	6.9	7.4	7.2	6.4	7.7	8.0	5.7	7.3	Good
5	6.6	6.9	7.0	5.8	8.0	7.1	N/A	7.1	Good
6	5.8	7.5	8.9	5.9	8.6	9.0	3.9	7.4	Average
7	5.1	7.2	6.5	5.3	6.6	6.6	N/A	6.7	Average
8	5.0	7.2	6.6	4.8	6.1	6.2	4.5	6.1	Average

According to the Vietnamese Ministry of Education standards, all eight students in Class 4 passed seventh grade, with five of the eight students passing with honors.

The table below shows the results for ninth-grade students in 2005.

Table 5.26: GRADE 9 Class 3 (2005)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Evaluation
1	8.7	9.1	9.0	9.7	8.0	9.5	9.5	9.1	Excellent
2	7.0	7.8	6.1	8.0	6.8	8.6	8.6	7.0	Good
3	6.6	7.0	6.8	8.0	6.9	7.9	7.7	5.2	Good
3	6.4	6.9	6.8	7.7	6.2	7.7	8.2	6.2	Good
5	5.9	6.3	5.9	7.5	7.1	7.7	7.3	5.3	Average
6	5.8	5.5	5.1	7.1	6.4	7.8	7.2	5.2	Average
7	5.3	6.5	6.3	6.5	5.4	6.2	7.3	N/A*	Average
8	5.0	4.7	3.7	5.7	6.1	6.6	6.6	3.9	Average
9	4.8	4.8	3.7	6.8	5.8	7.7	6.6	N/A*	Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 3 passed ninth, with four out of the nine students passing with honors. This year, the project made English an optional subject.

The students took national junior high school examinations to graduate. If we compare the grades in their courses with those on national examinations, we find that the passing rate for courses parallels that for national examinations quite closely. Of the students who passed the ninth grade in the project, 100% also passed the national examination and graduated. Thus, the project's high level of success is once more verifiable from both internal and external measures.

Table 5.27: Junior High School National Examinations Class 3 (2005)

Rank	Math	Phys	Chem	Lit	Voc	Total Score	Aver	Evaluation
1	9.0	10.0	9.5	8.0	1	37.5	9.38	Excellent
2	8.0	7.5	8.5	7.0	1	32	8.00	Good
3	5.0	9.0	8.5	8.5	1	32	8.00	Average
4	4.5	9.5	9.5	5.5	1	29	7.50	Average
5	5.5	8.5	8.5	6.0	1	29.5	7.38	Average
6	5.5	9.0	9.5	3.0	1	28	7.00	Average
6	5.0	7.5	8.0	6.5	1	28	7.00	Average
8	5.5	8.0	8.5	4.0	1	27	6.75	Average
9	4.0	7.5	7.5	4.0	1	24	6.00	Average

While students 2 and 3 had the same average, student 2 received an evaluation of "Good" because s/he scored 7.0 or above on each of the four examinations. Student 3 received an evaluation of "Average" because s/he did not have 7.0 or above on each of the four examinations.

It is important to note that the passing rate among deaf students on junior high school examinations was 100%, whereas the passing rate for hearing students in the same province (Dong Nai) was 76%. Thus, deaf students once again had a higher

passing rate on national examinations than hearing students in 2005, for the third year in a row on national examinations. It is also noteworthy to mention that the student who received a rating of “excellent” ranked 1st out of 999 hearing and deaf students who took the junior high school national examinations in Dong Nai Province in 2005.

The table on the following page shows an overall comparison of the passing rates of deaf and hearing students in Dong Nai Province over a three-year period.

Table 5.28: Passing rates on Junior High School National Examinations of Deaf Project Students and Hearing Students

Year	Deaf Project Students	Hearing Students in Dong Nai
2003	100%	76%
2004	100%	77%
2005	100%	81%

The table below shows the results for the tenth-grade students in 2005.

Table 5.29: Grade 10 Class 2 (2005)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.6	8.1	9.5	7.2	7.5	6.8	8.1	7.2	6.7	Good
2	8.2	7.4	7.3	8.0	6.0	7.5	9.2	7.0	7.8	Good
3	8.1	7.6	9.1	7.3	5.6	6.6	8.2	6.0	7.8	Good
4	7.3	7.6	5.9	7.1	5.9	6.6	8.2	7.0	8.1	Good
5	8.0	6.8	7.9	6.7	5.0	5.7	8.1	4.8	6.9	Average
6	6.2	5.8	7.4	6.7	6.0	6.7	8.3	3.9	7.3	Average
7	6.1	5.0	7.7	6.1	4.2	5.8	8.2	5.2	7.5	Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 2 passed tenth grade, with four of the seven students passing with honors.

The table below on the following page the results for the eleventh-grade students in 2005.

Table 5.30: Grade 11 Class 1 (2005)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	9.1	9.0	9.2	8.6	8.2	9.2	9.7	8.3	8.2	Excellent
2	8.0	8.1	8.9	7.0	6.6	8.0	8.8	6.5	7.4	Good
3	6.5	6.4	6.8	5.1	5.8	7.9	8.8	6.7	7.7	Good
4	5.4	6.4	5.6	4.9	6.1	6.9	8.0	4.9	6.9	Average
5	5.5	5.6	6.5	4.7	5.4	6.8	8.1	4.1	7.6	Average
6	5.7	6.5	5.6	4.3	4.3	7.0	8.0	N/A	6.0	Average
7	5.6	4.6	5.5	4.0	5.4	7.1	7.6	N/A	7.4	Average
8	5.7	4.6	5.5	5.1	4.0	6.3	7.9	N/A	7.3	Average
9	4.8	5.1	4.9	3.9	5.2	6.6	7.3	N/A	7.2	Average

According to the Vietnamese Ministry of Education standards, nine students in Class 1 passed the eleventh grade, with three of the nine students passing with honors.

No college courses were taught in 2005, as none of the deaf students had completed high school.

The Year 2006

No new students were accepted in 2006, because the project could not guarantee support for the additional six years needed for students to graduate from high school. However, students who were accepted by 2004 with support from The Nippon Foundation and remained in the program will be reported on.

New courses for the new Level 1 Certificate in Sign Language Analysis and Level 2 Certificate in Sign Language Analysis were suspended.

KEMP taught additional courses to six students in the Level 2 Certificate Program. All students passed.

The Certificate in Sign Language Interpretation was put on hold, until the project hired an experienced interpreter trainer.

The table below shows the results for seventh-grade students in 2006.

Table 5.31: Grade 7 Class 5 (2006)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.8	7.9	6.7	7.2	6.7	8.1	7.5	8.7	Good
2	6.8	7.4	7.6	6.5	6.8	7.8	6.6	9.3	Good
3	7.1	7.8	6.5	6.0	8.0	8.5	6.2	9.2	Average
4	5.1	8.5	7.4	5.6	6.0	7.9	6.3	5.2	Average
5	3.6	5.9	6.4	5.8	5.5	7.0	6.2	7.5	Average
6	4.8	6.5	4.1	5.6	5.2	6.6	5.6	8.2	Average
7	4.5	6.3	5.6	5.7	5.8	6.9	3.8	7.8	Average
8	4.0	6.4	4.7	4.4	6.3	7.4	5.8	5.7	<Average

According to the Vietnamese Ministry of Education standards, all eight students in Class 4 passed seventh grade, with five of the eight students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

The table below shows the results for eighth-grade students in 2006.

Table 5.32: Grade 8 Class 3 (2006)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.2	9.0	9.3	9.2	8.6	8.8	9.1	9.4	9.0	Excellent
2	6.1	8.6	7.5	8.4	7.4	7.4	8.8	8.3	7.7	Good
3	5.4	8.5	8.1	8.2	7.7	7.2	8.3	6.5	8.0	Good
4	5.7	7.6	7.6	7.5	7.5	7.4	7.6	5.8	7.7	Good
5	4.6	7.3	6.9	7.7	7.6	7.0	7.9	7.5	7.5	Average
6	5.6	6.9	6.2	7.9	8.2	6.7	8.0	5.2	7.7	Average
7	5.2	7.4	4.9	8.7	7.5	6.7	7.3	6.1	7.8	Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 3 passed the eighth grade, with four of the seven students passing with honors.

The table below shows the results for ninth-grade students in 2006.

Table 5.33: Grade 9 Class 4 (2006)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.9	7.9	8.8	8.7	7.2	8.4	8.6	7.3	8.2	Good
2	6.8	7.2	8.5	8.7	6.1	7.7	8.4	7.0	7.7	Good
3	4.9	7.0	6.9	7.2	6.4	8.2	7.7	6.1	7.1	Average
4	5.6	7.0	6.2	7.1	5.9	8.3	7.7	N/A	6.0	Average
5	5.6	7.2	6.3	7.0	5.3	7.7	7.1	5.7	6.7	Average
6	5.0	5.8	4.6	6.4	5.4	8.1	7.8	6.1	8.3	Average
7	4.5	6.7	5.8	6.8	5.2	6.4	7.3	N/A	5.9	Average
8	3.8	5.7	4.4	7.3	5.8	7.5	6.9	3.8	5.9	Average
9	4.2	5.3	5.2	6.8	4.7	6.4	6.9	N/A	6.5	<Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 4 passed the ninth grade, with two of the nine students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

Interestingly, the Ministry of Education and Training cancelled all junior high school examinations in 2006. Students who graduated from junior high school in 2006 and the following years did not have to take junior high school national examinations.

The table below shows the results for the tenth-grade students in 2006.

Table 5.34: Grade 10 Class 3 (2006)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.2	8.4	8.5	7.4	8.6	9.0	8.7	8.1	9.4	Excellent
2	5.4	6.3	6.6	7.3	6.8	7.2	7.8	N/A	7.6	Good
3	6.0	6.5	7.4	6.7	7.1	7.7	7.9	4.0	8.5	Average
4	5.9	5.0	7.1	6.7	7.1	7.7	7.6	4.3	8.3	Average
5	5.1	6.4	6.6	7.2	6.7	6.4	7.2	N/A	6.9	Average
6	5.7	5.8	6.2	6.0	6.8	6.2	8.5	4.0	8.9	Average
7	4.6	5.6	5.6	6.9	6.6	6.8	7.7	N/A	7.7	Average
8	4.8	5.1	4.3	6.8	6.0	6.6	7.3	N/A	7.7	Average
9	4.3	5.0	4.5	5.9	6.5	7.0	6.8	N/A	8.2	Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 3 passed the tenth grade, with two out of the nine students passing with honors.

The table below shows the results for the eleventh-grade students in 2006.

Table 5.35: Grade 11 Class 2 (2006)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.5	7.6	8.1	8.0	6.4	8.2	7.6	6.1	8.3	Good
2	6.4	7.0	7.3	7.3	4.7	6.0	7.2	N/A	8.5	Average
3	6.7	7.5	7.8	7.4	5.0	6.2	7.5	4.6	9.0	Average
4	5.7	6.3	6.8	6.1	6.7	7.9	8.7	5.0	8.8	Average
5	5.4	5.5	6.4	5.9	5.3	7.2	8.1	N/A	8.5	Average
6	5.3	5.1	4.6	6.9	4.9	6.8	7.4	5.2	8.2	Average
7	5.0	5.8	5.4	4.1	4.7	5.1	7.1	N/A	7.8	Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 2 passed the eleventh grade, with one out of the seven students passing with honors.

The table below shows the results for the twelfth-grade students in 2006.

Table 5.36: Grade 12 Class 1 (2006)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Evaluation
1	9.5	9.1	9.5	9.6	7.4	8.6	8.8	7.8	Excellent
2	7.7	7.1	7.1	8.0	6.8	7.6	6.2	4.5	Average
3	7.0	6.7	5.1	7.5	5.0	7.0	7.7	5.0	Average
4	6.3	6.6	6.1	6.2	5.3	5.9	7.9	6.2	Average
5	5.3	5.4	5.1	6.3	5.0	6.0	7.6	N/A	Average
6	5.7	5.5	5.0	6.4	4.5	6.0	5.7	N/A	Average
7	4.5	5.3	5.1	6.0	5.1	6.1	5.8	N/A	Average
8	4.5	5.0	5.1	6.5	4.6	5.8	6.2	N/A	<Average
9	4.2	3.8	4.0	6.0	4.6	5.5	6.8	N/A	<Average

According to the Vietnamese Ministry of Education standards, nine students passed twelfth grade, with one out of the nine students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

In summary, at the senior high school level, a high percentage of the students passed each grade. Again, one may question whether the Deaf students got higher grades because the teachers felt sorry for them. However, this was not the case. To

graduate from senior high school, students must pass independent, government-administered, standardized tests required for graduation from senior high school, a requirement until 2012. The Ministry of Education and Training prepared the tests required for graduation. The examinations were conducted outside the school at central testing sites, where none of the students' teachers were allowed. No names appear on the test papers, and the tests are graded anonymously by a panel of teachers who have had no contact with the students. If we compare the grades in the courses with those on the national examinations, we find that the passing rate for courses parallels that for national examinations quite closely. Of the students who passed twelfth grade in the project, 94% also passed the national examination and graduated. Thus, the project's high level of success with senior high school is verifiable from both internal and external measures.

Table 5.37: Senior High School National Examinations Class 1 (2006) (100% pass)*

Rank	Math	Phys	Chem	Lit	Hist	Geo	Voc	Aver.	Evaluation
1	5.0	6.5	5.5	5.0	4.5	5.0	1	5.42	Average
2	5.0	5.5	7.0	5.5	7.0	3.0	1	5.67	Average
3	6.0	9.5	9.5	5.0	6.5	8.5	1	7.67	Average
4	4.0	6.5	4.5	5.0	4.5	7.0	1	5.42	Average

Other students who passed twelfth grade decided to spend an additional year preparing for their national examination.

No college courses were taught in 2006, as none of the deaf students had completed high school before the end of 2006.

The Year 2007

No new students were accepted in 2007, because the project could not guarantee support for the additional six years needed for students to graduate from high school. However, students who were accepted by 2004 with support from The Nippon Foundation and remained in the program will be reported on.

New courses for the new Level 1 Certificate in Sign Language Analysis and Level 2 Certificate in Sign Language Analysis were suspended.

Kemp continued teaching courses in the Level 2 Certificate of Sign Language Teaching to the 6 students in the program. All students passed.

The Certificate in Sign Language Interpretation was put on hold, until the project hired an experienced interpreter trainer.

The table below shows the results for seventh-grade students in 2007.

Table 5.38: Grade 7 Class 6 (2007)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.6	7.4	8.2	6.4	7.6	7.2	7.0	8.1	Good
2	6.6	7.1	7.7	5.0	7.2	7.1	6.5	8.4	Average
3	7.7	8.1	6.8	4.1	7.5	6.2	6.0	8.2	Average
4	5.5	6.9	7.5	4.5	5.8	6.7	5.2	7.3	Average
5	5.1	7.4	6.7	3.8	6.4	6.4	4.4	5.4	Average
6	3.2	5.7	4.6	3.1	5.5	5.5	6.6	6.5	Weak

According to the Vietnamese Ministry of Education standards, five out of six students in Class 6 passed seventh grade, with one out of six students passing with honors. The student who scored weak had to retake the course.

The table on the following page shows the results for the eighth-grade students in 2007.

Table 5.39: Grade 8 Class 4 (2007)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.4	7.0	8.6	8.7	8.1	8.8	9.3	6.7	8.3	Excellent
2	7.0	7.0	6.6	8.4	8.0	8.9	8.9	7.5	7.9	Good
3	5.8	6.8	7.1	7.9	6.9	8.4	7.9	6.5	7.2	Good
4	6.4	5.9	7.8	7.3	6.7	7.8	7.8	6.9	7.0	Good
5	5.5	5.5	7.1	7.0	7.1	7.3	7.9	6.2	6.6	Good
6	4.8	5.6	5.9	7.8	6.9	7.9	7.5	5.7	6.5	Average
7	5.6	5.3	6.3	5.9	6.2	7.7	7.0	5.5	6.0	Average
8	4.4	5.2	5.3	6.4	6.7	8.1	7.6	5.8	6.6	Average
9	4.9	5.1	5.0	5.6	5.5	7.1	7.0	5.1	5.5	Average
10	4.2	4.2	5.2	6.4	5.5	6.8	7.1	4.8	5.9	Average

According to the Vietnamese Ministry of Education standards, all ten students in Class 4 passed eighth grade, with five of the ten students passing with honors.

The table below shows the results for the ninth-grade students in 2007.

Table 5.40: Grade 9 Class 5 (2007)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.8	7.8	8.6	7.8	7.2	8.9	9.2	7.5	8.6	Good
2	6.9	7.5	8.7	8.3	7.2	8.4	9.4	8.3	8.7	Good
3	6.8	7.1	7.5	6.9	5.6	8.1	8.6	7.0	7.8	Good
4	6.1	6.7	7.7	7.6	6.2	8.0	8.6	6.9	8.2	Average
5	6.2	6.7	7.1	7.2	6.3	8.0	8.1	7.3	8.3	Average
6	5.8	6.6	7.1	7.8	5.8	8.3	8.4	6.3	7.4	Average
7	4.9	6.1	7.4	6.4	5.5	8.1	8.2	6.1	7.7	Average
8	5.8	6.0	7.0	6.5	4.8	6.5	8.3	6.4	6.6	Average
9	5.3	6.5	5.7	8.0	5.1	8.1	7.5	5.3	6.1	Average
10	4.1	6.1	6.1	7.1	3.8	6.7	7.2	5.6	6.2	<Average

According to the Vietnamese Ministry of Education standards, all ten students in Class 5 passed ninth, with three out of ten students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

The table on the following page shows the results for the tenth-grade students in 2007.

Table 5.41: Grade 10 Class 4 (2007)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	6.9	7.9	8.8	8.7	7.2	8.4	8.6	7.3	8.2	Good
2	6.8	7.2	8.5	8.7	6.1	7.7	8.4	7.0	7.7	Good
3	4.9	7.0	6.9	7.2	6.4	8.2	7.7	6.1	7.1	Average
4	5.6	7.0	6.2	7.1	5.9	8.3	7.7	N/A	6.0	Average
5	5.6	7.2	6.3	7.0	5.3	7.7	7.1	5.7	6.7	Average
6	5.0	5.8	4.6	6.4	5.4	8.1	7.8	6.1	8.3	Average
7	4.5	6.7	5.8	6.8	5.2	6.4	7.3	N/A	5.9	Average
8	3.8	5.7	4.4	7.3	5.8	7.5	6.9	3.8	5.9	Average
9	4.2	5.3	5.2	6.8	4.7	6.4	6.9	N/A	6.5	<Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 4 passed tenth grade, with two out of the nine students passing with honors. While one student was slightly below average, the average was sufficient to pass the grade.

The table below shows the results of the eleventh-grade students in 2007.

Table 5.42: Grade 11 Class 3 (2007)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.3	8.1	8.1	7.5	8.0	8.6	8.7	7.7	7.3	Excellent
2	6.3	6.8	6.1	5.8	6.4	7.5	7.9	N/A	6.5	Average
3	6.4	6.2	6.5	6.0	6.0	6.4	8.2	N/A	6.3	Average
4	5.8	6.4	5.9	5.7	5.5	7.6	8.1	N/A	5.2	Average
5	5.2	5.6	7.0	5.9	5.8	6.5	7.1	N/A	4.8	Average
6	5.5	5.1	5.3	6.1	5.1	6.2	7.5	N/A	6.2	Average
7	5.5	4.8	5.3	6.2	4.4	7.4	7.2	N/A	5.2	Average
8	5.6	4.5	4.6	5.6	4.5	6.4	7.3	N/A	4.6	Average
9	4.0	4.5	5.2	5.8	5.3	6.3	6.8	N/A	5.5	Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 3 passed eleventh grade, with one out of the nine students passing with honors.

The table on the following page shows the results for the twelfth-grade students in 2007.

Table 5.43: Grade 12 Class 2 (2007)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Evaluation
1	6.8	6.8	6.0	7.0	6.9	6.9	8.9	5.3	Good
2	7.4	6.2	6.9	5.9	5.6	6.4	6.9	5.9	Average
3	5.0	6.1	5.6	7.1	5.2	6.4	7.4	N/A	Average
4	6.1	5.6	7.2	6.2	4.8	4.8	6.6	5.1	Average
5	5.5	5.6	4.4	5.5	5.8	4.9	7.8	N/A	Average
6	4.9	5.3	4.9	6.2	4.9	6.3	7.1	N/A	Average*
7	6.2	6.1	5.2	5.4	4.2	4.9	6.8	N/A	Average
8	4.6	5.1	4.8	5.7	3.9	5.1	6.1	N/A	Average
9	4.5	4.7	4.2	4.6	5.1	5.4	7.3	4.3	Average

One student was below average, but his score on the national examinations brought him to an average grade, above some other students who did not score as well on the national examinations. According to the Vietnamese Ministry of Education standards, all nine students in Class 2 passed twelfth grade, with one out of the nine students passing with honors.

Seven of the nine students took national examinations to graduate. Five of the seven passed, with an average rank. The report did not list the grades of students who underwent national examinations in 2007. The passing rate was 71%. The passing rate of hearing students in Dong Nai was 60%. Again, the passing rate was higher for deaf students in the Dong Nai project than for hearing students in the Dong Nai Province.

While the first class of deaf students graduated twelfth grade in 2006, none of the deaf students were able to study in college. The reason for this is that the project staff was informed that the Dong Nai Provincial Teacher Training College could only accept students from Dong Nai Province. However, at the request of the project staff, Dong Nai University formally asked the appropriate authorities to allow deaf students who had graduated from the project's high school program to enter the Dong Nai Provincial Teacher Training College. This was an unexpected development in the project.

The Year 2008

No new students were accepted in 2008, because the project could not guarantee support for the additional six years needed for students to graduate from high school. However, students who were accepted by 2004 with support from The Nippon Foundation and remained in the program will be reported on.

New courses for the new Level 1 Certificate in Sign Language Analysis and Level 2 Certificate in Sign Language Analysis were suspended.

KEMP worked with six students from the Level 2 Certificate Program to produce videotaped materials for sign language teaching. Approximately six months after KEMP returned to the United States, he died unexpectedly. The grades for the courses completed in the Level 2 Certificate Program in Sign Language Teaching are provided in Appendix C.

The Certificate in Sign Language Interpretation was put on hold, until the project hired an experienced interpreter trainer.

The table below shows the results for tenth-grade students in 2008.

Table 5.44: Grade 10 Class 5 (2008)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.5	8.5	8.9	8.4	6.4	8.5	8.3	6.2	7.4	Good
2	6.8	6.2	8.2	6.8	5.2	7.4	7.7	5.6	5.8	Good
3	6.6	6.5	7.1	7.0	5.2	6.3	7.1	N/A	5.6	Average
4	5.0	6.2	6.3	8.0	5.4	7.8	8.1	4.9	6.4	Average
5	5.9	6.6	7.1	7.3	5.3	6.9	7.4	4.9	5.6	Average
6	6.0	6.4	6.4	6.3	4.5	6.1	7.6	N/A	5.6	Average
7	4.4	5.5	5.9	6.6	5.7	6.6	7.9	5.3	6.6	Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 5 passed tenth grade, with two of the seven students passing with honors.

The table below shows the results for twelfth-grade students in 2008.

Table 5.45: Grade 12 Class 3 (2008)

Note: Env. St is an abbreviation for Environmental Studies

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Env St.*	Evaluation
1	7.8	8.5	8.5	7.8	6.3	8.9	8.7	6.8	7.6	Good
2	5.9	6.0	6.9	6.1	5.2	7.0	7.5	N/A	6.8	Average
3	5.0	5.8	6.6	5.1	4.6	5.5	8.3	N/A	6.7	Average
4	5.2	5.8	5.8	6.1	3.6	5.3	7.0	N/A	6.1	Average
5	4.5	5.0	4.7	6.0	4.0	5.4	7.3	N/A	6.4	<Average
6	5.0	5.1	4.7	5.7	3.5	4.8	6.4	N/A	5.2	<Average
7	4.1	5.4	4.9	5.9	2.8	5.9	6.6	N/A	5.6	<Average
8	4.6	5.0	5.4	5.4	3.0	5.0	5.8	N/A	5.0	<Average
9	3.5	4.3	4.8	5.2	3.9	5.1	6.2	N/A	4.2	<Average

According to the Vietnamese Ministry of Education standards, all nine students in Class 3 passed twelfth grade, with one out of the nine students passing with honors. While five students were slightly below the average, the average was sufficient to pass the grade. Environmental Studies was added as a course this year.

Ten students (nine from 2008 and one from an earlier year) took national examinations. Eight of the ten students passed the national examinations.

Table 5.46: Senior High School National Examinations Class 3 (2008)

Rank	Math	Phys	Chem	Lit	Hist	Geo	Voc	Aver	Evaluation
1	7.0	9.5	8.5	7.0	5.5	6.0	0	7.25	Average
2	5.5	5.5	5.5	5.0	7.0	6.0	0	5.75	Average
3	6.5	7.0	5.0	1.0	7.0	6.0	1	5.58	Average
4	6.5	4.5	4.0	3.0	6.5	7.0	0	5.25	Average
5	5.0	6.0	5.0	1.5	6.5	7.0	0	5.17	Average
6	6.5	5.0	5.0	5.0	3.5	3.5	2	5.08	Average
7	5.5	5.0	3.5	2.0	6.0	6.5	2	5.08	Average
8	2.5	5.0	4.0	4.0	6.5	6.0	2	5	Average
9	2.0	6.0	5.0	2.0	6.5	3.5	1	4.33	Fail
10	0.5	4.0	5.0	2.0	6.5	4.5	0	3.75	Fail

Deaf high school students from the project again outperformed hearing students in the Dong Nai Province on national examinations. Deaf students had an 80% passing

rate on national examinations compared to hearing students in Dong Nai Province, who had a 37% passing rate.

Dong Nai Provincial Pedagogic College received approval to admit all deaf students who graduated from senior high school in the Dong Nai Project.

The Year 2009

No new students were accepted in 2009, because the project could not guarantee support for the additional six years needed for students to graduate from high school. However, students who were accepted by 2004 with support from The Nippon Foundation and remained in the program will be reported on.

New courses for the new Level 1 Certificate in Sign Language Analysis and Level 2 Certificate in Sign Language Analysis were suspended in 2006.

After KEMP's passing, project staff looked for other Deaf professional sign language teacher trainers but were unable to find anyone who was willing or able to teach courses in the Level 1 or Level 2 Certificate Program in Sign Language Teaching.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer and until there were a significant number of sufficiently fluent hearing signers to be trained.

The table on the following page shows the results for the tenth-grade students in 2009.

Table 5.47: Grade 10 Class 6 (2009)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	8.3	7.0	9.1	7.4	7.8	8.4	8.8	5.5	8.3	Good
2	7.2	7.1	9.0	6.2	8.1	8.4	8.3	7.8	8.0	Good
3	7.0	6.3	8.4	5.2	6.7	6.1	7.0	5.0	7.7	Good
4	6.4	6.9	8.1	5.6	7.1	6.1	8.4	3.9	6.6	Average
5	6.1	6.9	6.6	4.9	6.9	5.6	7.9	4.3	6.3	Average
6	5.0	5.9	7.9	4.6	6.6	7.5	8.5	3.8	7.8	Average
7	4.7	6.2	7.1	4.5	6.0	4.5	7.3	N/A	7.1	Average
8	5.4	4.8	7.0	4.9	4.9	4.9	7.0	N/A	7.6	Average
9	5.7	6.3	6.0	4.8	4.1	4.6	7.3	N/A	6.2	Average
10	4.7	5.8	7.1	5.2	5.8	5.2	7.5	3.7	6.2	Average

Table 5.47: Student Performance

According to the Vietnamese Ministry of Education standards, all ten students in Class 6 passed the tenth grade, with three out of ten students passing with honors.

The table below shows the results for the eleventh-grade students in 2009.

Table 5.48: Grade 11 Class 4 (2009)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.5	9.1	9.3	8.3	8.4	8.6	8.3	5.5	6.0	Good
2	6.1	6.9	8.9	6.7	4.5	6.3	7.8	N/A	6.8	Average
3	5.6	6.8	6.9	6.8	6.1	5.9	6.5	N/A	6.0	Average
4	5.2	7.4	6.9	7.4	6.6	7.4	8.5	N/A	4.8	Average
5	6.0	6.8	6.3	6.8	6.1	6.1	7.5	N/A	3.8	Average
6	5.4	6.5	6.1	6.8	5.2	7.0	7.3	N/A	5.0	Average
7	4.7	6.5	4.8	6.5	5.3	6.6	7.4	N/A	7.4	Average

According to the Vietnamese Ministry of Education standards, all seven students in Class 4 passed eleventh grade, with one of the seven students passing with honors.

Eleven students completed their first year of study in the Certificate in Elementary Education course at Dong Nai Provincial Pedagogic College. Two students received a ranking of excellent, five students received a ranking of good, and five students received a ranking above average.

Table 5.49: Student Performance

Rank	Phys. Ed. (x3)	Eng (x3)	Law (x2)	Vietnamese (x7)	Math (x2)	Average (SUM/18)	Evaluation
1	30.0	27.0	18.0	49.0	20.0	8.47	Excellent
2	30.0	27.0	16.0	49.0	16.0	8.12	Excellent
3	28.5	24.0	14.0	49.0	18.0	7.85	Good
4	27.0	24.0	16.0	49.0	14.0	7.65	Good
5	25.0	24.0	16.0	49.0	14.0	7.12	Good
5	30.0	21.0	16.0	42.0	12.0	7.12	Good
7	27.0	24.0	14.0	42.0	12.0	7	Good
8	27.0	21.0	16.0	42.0	12.0	6.94	>Average
9	25.0	24.0	14.0	42.0	12.0	6.88	> Average
10	24.0	15.0	14.0	42.0	12.0	6.29	> Average
11	27.0	18.0	14.0	35.0	10.0	6.12	> Average

The Year 2010

Support for new students from Grades 6-12 was provided by the Dong Nai Provincial People's Committee. There was open admission for high school courses. As these students were not technically supported by The Nippon Foundation Project, their results were not reported. However, students who were accepted by 2004 with the support of The Nippon Foundation and remained in the program were reported on.

New courses for the new Level 1 Certificate in Sign Language Analysis and Level 2 Certificate in Sign Language Analysis have been suspended since 2006.

The project staff was still unable to find a Deaf professional sign language teacher to teach courses in Level 1 or Level 2 Certificate Programs in Sign Language Teaching.

The Certificate in Sign Language Interpretation was put on hold until the project hired an experienced interpreter trainer and until there were a significant number of sufficiently fluent hearing signers to be trained.

The table below shows the results for the eleventh-grade students in 2010.

Table 5.50: Grade 11 Class 5 (2010)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Civics	Evaluation
1	7.9	7.7	8.2	6.4	7.5	8.5	8.8	3.6	6.3	Good
2	6.7	7.3	7.7	6.5	7.5	8.5	9.1	4.9	6.1	Good
3	6.3	5.9	7.6	6.4	6.8	6.0	7.6	N/A	5.9	Good
4	6.3	6.7	7.0	6.2	6.7	7.6	7.7	N/A	5.8	Good
5	7.1	6.6	7.2	5.7	5.9	6.5	7.6	N/A	4.7	Average
6	5.2	5.4	6.6	6.3	6.5	7.6	8.1	N/A	4.8	Average
7	3.6	5.7	6.2	5.9	5.4	6.6	7.9	N/A	3.6	Average
8	5.1	5.8	5.7	5.0	4.2	5.1	6.5	N/A	3.8	Average

According to the Vietnamese Ministry of Education standards, all eight students in class five passed the eleventh grade, with four of the eight students passing with honors.

The table below shows the results for the twelfth-grade students in 2010.

Table 5.51: Grade 12 Class 4 (2010)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Eng	Evaluation
1	8.7	8.8	8.0	7.7	7.3	8.6	8.0	5.5	Excellent
2	6.6	6.8	6.7	7.9	6.4	8.0	7.4	N/A	Good
3	6.5	6.4	6.8	6.3	4.7	6.3	6.8	N/A	Average
4	6.8	6.4	5.8	6.2	5.3	6.3	6.5	N/A	Average
5	6.9	6.1	6.6	6.1	5.1	5.5	6.7	N/A	Average
6	7.8	6.2	6.5	5.5	3.8	5.6	7.1	N/A	Average

According to the Vietnamese Ministry of Education standards, all six students in class four passed twelfth grade, with one of the six students passing with honors.

All six students took national examinations in 2010, but only two of the six passed. A probable reason for the low passing rate is that the national examinations were changed from an essay format to a multiple-choice format; deaf students in the project had not been given multiple-choice tests before. The passing rate for deaf students was 33%, and that for hearing students in Dong Nai Province was 48%. The

actual grades for the fifth class of the national examinations for 12 students were not included in the available reports.

All 11 students in the Certificate in Elementary Course passed their courses, graduated from the program, and received certificates. Two students received a ranking of excellent, five students received a ranking of good, and five students received a ranking above average.

The Year 2011

New students in the program, who were supported by the Dong Nai Provincial People's Committee, were selected. There was open admission. As these students were not technically supported by The Nippon Foundation Project, their results were not reported. However, students who were accepted by 2004 with the support of The Nippon Foundation and remained in the program were reported on.

New courses for the new Level 1 Certificate in Sign Language Analysis and Level 2 Certificate in Sign Language Analysis have been suspended since 2006.

Courses in the Certificate in Sign Language Teaching were not taught in 2011, since the project could not find a qualified Deaf professional sign language teacher trainer to visit Viet Nam.

The Certificate in Sign Language Interpretation, with 300 hours of instruction, was developed and accepted by Dong Nai University for credit. This implies that the certificate is valid throughout Viet Nam. Some of the courses were taught in collaboration with the Pre-College Educational Network (P-CEN), a project funded by The Nippon Foundation, and Dong Nai University. One hard-of-hearing student and five

hearing students participated in the program this year. The students in this program continued to study sign language skills and practice interpretation during the school year.

The table below shows the results for twelfth-grade students in 2011.

Table 5.52: Grade 12 Class 5 (2011)

Rank	Math	Phys	Chem	Bio	Lit	Hist	Geo	Evaluation
1	8.0	7.8	8.0	6.9	6.4	6.2	6.8	Good
2	7.0	7.5	6.6	6.8	6.2	6.5	7.7	Good
3	8.4	7.0	7.1	5.9	4.2	6.3	6.2	Average
4	6.5	6.8	6.9	6.5	5.7	5.4	7.0	Average
5	6.8	6.5	6.5	5.5	5.1	3.9	6.2	Average
6	5.2	5.8	5.7	5.9	3.5	5.0	5.7	Average
7	6.0	6.0	6.6	5.7	5.8	5.2	5.2	Average
8	5.0	5.2	5.4	4.6	2.0	3.2	4.3	Weak

According to the Vietnamese Ministry of Education standards, seven out of eight students in Class 5 passed the twelfth grade, with two out of eight students passing with honors; the student who scored weak did not pass and had to retake the course.

Seven students who passed the twelfth grade this year and four students who did not pass the National Examinations last year took national examinations. Nine (82%) of the 11 project-supported deaf students passed the examinations. The overall passing rate for the province was 62%. Deaf students in the program had a much higher rate of passing than hearing students in Dong Nai Province. One student received an overall rating of “Good” on his senior high school National Examinations, becoming the first student in the program to do so. Two students who did not pass the examination in 2011 planned to take the national examination again in 2012. The grades for the National Examinations are shown in table on the next page.

Table 5.53: Senior High School National Examinations Grade 12 Class 5 (2011)

Rank	Math	Phys	Bio	Lit	Hist	Geo	Voc	Average	Evaluation
1	6.0	6.0	6.0	6.5	8.5	6.0	1.0	6.7	Good
2	7.0	5.5	6.5	4.5	8.5	5.0	1.0	6.3	Average
3	6.5	5.0	5.5	5.0	7.5	6.0	1.0	6.1	Average
3	5.0	5.0	5.5	5.5	8.5	6.0	1.0	6.1	Average
5	6.5	6.0	5.5	5.5	6.5	5.5	1.0	6.0	Average
6	6.0	5.5	4.5	4.5	9.0	4.5	1.0	5.8	Average
7	5.5	5.0	4.5	4.5	8.5	4.5	1.0	5.6	Average
8	7.0	4.0	4.5	3.0	9.0	4.5	1.0	5.5	Average
9	5.0	3.0	6.0	3.5	6.5	5.5	1.0	5.0	Average
10	4.5	4.0	4.5	5.0	6.0	4.0	1.0	4.83	Not Pass
11	1.5	4.0	3.0	2.5	4.5	2.5	N/A	3.0	Not-Pass

It is also interesting to compare the results of senior high school national examinations of Deaf students in the project with those of hearing students in the same province. The table below compares the passing rates for senior high school national examinations and demonstrates that for four out of five years, Deaf students in the project had a higher passing rate than hearing students in the same province. As a reminder for the low rate in 2010, the national examinations were in multiple-choice format and not in essay format. Deaf students had not previously undergone multiple-choice examinations.

Table 5.54: Passing rates on senior high school national examinations of deaf project students and hearing students

Year	Deaf Project Students	Hearing Students in Dong Nai
2006	100%	82%
2007	69%	60%
2008	80%	37%
2010	33%	48%
2011	82%	63%

The first cohort of nine third-year students completed their B.A. degree in elementary school and graduated this year. Two students graduated with a rank of very

good, three students graduated with a rank of good, and four students graduated with a rank above average.

Nine students in the second cohort completed their first year of their B.A. degree in Elementary School Education this year. One student finished with a rank of very good, five students finished with a rank of good, and three students finished with a rank of average.

Chapter 6: The Dong Nai Projects- Impact

From the beginning, it was clear that the first project had a positive impact on deaf people, their families, teachers in the program, and the wider community. There were also positive effects on deaf education both in Viet Nam and elsewhere, although the impact on the field of deaf education was not as striking as the impact on program participants. While the project has had a major impact on the lives of the deaf people involved, its effects on deaf education in Viet Nam in general have not been very great. This is probably due to the remaining negative attitudes towards sign language and sign language usage in Viet Nam. Many teachers and schools still believe that if deaf people cannot speak well, they will not succeed, and many teachers and schools still believe that sign language will damage speech. Therefore, many teachers and schools are reluctant to change the philosophy and methods of their programs.

However, one positive effect is that having seen deaf graduates of the Dong Nai Project, schools are willing to hire deaf graduates to teach in their programs. All deaf graduates who applied for teaching positions were hired. Perhaps, over time, an increase in the number of deaf teachers will eventually change schools. However, it is difficult to determine whether this has occurred at the time of this report. Many of the quotes cited below are from an article published in 2004 (Woodward, Nguyen, and Nguyen 2004), entitled "Providing Higher Educational Opportunities to Deaf People in Viet Nam Through Vietnamese Sign Languages".

Before examining the responses of individual deaf people to the project, it is useful to summarize the number of deaf people affected by the first Dong Nai project.

Table 6.1: Student Performance

Program/Grade Level	Number of Students Who Successfully Completed Program/Grade
Level 1 Certificate in Sign Language Analysis	48
Level 2 Certificate in Sign Language analysis	6
Level 1 Certificate in Sign Language Teaching	16
Sixth Grade	41
Seventh Grade	53
Eighth Grade	50
Ninth Grade	54
Tenth Grade	62
Eleventh Grade	51
Twelfth Grade	46
Postsecondary Certificate in Elementary Education	10

Student Reactions

Most participants had stopped school in the fifth grade and were out of school when the project began. Some were frustrated because they could not find a junior high school program.

“Before, when I finished elementary school, I wanted to continue studying, but my parents couldn’t find any junior high school in Ha Noi so I had to find work to do. When I found out about the project, I was eager to stop work and apply because I knew I could finish high school and maybe even college. In addition, I was happy because the project would teach me many different subjects that I had never learned before, like history, biology, geography, chemistry, English and others. In Ha Noi the teachers only taught me math and some Vietnamese.” (NGUYEN Thanh Son in Woodward, Nguyen, and Nguyen 2004, p. 238).

Some, despite strong encouragement from their families, repeatedly refused to continue their education because they were bored and dissatisfied with their school.

Once they found out about the project using Vietnamese sign languages, they told their families that they wanted to go back to school.

“I went to school in Ho Chi Minh City from 1988 to 1995. The school was oral, so it took me almost 8 years to finish 5th grade. That was the highest grade at the school at that time. I was 19 years old and worked as a tailor for 3 years. During that time, my school started a 6th grade class. My parents asked me if I wanted to go back to school. I said no because it was oral and I was bored going to school when I couldn’t understand what was happening. I then changed my job and became a barber for two years. Then a Deaf friend of mine showed me the advertisement for the project. When I read the advertisement, I was very interested because I could learn in a Vietnamese sign language and I could train to become a teacher. Then I could help other Deaf people get a better education. I told my parents I wanted to quit my job and go back to school. My parents were surprised and they asked me why I changed my mind. I explained to them it was because of sign language. My parents were happy that I went back to school. They are very happy that I have finished the Certificate in Sign Language Analysis and the Certificate in Sign Language Teaching. They are excited that I will be taking the National Examinations in 2004.” (PHAM Van Hai in Woodward, Nguyen, and Nguyen 2004, p. 244).

Wanting to share their knowledge to improve the situation of deaf people in Viet Nam was a common refrain among the students.

“Before I studied in the project in Dong Nai I sometimes worried about my future. Sometimes, when I went to the Deaf club in Ha Noi, I saw many Deaf people who had a low level of education and a lack of knowledge about life. I wanted to help but I couldn’t because I was the same as them. I applied to the project because the project could help me fulfil my desire to become a teacher and help Deaf people become better educated and obtain more knowledge.” (NGUYEN Hoang Lam in Woodward, Nguyen, and Nguyen 2004, p. 238).

Passing courses and their first junior high school national examinations increased the students’ confidence.

“I’m very happy to report about our previous study. At the beginning of 9th grade we had lots of difficulties and worries. The subjects were more difficult [...] We promised ourselves that we had to do our best in studying [...] The nearer the exam came, the more nervous we were. After finishing two days of exams, we felt a bit more comfortable.... Then the most important day came. That was the day when we knew our results. All of us passed the exam. That’s great! [...] We feel self-confident now. We will study harder... Yours sincerely, Thu Huong” (Huong in Woodward, Nguyen, and Nguyen 2004, p. 248).

Despite their hardships, students persevered in their studies.

“I’m Luu Ngoc Tu, one of the students in the 10th grade in the project. I would like to write to let you know about our school results last school year. When last school year started I got seriously sick. I had to go to a hospital to have an operation. Then I had to stay home to follow a treatment for 3 months. When my health became better, I came back to school. My friends and teachers helped me a lot [...] Although my health was not great; I did try to study very hard in order to catch up on the knowledge missed. When I heard the news that all of us passed the exam, all the teachers and we students were very happy. But I felt a little sad because my score is not as high as I am used to [...] Encouragement from my parents and teachers made me feel better. I wish my sickness will go away so that I can have good health to continue my plan: senior high school with a better score.[...] I want to be employed (as a teacher), to be included in our society and to be able to contribute to it. That’s all my wishes and I think my friends’ are the same... Yours sincerely, Tu “(LUU Ngoc Tu in Woodward, Nguyen and Nguyen 2004, p. 246-247).

Students who studied the Certificate in Sign Language Analysis and the Certificate in Sign Language Teaching commented positively on their experiences.

When I was accepted to the project, I was happy that I could learn through sign language. In fact, I learned a lot of new things about sign languages from the project. When I came to study in the project, I met many Deaf people from Ho Chi Minh City and other places in Viet Nam. At first, I was shocked when I saw them using different sign languages. In my mind, I had thought that all Vietnamese Deaf people

used the same sign language. But now I know that is not true and I have learned there are different sign languages in Viet Nam and all are good and all should be equally respected. (NGUYEN Hoang Lam in Woodward, Nguyen, and Nguyen 2004, p. 238).

I liked very much having the opportunity to teach Ha Noi Sign Language to hearing students at the university in Ha Noi, because it gave me a chance to practice what I have learnt and also helped me gain valuable experience in becoming a teacher. (NGUYEN Thanh Son in Woodward, Nguyen, and Nguyen 2004, p. 250).

When I taught hearing students at Ha Noi Pedagogic University I felt happy and proud to have that experience. I have learned second language teaching methodology and I know how to teach basic courses in Vietnamese sign languages. I am happy to have such a good opportunity to practice what I have learned. But the job was still difficult for me and I still need to learn more. (NGUYEN Hoang Lam in Woodward, Nguyen, and Nguyen 2004, p. 250).

Family Reactions

The families of deaf people involved in the project were pleased with the project's uniqueness.

“When the project started, I thought that this was a good chance for our children because this was the first time in Viet Nam that a high school program was opened for Deaf people in Viet Nam. There were no programs like this before in Viet Nam. Through observing the results of the project, I now even more fully understand how the project can improve the situation for Deaf people. My daughter has been able to study faster and better and she got a good result in the National Examinations. I never thought things would happen so quickly and so well. (LUU Tuan Tuan, board member of the parents' association in Woodward, Nguyen, and Nguyen 2004, p. 248).

“We parents are very happy and strongly support the project. As parents, we wished for our children to be able to study at a high level. But we thought this was a dream because before this project no school in Viet Nam had tried to teach

Deaf people at a higher level of education. But people in this project have made our dream become reality. We are very happy and totally support the project. We have no doubt about any part of the project and we think we will get more success in the future.” (LE Ngu, board member of parents’ association, in Woodward, Nguyen, and Nguyen 2004, p. 249).

It is interesting that at the beginning of the project, some parents were concerned because the project used sign language. They were concerned because they had previously been told that signing would be detrimental to their children.

“At the beginning, some of us were not sure that the methods used for teaching our children would be the best way for them, but soon after the project started, we saw the performance of the students and knew this way was the right way for them.” (LE Ngu, board member of the parents’ association, in Woodward, Nguyen, and Nguyen 2004, p. 248).

“If we compare the educational environment for Deaf people in Viet Nam before the project started and after the project started, it is obvious to us that the model used in the project is better than what had previously been used. If we didn’t believe this, we would not cooperate with the project.” (Nguyen Thanh Nhan, board member of the parents’ association, in Woodward, Nguyen, and Nguyen 2004, p. 248).

Community Reactions

Early on, the project attracted the attention of media. Newspaper articles and short TV documentaries had positive descriptions of the project. It is likely that this media attention increased awareness of the abilities of deaf people.

“All of the students work very hard and respect the teachers. When the reporter interviewed the Deaf students through an interpreter, the reporter realized that many of the students were intelligent and obtained good results. From the general

results of 60% of good and excellent students and especially from the results of 100% passing the National Examinations it is obvious that the students have overcome all difficulties to achieve these results and that all of the teachers have given their best to the students.” (Nguyet Trinh in Woodward, Nguyen, and Nguyen 2004, p. 250).

“Before this project, Deaf people were living in society but it seemed like there was a wall around Deaf people and the society didn’t really involve Deaf people because society thought that Deaf people didn’t have ability and that’s why Deaf people haven’t had a good life in Viet Nam.” (HA Phuong in Woodward, Nguyen, and Nguyen 2004, p. 251).

“For a long time in Viet Nam, Deaf people in Viet Nam did not have the opportunity to upgrade their knowledge [...] Deaf people had to study in the same way as hearing people [...] In June of 2000, this project opened a new future for Deaf people [...] I was surprised at the intelligence of the Deaf students. I observed a Vietnamese Literature class. Even though they didn’t speak and they only interacted through sign language, the teachers could explain the subject and the students could understand. I hope that this kind of model can be opened in other places in Viet Nam.” (CAO Hao in Woodward, Nguyen, and Nguyen 2004, p. 251).

“When I observed classes for the Deaf in the project, from the teachers and the students there was no voice and no sound but the atmosphere of the class was very active and exciting. The students were very focused, there was much participation and the students liked what they were doing. One thing that surprised me is that in the morning students study sign language analysis and sign language teaching and in the afternoon they are students in the high school program. Their program is very rigorous because they are training to become teachers.” (DANG Tuoi in Woodward, Nguyen, and Nguyen 2004, p. 251).

Now, we discuss the aftermath of the first Dong Nai project supported by The Nippon Foundation.

The Second Dong Nai Project: 2012-2019

The second Dong Nai project had a greater impact on deaf education in Viet Nam than the first project. Schools that do not have a junior or senior high school program more frequently recommend their student study in Dong Nai at the high school level. More schools recommend that their high school graduates attend Dong Nai University to become teachers. In addition, parents of young deaf children have seen the success of students in the Dong Nai projects and have enrolled their children in the Dong Nai elementary school program and/or advocated for the use of bilingual education for deaf students at all levels.

Another positive effect has been that having seen deaf graduates of the Dong Nai Project, schools are willing to hire deaf graduates to teach in their programs. All deaf graduates who applied for teaching positions were hired.

While the first Dong Nai project was the subject of a few newspaper and other printed articles, the second Dong Nai project generated several television documentaries from different provinces around Viet Nam. It is probably safe to say that many people in Viet Nam are much more aware of their abilities and accomplishments in 2020 than they were during the first Dong Nai Project.

The Year 2012

Support for new students from sixth grade 6 through twelfth grade was provided by the Dong Nai Provincial People's Committee in 2012. There was open admission in 2012. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

The Certificate in Sign Language Analysis was expanded from 225 hours to 300 hours and was accepted by Dong Nai University for credit. Twenty-five students (19 Deaf, one hard of hearing, and five hearing) took and passed the certificate this year. The report for this year did not include grades for the courses but did include the ranking of students. One student finished with the rank of excellent, three students finished with the rank of very good, nine students finished with the rank of good, and 12 students finished with the rank of above average. The five hearing students took the certificate as a prerequisite for entering the Certificate in Sign Language Interpretation.

Courses in the Certificate in Sign Language Teaching were not taught in 2012, since the project could not find a qualified professional sign language teacher trainer to visit Viet Nam.

The Certificate in Sign Language Interpretation of 300 hours was developed and was accepted by Dong Nai University for credit. This implies that the certificate is valid throughout Viet Nam. Some of the courses were taught in collaboration with P-CEN and Dong Nai University. One hard-of-hearing student and five hearing students participated in the program this year. The students in this program continued to study sign language skills and practice interpretation during the school year.

Since all students accepted under The Nippon Foundation have already graduated from the high school program, there are no students to report on for the high school program.

Eight students in the second cohort of the B.A. program finished their second year towards their B.A. degree in Elementary School Education. Two students finished

with a rank of very good, four students finished with a rank of good, and two students finished with a rank of average.

The Year 2013

The support for new students from sixth grade 6 through twelfth grade was provided by the Dong Nai Provincial People's Committee in 2013. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

Certificate in Sign Language Analysis courses were not taught in 2013.

Courses in the Certificate in Sign Language Teaching were not taught in 2013 because the project could not find a qualified professional sign language teacher trainer to visit Viet Nam.

The Certificate in Sign Language Interpretation continued training in the summer with the assistance of the National Technical Institute of the Deaf (NTID) in Rochester, New York. Eleven deaf teachers and students from the Dong Nai Program and six hearing students participated in training this year. Deaf students and teachers also served as mentors for hearing students throughout the year. The students in this program continued to study sign language and practice interpretation during the school year.

Eight second-cohort students finished their third and final year towards their B.A. degree in Elementary School Education this year and graduated with their B.A. degrees. Two students finished with a rank of very good, four students finished with a rank of good, and two students finished with a rank of average.

The Year 2014

The Dong Nai Provincial People's Committee provided support for new students from sixth to twelfth grade in 2014. There was open admission in 2014. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

A second round of Sign Language Analysis training for 31 students (25 Deaf and six hearing) began preparing the Deaf trainees for future training in Sign Language Teaching, and to prepare the hearing students for training in Sign Language interpretation. Six courses were taught by WOODWARD with assistance from NGUYEN: Introduction to Language and Linguistics, Sign Language Phonology, Sign Language Morphology, Sign Language Syntax, Sign Language Semantics, and Deaf History. All students passed the courses.

Courses in the Certificate in Sign Language Teaching were not taught in 2014, because the project could not find a qualified professional sign language teacher trainer to visit Vietnam.

The Certificate in Sign Language Interpretation continued training in the summer with the assistance of NTID. Six hearing students and nine deaf mentors participated in the program. A second cohort of five hearing students participated in the certificate program this year. Six hearing students in the first cohort practiced interpretation during the school year.

Seven third cohort students completed their first year towards their B.A. degree in Elementary School Education. Two students finished with the rank of good and five students finished with the rank of average.

A new training program for a 4-year B.A. instead of the 3-year B.A. program began for nine students who had finished the 3-year B.A. All nine students finished two courses successfully.

The Year 2015

The Dong Nai Provincial People's Committee provided support for new students from sixth to twelfth grade in 2015. There was open admission in 2015. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

WOODWARD, with the assistance of NGUYEN, taught a second round of courses in the Certificate of Sign Language Analysis training for 20 Deaf and six hearing students. So far, 19 Deaf students and three hearing students have completed the Certificate Program and have been awarded the Certificate in Sign Language Analysis. The grades and ranks were not included in these reports. The remaining one deaf student and three hearing students had makeup work to finish before they could complete the Certificate in Sign Language Analysis.

Courses in the Certificate in Sign Language Teaching were not taught in 2015, because the project could not find a qualified professional sign language teacher trainer to visit Viet Nam.

Five hearing students continued with the Certificate in Sign Language Interpretation, meeting their practicum requirements.

Seven third cohort students finished their second year towards their B.A. degree in Elementary School Education: five students finished with the rank of good and two

students finished with the rank of average. The training continued in June for nine students in the extended B.A. group. All students in this group passed all their courses.

The Year 2016

The Dong Nai Provincial People's Committee provided support for new students from the sixth to twelfth grades in 2016. There was open admission in 2016. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

Make-up courses for one deaf student and three hearing students needing them were taught in the Certificate of Sign Language Analysis.

Courses in the Certificate in Sign Language Teaching were not taught in 2016, as the project could not find a qualified professional sign language teacher trainer to visit Viet Nam.

Three of the six people in the first cohort of the Certificate Program in Sign Language Interpretation finished the program and were awarded their certificates, two with the rank of "very good" and one with the rank of "good." Two people were still working on the practicum course. One person moved to the central area of Viet Nam and will probably not finish the program.

Five students in the second cohort of students in the Certificate Program in Sign Language Interpretation began studying in the Certificate in Sign Language Interpretation. All students passed all their courses.

The third cohort of seven Deaf students finished the B.A. Program in Education. Five graduated with the rank of “good” and two graduated with the rank of “above average.”

All nine students in the extended-degree program successfully completed the program. Grades and ranks were excluded from this report.

Three Deaf students and one hearing person who served as an interpreter for the project became the fourth cohort of Deaf students to enter the B.A. program in education and complete their first year of B.A. study. One student received the rank of “excellent”, one the rank of “very good”, and two received the rank of “good.”

At the request of some parents of deaf children, the project opened a bilingual elementary school program in Ho Chi Minh City and Dong Nai. The program was staffed by Deaf teachers who had graduated from the B.A. program in Dong Nai. Three students completed the first grade, and three students completed the second grade in the primary program in Dong Nai and Ho Chi Minh City.

This marks a significant change in attitudes among parents who, in general, had not previously been supportive of sign language usage with deaf children.

The Year 2017

Support for new students from sixth to twelfth grade was provided by the Dong Nai Provincial People’s Committee in 2017. There was open admission in 2017. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

Another group of 18 students studied in the certificate program in sign language analysis. Thirteen students completed the certification program. Grades and rankings were not included in the report.

Courses in the Certificate in Sign Language Teaching were not taught in 2017 as the project could not find a qualified professional sign language teacher trainer to visit Vietnam.

The five students in the second cohort continued studying in the Certificate in Sign Language Interpretation. All students passed all their courses. Four students completed their practicum, with three students finishing the Certificate in Sign Language Interpretation with a rank of good and one with a grade of average. One student did not complete the practicum.

The fourth group of three Deaf students successfully completed the second year of the B.A. program, with one student receiving excellent results and two students receiving good results.

The fifth group of five deaf students entered the B.A. Program in Education and successfully completed the first year of the B.A. program, with one student receiving excellent results and four students receiving good results.

The bilingual elementary school program in Ho Chi Minh City and in Dong Nai, which was staffed by deaf teachers who had graduated from the B.A. program in Dong Nai, continued operations. For the primary program in Dong Nai and Ho Chi Minh City, 13 students (two excellent, three good, and eight average) completed the first grade, three students (three good) completed the second grade, and three students (two excellent and one average) completed the third grade.

The Year 2018

The Dong Nai Provincial People's Committee provided support for new students from sixth to twelfth grade in 2018. There was open admission in 2018. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

No Certificate in Sign Language Analysis courses were taught in 2018. In addition, Courses in the Certificate in Sign Language Teaching were not taught in 2018 because the project could not find a qualified professional sign language teacher trainer to visit Viet Nam.

No Certificate in Sign Language Interpretation courses were taught in 2018.

The fourth cohort of three Deaf students successfully completed the third year of the B.A. program and graduated with one student receiving excellent results and two students receiving good results.

The fifth cohort of five Deaf students successfully completed the second year of B.A. Program in Education, with one student receiving excellent results and four students receiving good results.

The sixth cohort of four Deaf students entered B.A. Program in Education and successfully completed the first year of the B.A. program with one student receiving good results and three students receiving average results.

The bilingual elementary school program in Ho Chi Minh City and in Dong Nai, which was staffed by Deaf teachers who had graduated from the B.A. program in Dong Nai, continued. For the primary program in Dong Nai and Ho Chi Minh City, 13 students (two excellent, three good, and eight average) completed first grade, three students

(three good) completed second grade, and three students (two excellent and one average) completed third grade. Four students finished the fourth grade, with two students receiving the rank of good, one student with an average rank, and one student with a rank of weak. The student with the rank of weak needed to repeat the grade.

The Year 2019

In March 2019, COVID-19 significantly affected schools and universities throughout Viet Nam, with many schools remaining closed for several months. Because many Vietnamese students do not have personal computers or access to the Internet, it was impossible for many programs, including the Dong Nai program, to teach remotely. However, once schools were reopened, the program was able to complete the following:

The Dong Nai Provincial People's Committee provided support for new students from sixth to twelfth grade in 2019. There was open admission in 2019. As these students were not technically supported by The Nippon Foundation Project, their results were not reported.

No Certificate in Sign Language Analysis courses was taught in 2019.

Courses in the Certificate in Sign Language Teaching were not taught in 2019, since the project could not find a qualified professional sign language teacher trainer to visit Viet Nam.

No courses in the Certificate of Sign Language Interpretation were taught in 2019 because of the COVID-19 pandemic.

The fifth cohort of four B.A. students with the results of all five students completing the third year of the B.A. program in Education. Two students earned a rank of good, two earned a rank of above average, and one earned an average rank. There were enough face-to-face contact hours to allow the students to complete their degrees.

The sixth cohort of four B.A. students completed the second year of the B.A. program. All four students passed their classes with sufficient face-to-face hours to complete their second year of study. One student ranked above average, one student ranked average, and two students ranked below average, but with sufficiently high grades to move on to the third year of study.

The bilingual elementary school program in Ho Chi Minh City and in Dong Nai, which was staffed by Deaf teachers who had graduated from the B.A. program in Dong Nai, continued. For the primary program in Dong Nai and Ho Chi Minh City, 12 students (four ranked very good, two ranked good, and six ranked average) completed the first grade, 12 students (one ranked excellent, five ranked very good, four ranked average, and two ranked weak) completed the third grade, four students completed the fourth grade (two ranked good, one ranked average, and one ranked weak), and five students completed the fifth grade (two ranked very good, two ranked good, and one ranked average). Students who received a weak grade needed to retake the class.

We now discuss the impact of the second Dong Nai Project. Before examining the responses of individual deaf people to the project, it is useful to summarize the number of deaf people affected by the second Dong Nai project.

The second Dong Nai project has enabled 65 additional students to finish the Certificate in Sign Language Analysis, seven students to finish the Certificate in Sign

Language interpretation, and 32 deaf students to graduate with a B.A. degree and be employed as teachers. In addition, from support from the Dong Nai People's Committee, 46 deaf students finished the sixth grade, 44 deaf students finished the seventh grade, 35 deaf students finished the eighth grade, 46 students finished the ninth grade, 52 deaf students finished the tenth grade, 49 deaf students finished the eleventh grade, 38 deaf students finished the twelfth grade and graduated from senior high school. Additionally, the project opened and successfully ran the first bilingual (HCMCSL and written Vietnamese) elementary school program in Vietnam.

Student Reactions

Some of the thoughts of deaf students are now presented.

Many years ago, I finished primary school in Hanoi and worked as a sewer (tailor). At that time, I did not really understand anything about the surrounding society although I was an adult, so I had a feeling of inferiority complex. In 2001, I was chosen to study in a secondary program of the project at Dong Nai Pedagogy College (now Dong Nai University). So happy and very felicitous!We learned the same program and content that the Ministry of Education and Training issued to teach all high school students. I am a permanent member of the Vietnam Association of People with Disabilities and also a teacher of deaf children.

....

Nguyen Tuan Linh
Alumni, Cohort 1, 2012
(Nguyen 2020, p. 46).

My life of being a student at the Center has many good and remarkable memories.Now, I am a director of New Sunny company - Supporting Sign Language communication skills and also teach sign language for hearing people. I always want sign language to be spread to the hearing community as much as possible so that they can communicate with the deaf, and I encourage hearing people to become sign

language interpreters to help the Deaf community in Vietnam.

Nguyen Hoang Lam
Alumni, Cohort 1, 2012.
College of Primary Education
(Nguyen 2020, p. 48).

I entered the center in 2003. What impressed me the most is that ... the teachers at the school all use sign language to communicate and teach students. This is something that no school for the deaf in Vietnam has. I finished middle school and high school and went to college. One class every year as the hearing students, unlike my previous school....

Besides studying, we also participate in extra-curricular activities, anniversaries with the fun and rewarding games. All these activities have helped me gain a lot of knowledge and improve a lot. It also brought many happy and unforgettable memories.

Pham Anh Duy
Alumni, Cohort 2, 2014
College of Primary Education,
(Nguyen 2020, p. 52).

I came to study at the Center from the first year of high school.... After finishing high school, at first, I did not really want to be a teacher, but I still registered my aspiration to be an educator. After finishing college, I decided to stay in this Center to teach at the primary level.... I don't mind. Deaf children desperately need deaf teachers to lead them to adulthood. At the Center, I am fortunate to work with a team of teachers who are dedicated to deaf children. This also encourages me and helps me to be stronger.

Dinh Ho Song Ha
Alumni, Cohort 4, 2019
College of Primary Education
(Nguyen 2020, p. 54).

Before coming to the Center, I did not know much about Deaf people (even though I am deaf), about Deaf language and culture.... I was surprised to learn that Deaf people also have their own languages and cultures. Great! I feel proud of the community I belong to... The Center for Studying and Promoting Deaf Culture is a famous center for the most successful bilingual program (Vietnamese and Sign Language) for Deaf people in the country. At the same time, this is also the first center in VN to offer educational levels

from Primary to College for the Deaf. All teachers learn Sign language, the mother tongue of the Deaf, to teach. The Center has successfully trained hundreds of middle and high school graduates, and more than 30 who have graduated from the Primary College of Pedagogy.... The achievements are admirable!

Nguyễn Tiến Thành
Alumni, Cohort ,5 2020
College of Primary Education
(Nguyen 2020, p. 56).

When I was a child, there weren't any schools that used sign language to teach deaf students in Vietnam, so my family sent me to a school that has been using the aural method to help me become like hearing people. I myself did not know how I would live in the future because I was not aware of Deaf culture. When I heard about the project at Dong Nai University to teach Deaf people using Sign Language, I asked my parents to let me go to that school. Luckily, my parents agreed and supported me to apply for “ High School - University Education Project for the Vietnamese Deaf people” When I moved from ... special school for deaf people into the project, I saw for the first time how the teachers taught through Sign Language. I remember the first time staying in a dorm, I never thought I could be independent. I did not know how to wash clothes, cook, and was especially afraid to clean the room...Thanks to deaf friends, they helped me know how to be independent, gradually getting used to daily activities such as washing, cooking, cleaning, etc. This has been a fruitful life experience for me.... I can take care of myself and graduated from high school. I learned by using Sign Language, breaking language barriers in communication, and being aware of my abilities and Deaf culture. My dream has come true.

Currently I am continuing to pursue my university dreams at Gallaudet University in the US. While studying here I have the opportunity to learn about international students' experiences and learn about their own culture and life.... One thing that I recognized is Vietnamese Deaf people can do everything as well as the international deaf and the hearing people do if they are well equipped.

Nguyen Minh Long
Alumni, Class 2004 - 2010
(Nguyen 2020, p. 59).

Family Reactions

Fortunately, in the year of 2000, there was a project “High school–University Education for Vietnamese Deaf people” was established in the Dong Nai College of Pedagogy and funded by The Nippon Foundation. It’s not only deaf people who are lucky people when they were in this project but their families are lucky too. They study in grade 6 to grade 12 following the curriculum of Ministry of Education and Training including all the subjects, with instruction given by sign language. Being a parent of deaf people, we were really worried and waited to see how our children could study and understand the knowledge of social science subjects like Vietnamese, History, Geography, Civics, English and physical science subjects like Math, Physics, Chemistry, Biology, Computer science. After the last grade of junior high school and senior high school, they have to take the exam as hearing students following the national requirements for basic adult education.

We understand that deaf students can acquire knowledge.... But the results that the students get is out of the expectation and thinking of everybody. There are many students who have graduated high school and then some of them continue to study in a college level of Primary Education. Of course, they will be the first group of deaf people who have the highest level of education among the deaf people in Viet Nam. After the years of studying in this project, they have...become more confident in their knowledge and communicate with people in the society.

Nguyen Duy Lan – Parent
(Nguyen 2020, p. 30).

Twenty years (age 20) is the most beautiful period for the maturity and dedication of youth. Twenty years of operation of the center has confirmed its contributions to society and education for the deaf. Looking back at the activities of the project at this time, although there have been certain difficulties, the center has brought valuable successes to the education of the deaf: with 1 master’s student and 5 cohorts of Deaf students graduating from the college program, many of them graduating with honors.... This can be said to be a "miracle" for the Vietnamese Deaf.

Pham Quang Chien
Leader of Parents Association
(Nguyen 2020, p. 31).

The current status and evolution of these projects have had an overall impact on the quality of deaf lives in Viet Nam. The two Dong Nai projects together have enabled a total of 113 deaf students to receive an education and 10 hearing students to become sign language interpreters. Support for the high school program was provided by The Nippon Foundation in the first project, and by the Dong Nai People’s Committee in the second project. The overall results are shown in the below table.

Table 6.2: Student Performance

Program/Grade	Successful Student Completion of Program/Grade
Level 1 Certificate in Sign Language Analysis	113
Level 2 Certificate in Sign Language Analysis	6
Level 1 Certificate in Sign Language Teaching	16
Certificate in Sign Language Interpretation	8
Sixth Grade	87
Seventh Grade	97
Eighth Grade	78
Ninth Grade	88
Tenth Grade	95
Eleventh Grade	88
Twelfth Grade	59
Postsecondary Certificate in Elementary Education.	10

Funding Considerations

As long as funding is available, all aspects of both the projects will continue. The Dong Nai People’s Committee has financially supported the high school program through January of 2021. The university program is still supported by The Nippon Foundation, but project staff are seeking other sources of permanent funding for the university program and the bilingual elementary education program. For university programs, it may be possible to obtain further funding from the Dong Nai People’s

Committee; however, there are likely to be problems in getting the right sort of program funded. While the Dong Nai People's Committee may provide funding for deaf students to be mainstreamed, there is currently no way for government agencies to pay for sign language interpreter services because there is no such category in government funding regulations. It is also highly probable that the Dong Nai People's Committee would only fund mainstream classes for deaf university students, which means that they do not have to pay more money for teachers.

However, it should also be noted that all the classes supported by The Nippon Foundation are not mainstreamed but small, separate classes for deaf students with sign language interpreters for most classes, since most hearing university professors do not sign. This allows for more peer group discussions among deaf students, which is an extremely effective way for them to learn. Deaf people often remark that they learn as much, or even more, from other deaf students than from their teachers. One year of support for a separate university set of classes runs approximately US\$ 9,000. This breaks down to about US\$ 6,000 for all the teachers for all the courses for one year and about US\$ 3,000 for interpreters for all classes for one year.

There are likely to be funding problems for elementary school programs. The Dong Nai People's Committee already supports a school for students with disabilities in Dong Nai Province. This school does not provide bilingual education for deaf students. It might not be possible to obtain funding for two different elementary schools. The current funding for both bilingual education programs in Dong Nai and Ho Chi Minh City is approximately US\$ 11,000, including rental of facilities, teachers' salaries, and supplies.

Chapter 7: Practical Dictionaries of Asia-Pacific Sign Languages

This chapter explains how the Practical Dictionaries of Asia-Pacific Sign Languages project was developed and implemented. We describe our vision, the facilities and personnel used to implement this project, and the historical contexts of signed languages and deaf education across the geographical areas covered by the project. We outline the course and certificate requirements for each area and explain how the training was implemented, focusing on the selection of trainees, courses taught with grades, and certificates received in each region. In the final sections of Chapter 7, detailed information on publications on sign linguistics and sign language teaching for each site is provided. We also summarize some of the most important differences in linguistic structure between sign languages and spoken languages. Chapter 7 closes with information on the status and evolution of the project at each site. As a reminder for the reader, Deaf refers to deaf people who identify as culturally Deaf. For an expanded discussion on this point, please review Chapter 2.

The “Practical Dictionaries of Asia-Pacific Sign Languages” project is an outgrowth of the project “Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation,” hereafter the first Dong Nai project. For more information on this project, see chapters 3-6. In the fall of 2001, Mr. Shuichi OHNO from The Nippon Foundation made a site visit to the project in Viet Nam to observe several classes being taught. After listening to one of WOODWARD’s lectures on the importance of two-way sign language dictionaries, OHNO asked him if a project to produce dictionaries of six sign languages in Southeast Asia was possible, with Viet Nam serving as the central administrative site. WOODWARD was enthusiastic

but cautioned OHNO that there were few sign linguists in southeast Asia. With limited capacity, only four dictionaries could be simultaneously developed. Furthermore, because of banking restrictions, especially the transfer of U.S. dollars internationally, Viet Nam would not be a good administrative site. Instead, WOODWARD proposed that they visit his former colleague, Gladys TANG, a linguist at The Chinese University of Hong Kong (CUHK). He thought that CUHK would be a good site; he proposed a similar, but unfunded project with TANG in 1993. Although The Nippon Foundation did not fund projects in economically developed areas, OHNO agreed to travel with WOODWARD to Hong Kong in 2002 to discuss a possible collaboration with TANG.

In a series of discussions with OHNO, TANG and WOODWARD stressed that while sign language dictionaries were important, people could not learn a language from a dictionary; therefore, additional teaching materials were crucial. Those materials could only be developed if Deaf people had training and guidance in sign linguistics. After these discussions, they agreed that TANG and WOODWARD would develop a proposal for Practical Dictionaries of Asia-Pacific Sign Languages that included training in sign linguistics for fluent Deaf signers from four different countries, production of teaching materials for an introductory course for one sign language in each country, and production of a companion dictionary geared to the teaching materials. The project proposal named Viet Nam, Hong Kong, Cambodia, and the Philippines as sites because of WOODWARD's prior work in each country. CUHK was to be the central administrative site with TANG serving as the project director and WOODWARD as the regional manager for projects outside of Hong Kong.

Facilities and Personnel

The following section discusses the facilities and personnel in each country. In Viet Nam, The Nippon Foundation-funded project on expanding university education for deaf people began in 2000 in Dong Nai (see Chapters 3-6 for details). Given that the first Dong Nai project was the catalyst for the dictionary project and had experienced personnel such as WOODWARD, a sign language linguist, and NGUYEN Thi Hoa, a teacher of deaf students, it made sense to situate the project in Dong Nai. NGUYEN turned out to be an invaluable asset in developing lesson plans and exercises for sign language teaching materials for the new project. Twenty Deaf adult signers who had already completed the Level 1 Certificate in Sign Language Analysis joined WOODWARD and NGUYEN to produce the dictionaries.

Hong Kong was a natural choice for the administration site of the dictionary project. The Chinese University of Hong Kong was the original incubator in which WOODWARD and TANG proposed the idea of an Asia-Pacific sign linguistics research and training program in 1993. This project did not receive any funding. However, after WOODWARD left the university in 1995, TANG, a linguist, continued to research Hong Kong Sign Language (HKSL). She also supervised a student, Felix SZE, who finished the first master's thesis in Linguistics on HKSL. There was also a cadre of linguistics students at the university interested in sign linguistics. CUHK was chosen as one of the four research sites for the project because of its existing resources and personnel interested in sign linguistics and because it served as the central administration site for the project.

Cambodia was chosen as a site because of WOODWARD's prior work with the

Maryknoll Deaf Development Program in Phnom Penh. The staff at the program had worked with others to develop a dictionary of Cambodian Sign Language (CBDSL) for some years but made little progress. In 2002, the program invited WOODWARD to develop a two-way bilingual dictionary for CBDSL. While there were no resident linguists working on sign linguistics in Cambodia, WOODWARD believed that it would be possible for him to travel back and forth between Ho Chi Minh City and Phnom Penh, which was a 45-minute flight. WOODWARD and TANG also hired Daisuke SASAKI, a linguist, to travel between Hong Kong and Phnom Penh to work on this project.

The Philippines was chosen as the fourth site for the project because of an existing sign linguist with a strong relationship with local Deaf people and available resources. WOODWARD had previous contact with Lisa MARTINEZ, a sign linguist in the Philippines in the 1990s, while she was working at De La Salle College of St. Benilde, De La Salle University in Manila. By the time the dictionary project was proposed, MARTINEZ was working at the Philippine Deaf Resource Center, which was in close contact with the Philippine Federation of the Deaf.

Historical Contexts of Deaf Education and Sign Languages

There was some existing knowledge of sign language sociolinguistics in the four selected countries. In 2000, using data collected in 1997 and 1998, WOODWARD published an article on historical-comparative research on sign language varieties in Viet Nam. This article demonstrates that there are at least three distinct but historically related sign languages in Viet Nam: Ho Chi Minh City Sign Language, Ha Noi Sign Language, and Hai Phong Sign Language. The article also showed that Ho Chi Minh City Sign Language and Ha Noi Sign Language had 58% similarity in basic core

vocabulary, and Hai Phong Sign Language had 54% similarity with Ho Chi Minh City Sign Language and Ha Noi Sign Language. After the publication of WOODWARD's 2000 article, he and NGUYEN worked with Deaf students in the Dong Nai project to analyze the grammatical structure of Ho Chi Minh City Sign Language.

Hong Kong Sign Language appears to be the result of the creolization of original sign language varieties in Hong Kong circa the 1940s and Shang Hai Sign Language. Hong Kong Sign Language emerged when deaf people migrated from Shang Hai to set up schools for deaf people around 1945. Shang Hai Sign Language and modern Hong Kong Sign Language have 66% similarity in basic core vocabulary (Woodward 1993). Readers familiar with the historical effects of French Sign Language on American Sign Language will notice a similar pattern in the development of Hong Kong Sign Language. Linguistic research on Hong Kong Sign Language began in 1993 and blossomed at The Chinese University of Hong Kong.

The history of sign language and deaf education in Cambodia is unclear, because many documents were destroyed during the Khmer Rouge regime. Some people maintained that there was no sign language in Cambodia prior to 1997, but this is unlikely if we examine what has occurred in other countries. Claims about there being no sign languages in an area before schools for the deaf are established are common. However, there is ample documentary research that sign languages predated deaf schools in all these areas: the mainland U.S. (Groce 1985), Thailand (Woodward 1996), and Hawaii (The Hawaii Sign Language Production Team 2017), among others. For example, as late as 1970, many people in the U.S. believed that there was no sign language in America before Laurent Clerc brought French Sign Language to the U.S.

and used it in the first permanent school for deaf people in the U.S. However, by 1978 historical comparison of French Sign Language and American Sign Language suggested that there had to have been other sign languages in the U.S. before the arrival of French Sign Language. By 1985, extensive research of historical documents indicated that there was a sign language on Martha's Vineyard off the coast of Massachusetts in the U.S. that existed for more than 200 years before any school for deaf people was established in the U.S.

Cambodian Sign Language has some similarity to Modern Thai Sign Language. However, research has indicated that Cambodian Sign Language is clearly a separate sign language from any other known sign language (Woodward et al. 2015). It is interesting to note that Cambodian Sign Language as used by Deaf adults has never been used in education. Schools for deaf people in Cambodia use a modified version of ASL in Khmer word order. While the schools claim that they use Cambodian Sign Language, this is not the case (Woodward et al. 2015).

Currently, there appears to be only one sign language in the Philippines, Filipino Sign Language, which has a high degree of variability in non-core vocabulary. However, the similarity in basic core vocabulary across regions suggests that Filipino Sign Language is one language. Filipino Sign Language has a very strong influence from American Sign Language and manual systems designed to represent English. However, it is highly likely that the Philippines had several different sign languages but lost them because of the influence of American Sign Language. Many countries in Southeast Asia have more than one sign language: Thailand (Woodward 1996), Viet Nam (The Ho Chi Minh City Sign Language Production Team 2007a), Indonesia (The Yogyakarta Sign

Language Production Team 2013), and Myanmar (The Yangon Sign Language Production Team 2017). A number of indigenous sign languages are highly endangered by American Sign Language, but the influence of American Sign Language began much earlier in the Philippines (1907) than in other countries such as Thailand (1950).

The history of deaf education can help us to understand how sign language varieties have emerged. In Viet Nam, deaf education can be divided into four periods: 1) 1886-1975, 2) 1975-1992, 3) 1992-2000, and 4) 2000-2003. A more detailed history is presented in Chapter 3. The following is a short summary.

The first school for deaf people was set up in 1886 in Lai Thieu, Binh Duong Province in the South of Viet Nam by a priest, Father AZEMAR, a deaf person NGUYEN Van Troung also known as Jacques CAM who had studied at the school for deaf people in Paris, and a group of Vietnamese nuns. When Viet Nam was partitioned in 1954, it was impossible for deaf people from northern Viet Nam to attend school in southern Viet Nam. From 1954 to 1975, there was probably very little, if any, interaction between deaf people in the two regions. After liberation and reunification in 1975, the Vietnamese government set up two schools in northern Viet Nam: one in Hai Phong in 1975 and one in Ha Noi in 1976. In 1986, a private day school was established for deaf people in Ho Chi Minh City. This school initially used some signing like the signing used in the Lai Thieu residential school, but moved to oral only instruction due to the influence of teaching training programs established by a Dutch NGO in 1990. The Dutch-sponsored teacher training program in deaf education was the first of its kind in Viet Nam and had a significant impact on deaf education. The training encouraged oralism and discouraged the use of sign language. As a result, all existing special

schools switched to a focus on oralism. While balancing academic and vocational education, these schools generally only attempted to provide education up to the fifth grade. Most schools did not employ signing in classroom instruction. Those who did have some signing attempted to use speech at the same time, which meant that Vietnamese sign language was not used. The co-production of both languages is impossible because of their differing grammatical structures. In 2000, the Dong Nai projects established efforts to expand access to university education for Vietnamese deaf people. This effort was the first of its kind, in two ways. It was the first program to focus on bilingual education using a local sign language and written Vietnamese and the first program to attempt full higher education for deaf people in Viet Nam. When the Practical Dictionaries of Asia-Pacific Sign Languages project began in 2003, the Dong Nai Project had graduated the first class of deaf graduates from junior high school.

Moving northeast to Hong Kong, Sze, Lo, and Chu (2013) stated that deaf education in Hong Kong began in 1935. It is believed the school was started by deaf teachers from Shanghai and Nanjing. Sign languages from these areas were used in instruction and were probably creolized with existing signing among the deaf population in Hong Kong (Woodward 1993). The second school in Hong Kong was established in 1948 but only continued until 1975. Six more schools for the deaf were established in the 1960s, but four of these were closed by the 1970s. A new school was established in the 1970s. By 2003, there were four schools for deaf people in Hong Kong, all of which were taught orally without sign language. Most deaf students finished at the equivalent of tenth grade, although some completed the twelfth grade and went on to university studies outside Hong Kong.

In Cambodia, the first school for deaf people was established in 1997 by a charitable organization known as Krousar Thmey (New Family). Currently, all schools offering formal education in Cambodia use a modified form of signs from American Sign Language in Khmer word order. As of 2003, education up to 5th grade was available. The Maryknoll Deaf Development Program offers informal basic education in Khmer and Mathematics. Instruction is in Cambodian Sign Language as used by Deaf adults in Cambodia.

Unlike Cambodia's more recent history of deaf education, the Philippines has a longer-established tradition of educating deaf people. Kenneth BERGER (1969) offers a historical account of deaf education in the Philippines, dividing this history into four periods: 1907-1922, 1923-1941, World War II, and 1946 to the present (1969, when the article was published.) The first mention of the need for deaf education occurred in 1902, just a few years after the U.S. occupation of the Philippines as an outcome of the Spanish-American war. In 1907, Delight RICE, a child of deaf adults (CODA) in the U.S., was hired to establish a school and begin teaching deaf students. Even though RICE had deaf parents and probably signed, speech and fingerspelling were used in instruction instead of sign language. By 1922, the school had 80 students, and RICE had retired.

Julia HAYES replaced RICE as the principal. Under her oversight, the school continued oral instruction for students who could benefit. Students who could not benefit from oral instruction were given instruction in signing although it is not clear what type of signing was used. HAYES also sent Filipino teachers to the United States for training during her tenure. At this time, most schools for deaf people used oral methods. In

1936, HAYES retired and returned to the United States. She was replaced by Lucretia BELTING, who implemented HAYES' oralist policies until her return to the United States in 1940.

The school for deaf people was closed during World War 2, which affected the Philippines from 1941-1945. The school was apparently used as a military base by Japanese troops. During the war, there was also structural damage to the building. After the war, until 1969, there was no indication that any sign language was normally used in the education of deaf students at the school in Manila. After 1969, schools for deaf people expanded in the Philippines. American signs that follow English grammar were introduced to some schools. U.S. peace corps volunteers in the Philippines were also a source of American Sign Language influence on local indigenous sign language varieties. It does not appear that any indigenous sign language in the Philippines has been used in Filipino deaf education. As a result of U.S. influence, indigenous sign languages in the Philippines apparently became creolized with American Sign Language, resulting in a new Filipino Sign Language.

Program Design

The project envisioned different types of research and training in each country. Each of the four countries would select six fluent Deaf adult signers who were active in local deaf communities, provided them with 270 hours of training in 6 six areas of study, and guided them in producing introductory level teaching materials along with companion dictionaries. We also recommended that the students receive training on how to teach introductory sign language skills courses. Finally, we wanted to provide trainees with formal training certification in sign language analysis and teaching upon

the completion of their studies. Course descriptions for courses at each site is available in Appendix D.

For our 270-hour training program, we used existing courses in the Certificates in Sign Language Analysis in the Dong Nai Projects as a guide. Courses in the following six areas were developed and taught in each country for a total of 18 credits and 270 hours of training. Each course counted for three credits.

1. Sign Language Phonology
2. Sign Language Morphology and Syntax
3. Lexical Structure of Sign Languages
4. Sociolinguistics of Sign Languages
5. Sign Language Lexicography
6. Applied Sign Linguistics

Viet Nam taught the following six courses for a total of 18 credits or 270 hours of instruction. Each course counted for three credits.

1. VNSLL 114 Introduction to the Formational Structure of VNSLs
2. VNSLL 115 Introduction to the Grammatical Structure of VNSLs
3. VNSLL 116 Introduction to the Lexical Structure of VNSLs
4. VNSLL 214 Introduction to the Sociolinguistics of VNSLs
5. VNSLL 217 Lexicographical Study of Vietnamese Sign Languages
6. VNSLL 218 Applied Sign Linguistics

Hong Kong taught eight courses. While this was equivalent to 24 credits, only 18 credits were awarded in the program. Each course counted for three credits unless otherwise noted.

1. Introduction to Formational Structure of Hong Kong Sign Language
2. Introduction to the Grammatical Structure of Hong Kong Sign Language
3. Introduction to the Lexical Structure of Hong Kong Sign Language: A Contrastive Linguistic Approach
4. Lexicographical Study (no credit)
5. Applied Sign Language Linguistics (no credit)
6. Sociolinguistics of Sign Languages

7. Introduction to Sign Language Studies
8. Deaf Cultures and Histories

New courses and course descriptions were developed for Cambodia so that a certificate program with course numbers could be proposed at higher educational institutions in Cambodia. The program offered 270 hours of instruction in six courses for 18 credits. Each course counted for three credits.

1. Introduction to the Formational Structure of Sign Languages
2. Introduction to Sign Language Morphology and Syntax
3. Introduction to the Grammatical Structure of Sign Languages
4. Introduction to the Lexical Structure of Sign Languages
5. Introduction to the Sociolinguistics of Sign Languages
6. Lexicographical Study of Cambodian Sign Language
7. Applied Sign Linguistics

The Philippines developed a slightly different set of courses compared to other countries in the project. No record of course descriptions could be found. Here, we list only the courses taught. Five courses for 225 hours of instruction or 15 credits were taught in the Philippines. Each course counted for three credits.

1. Introduction to the Formational Structure of Sign Languages
2. Introduction to the Grammatical Structure of Sign Languages
3. Introduction to the Sociolinguistics of Sign Language
4. Field Methods
5. Sign Language Lexicography

Upon completion of 270 hours of training in sign language analysis, students were trained by professional Deaf sign language teachers in teaching sign language skills. Modeled upon the existing Level 1 courses in the Dong Nai sign language teaching program, we proposed courses related to sign language teaching methodology, instructional design, and material development. After completion, the students were supervised in a practicum.

Viet Nam developed its own curriculum for sign language teacher training at the beginner (Level 1) and intermediate (Level 2) levels. The courses for the Level 1 Certificate listed below were offered to the six trainees from Viet Nam. There were five courses for a total of 15 credits or 225 hours of instruction. Unless otherwise noted, each course counted for two credits.

1. VNSLT 121 Communication in Gestures
2. VNSLT 122 Methods of Teaching VNSLs, Level 1
3. VNSLT 123 Instructional Design for Teaching VNSLs, Level 1
4. VNSLT 124 Materials Development for Teaching VNSLs, Level 1
5. VNSLT 125 Practicum in Teaching VNSLs, Level 1 (7 credits).

Hong Kong taught five courses for 15 credits or 225 hours of instruction. Each course counted for three credits

1. Communication in Gestures
2. Teaching Methodology
3. Instructional Design and Materials Development
4. Sign Language Acquisition
5. Practicum in Teaching Hong Kong Sign Language

As mentioned earlier, we hoped that each country would provide some sort of official recognition of the training by providing certificates to students. This is especially important in Asian countries where official certification is expected. Ideally, this certification would be given through a college or university, or through an organization with the authority to certify their trainees.

Viet Nam already had certification through the Dong Nai Department of Education and Training. The students who completed their training in Viet Nam were awarded the Level 1 Certificate in Sign Language Analysis and the Level 1 Certificate in Sign Language Teaching by the Dong Nai Department of Education and Training.

The Department of Linguistics and Modern Languages at The Chinese University of Hong Kong worked with the University's School of Continuing Education to develop two diploma programs: one in Sign Language Analysis and one in Sign Language Teaching. Both diplomas were approved by the university and thus granted to students who had completed the program in Hong Kong.

The Maryknoll Deaf Development Program in Cambodia, The Philippine Federation of the Deaf and The Philippine Deaf Resource Center were informed about the certification efforts in Viet Nam and Hong Kong. Although they were encouraged to find paths to certify students, neither country reported success in such efforts.

Project Implementation

Project implementation began with the selection of trainees. By 2003, 20 students in the Dong Nai project on expanding university access had already completed an intensive selection process, as described in Chapter 5. Twenty students also completed part of the Level 1 Certificate Program in Sign Language Analysis, and 12 of the 20 students completed part of the Level 1 Certificate Program in Sign Language Teaching. Six top-performing students who had completed the sign language teaching program were selected for the project on Practical Dictionaries of Asia-Pacific Sign Languages.

In June 2003, the first year of the project on Practical Dictionaries of Asia-Pacific Sign Languages, advertisements were prepared by faculty and staff at The Chinese University of Hong Kong and sent throughout Hong Kong to schools for deaf people, organizations working with deaf people, and newspapers.

Fifteen applications were received. The below table shows the background characteristics of the 15 applicants.

Table 7.1: Background of Hong Kong Applicants in 2003

MALES	4 (27%)
FEMALES	11 (73%)
TOTAL	15 (100%)

Four of the 15 applicants were males, and 11 were females.

When students chosen were ranked by gender and region, we see that women from Hong Kong constituted nearly three-quarters of the group, and the smallest group were men from Hong Kong, comprising a little more than one-quarter of the group.

Gladys TANG scheduled interviews in July 2003. TANG, WOODWARD, and Felix SZE, together with a group of postgraduate students working in sign linguistics and deaf education, interviewed 15 prospective students.

All applicants had to pass a proficiency interview in Hong Kong Sign Language. To test their signing ability, the candidates were first shown a story in pictures. The candidates were asked to tell the story in as much detail as possible. Second, to test their signing ability and ability to organize information, the candidates were shown a highly complex picture with many complex interactions that had been used elsewhere to test for complex language production. Candidates were asked to describe them in as much detail as possible in the picture. Third, the candidates were asked to look at different complex arrangements of objects and describe each complex arrangement in as much visual detail as possible. To be successful in this task, signers must be able to visualize complex situations and sign about the situation in a way that can simplify the

complexity for the receiver of the signed conversation. To achieve this, signers must be highly fluent and know when to switch hands during sign production.

The top six applicants were selected to participate in this project. The table below shows the backgrounds of the six selected trainees.

Table 7.2: Background of the selected trainees in Hong Kong

MALES	2 (33%)
FEMALES	4 (67%)
TOTAL	6 (100%)

In November 2003, advertisements were prepared by DDP staff and sent throughout Cambodia to schools for deaf people, other organizations working with deaf people, and newspapers.

As stated in advertisements to be accepted into the program, applicants had to

- 1) be Cambodian citizens over the age of 17 years,
- 2) be deaf or hard-of-hearing
- 3) be fluent in a sign language used in Cambodia.

It was also desirable if the applicants

- 4) had extensive interaction with other deaf people in Cambodia,
- 5) had basic reading and writing skills in Khmer.

Forty-seven applications were received. The DDP staff determined that 25 of the 47 applicants met the criteria for admission. The table below shows the background characteristics of the 25 applicants.

Table 7.3: Background of Cambodian Applicants In 2003

	PHNOM PENH	KOMPOT/ SVAI RIENG	GENDER TOTALS
MALES	15 (60%)	2 (8%)	17 (68%)
FEMALES	3 (12%)	5 (20%)	8 (32%)
REGION TOTALS	18 (72%)	7 (28%)	25 (100.0%)

Seventeen of the 25 applicants were men and eight were women. Eighteen applicants were from Phnom Penh and seven were from Kompot or Svai Rieng

When the chosen students are ranked by gender and region, we see that the largest group is men from Phnom Penh, and the smallest group is men from Kompot or Svai Rieng Overall, women made up approximately one-third of the group, with the majority coming from Kompot or Svai Rieng

The DDP scheduled interviews in December 2003. SASAKI and WOODWARD, along with two staff representatives from the DDP, interviewed 25 qualified applicants.

All qualified applicants had to pass a proficiency interview in their preferred signing variety. In addition, all successful applicants had to pass a rigorous interview conducted in Cambodian Sign Language.

To test their signing ability, the candidates were first shown a story in pictures. The candidates were asked to tell the story in as much detail as possible. Second, to test their signing ability and ability to organize information, the candidates were shown a highly complex picture with many complex interactions that had been used elsewhere to test for complex language production. Candidates were asked to describe them in as much detail as possible in the picture. Third, the candidates were asked to look at different complex arrangements of objects and describe each complex arrangement in as much visual detail as possible. To be successful in this task, signers must be able to visualize complex situations and sign about the situation in a way that simplifies the complexity simpler for the receiver of the signed conversation. To do this, signers must be highly fluent and know when to switch hands and when not to switch hands during sign production.

The top six applicants were selected to participate in this project. The table below shows the backgrounds of the six selected trainees, all of whom were from Phnom Penh.

Table 7.4: Background of the selected trainees in Cambodia

MALES	5 (83%)
FEMALES	1 (17%)
TOTAL	6 (100%)

Philippine applicants were jointly selected by the Philippine Federation of the Deaf and the Philippine Deaf Resource Center. The available reports did not specify how sign selection was made for the six Deaf applicants.

Outcomes

The outcomes of the certification in sign language analysis are described below.

All six trainees in Viet Nam completed all courses in the curriculum and received a certificate from the Dong Nai Department of Education and Training for their work. WOODWARD taught Introduction to Formational Structure, Introduction to Grammatical Structure, Introduction to Lexical Structure, Introduction to Sociolinguistics and Lexicography. NGUYEN joined WOODWARD to teach Applied Sign Linguistics.

Abbreviations for the courses listed in tables below are as follows in parentheses: Applied Sign Linguistics (AppSLx), Average (Aver.), Communicating in Gestures (ComGes), Cultures and Communities (C&C), Cumulative Grade Point Average (CGPA), Formative Structure (FormSt), Grammatical Structure (GramSt), Instructional Design (InsDes), Lexical Structure (LexSt), Lexicography (Lexico), Materials

Development (MatDev), Methodology (Method), Sign Language Acquisition (SL Acq).
 Sign Language Studies (SLS), Sociolinguistics (SocLx).

Table 7.5: Grades for Training Courses in Sign Linguistics in Viet Nam

Rank	FormSt	GrammSt	LexSt	SocLx	AppSLx	Lexico	Aver.
1	93	90	90	85	58	55	79
2	90	80	70	58	60	58	70
3	80	73	55	50	80	62	67
4	88	80	75	50	50	50	66
5	83	68	58	55	60	57	65
6	75	68	63	50	60	57	63

While six trainees were originally selected for the program in Hong Kong, two (one male and one female) did not stay in the program, leaving only four trainees (one male and three females). The remaining four trainees received a Diploma in Linguistics of Hong Kong Sign Language from The Chinese University of Hong Kong.

WOODWARD and SASAKI taught Introduction to the Formational Structure of Sign Languages. SZE and Jafi LEE taught Introduction to the Lexical Structure of Hong Kong Sign Language. TANG, SZE, LEE, Scholastica LAM, and Fion WONG taught Introduction to the Grammatical Structure of Hong Kong Sign Language. TANG and SZE taught Lexicographical Study. TANG, SZE, LEE, LAM, and WONG taught Introduction to Sign Language Studies. SZE, Denise CHAN, and Lance MANN taught Deaf Cultures and Histories.

Table 7.6: Grades for Training Courses in Sign Linguistics in Hong Kong

Rank	FormSt	GrammSt	LexSt	SLS	C & C	Lexico	Average
1	92	75	92	82	82	Pass	84.6
2	88	76	86	81	82	Pass	82.6
3	86	74	85	81	75	Pass	80.2
4	75	72	73	69	75	Pass	72.8

While six trainees were originally selected for Cambodia, two (two males) did not stay in the program, leaving only four trainees (three males and one female).

WOODWARD and SASAKI taught the Introduction to the Formational Structure of Sign Languages. After SASAKI left the project, WOODWARD taught Introduction to the Grammatical Structure of Sign Languages and Introduction to the Lexical Structure of Sign Languages. Introduction to the Sociolinguistics of Sign Languages, Applied Sign Linguistics, and Sign Language Lexicography were taught informally by Tashi BRADFORD.

Table 7.7: Grades for Training Courses in Sign Linguistics in Cambodia

Rank	FormSt	GrammSt	LexSt	SocLx	AppSLx	Lexico
1	67	70	65	Pass	Pass	Pass
2	63	63	68	Pass	Pass	Pass
3	62	50	60	Pass	Pass	Pass
4	60	60	50	Pass	Pass	Pass

MARTINEZ taught Introduction to the Formational Structure of Sign Languages, Introduction to Sociolinguistics, and Field Methods. Yutaka OSUGI taught Introduction to the Grammatical Structure of Sign Languages. WOODWARD taught Lexicography.

Table 7.8: Grades for Training Courses in Sign Linguistics in Philippines

Rank	FormSt	GrammSt	SocLx	Field Methods	Lexico
1	Pass	Pass	Pass	Pass	Pass
2	Pass	Pass	Pass	Pass	Pass
3	Pass	Pass	Pass	Pass	Pass
4	Pass	Pass	Pass	Pass	Pass
5	Fail	Pass	Pass	Fail	Pass
6	Fail	Pass	Pass	Fail	Pass

This section discusses certification in sign language teaching. In Viet Nam, Peoungpaka JANYAWONG taught Communication in Gestures. All other courses were taught by KEMP. See Chapter 5 for an explanation.

Table 7.9: Grades for Training Courses in Sign Language Teaching in Viet Nam

Rank	ComGes	Method	InsDes	MatDev	Practicum	Average Based on 15 credits
1	74	80	63	70	80	76
2	80	90	50	55	73	71
3	79	75	60	65	80	75
4	81	70	73	75	53	54
5	83	100	95	90	80	87
6	60	85	63	50	73	69

In Hong Kong, KEMP taught Communication in Gestures. TANG taught Teaching Methodology and Instructional Design and Materials Development. SZE taught Sign Language Acquisition. SZE and MANN supervised the Practicum in Teaching Hong Kong Sign Language.

Table 7.10: Grades for Training Courses in Sign Language Teaching in Hong Kong

Rank	ComGes	Method	InsDes	SL Acq	Practicum	CGPA
1	A-	A-	B-	A-	A	3.56
2	B	A-	B	A-	A	3.48
3	B	A-	B+	B+	A	3.46
4	B	A-	B+	B+	A	3.46

Publications

This project has resulted in several publications. Those publications are described for each country. Viet Nam published 12 books on teaching materials and dictionaries related to Ho Chi Minh City Sign Language. Six books were written in English: three handbooks (The HCMCSL Production Team 2007a, 2007e, and 2010a) and three companion dictionaries (The HCMCSL Production Team 2007c, 2007g, and 2010c). Six books were Vietnamese translations of the English books: three handbooks (The HCMCSL Production Team 2007b, 2007f, and 2010b) and three companion dictionaries (The HCMCSL Production Team 2007d, 2007h, and 2010d).

The first handbook in English (The HCMCSL Production Team 2007a) contains 142 pages of information, including 12 pages of introductory material and 130 pages of instructional and dictionary material. The handbook contains 10 lessons on the following topics: 1) Greetings and Names; 2) Numbers and Days of the Week; 3) Colors; 4) Fruits (Part 1); 5) Friends and Relationships; 6) Family (Part 1); 7) Study Tools; 8) Numbers (Part 2) and Calculations; 9) Time and Daily Activities; and 10) Domestic Animals and Their Food (Part 1).

The first Vietnamese handbook, printed in 2007 (The HCMCSL Production Team 2007b), is a Vietnamese translation of Lessons 1-10 in the handbook mentioned above.

The first companion dictionary in English (The HCMCSL Production Team 2007c) is a HCMCSL to English and English to HCMCSL dictionary of all 256 signs taught in the English version of the first handbook.

The first companion dictionary in Vietnamese (The HCMCSL Production Team 2007d) is an HCMCSL to Vietnamese and Vietnamese dictionary of all 256 signs taught in the Vietnamese version of the first handbook.

The second handbook in English has 143 pages of information, which includes 12 pages of introductory material and 131 pages of instructional and dictionary material. The second handbook contains a second set of ten lessons on the following topics: 11) Fruits (Part 2), 12) School, 13) People/Relationships at School, 14) Subjects in School, 15) Months and Periods of Time, 16) Seasons of the Year/Weather, 17) Nature and Natural Phenomena, 18) Places in Viet Nam, 19) Vehicles and Transportation, and 20) Family (Part 2).

The second handbook in Vietnamese, printed in 2007 (The HCMCSL Production Team 2007f), is a Vietnamese translation of Lessons 11-20.

The second companion dictionary in English (The HCMCSL Production Team 2007g) is an HCMCSL to English and English to HCMCSL dictionary of all 231 signs taught in the English version of the second handbook.

The second companion dictionary in Vietnamese (The HCMCSL Production Team 2007h) is an HCMCSL to Vietnamese and Vietnamese dictionary of all 231 signs taught in the Vietnamese version of the second handbook.

The third handbook in English (The HCMCSL Production Team 2010a) contains 175 pages of information, including 10 pages of introductory material and 165 pages of instructional and dictionary material. The handbook contains a third set of 10 lessons on the following topics: 21) Fingerspelling, 22) Non-domestic Animals, 23) Vietnamese Money, 24) Occupations (Part 1), 25) Occupations (Part 2), 26) Clothing, 27) Traffic

(Environment and Rules), 28) Nature and Natural Phenomena (Part 2/, Lesson 29) Facial Characteristics, and 30) Physical and Emotional Feelings.

The third handbook in Vietnamese, printed in 2010 (The HCMCSL Production Team 2010b), is a Vietnamese translation of Lessons 21-30.

The third companion dictionary in English (The HCMCSL Production Team 2010c) is a HCMCSL to English and English to HCMCSL dictionary of all 285 signs taught in the English version of the third handbook.

The third companion dictionary in Vietnamese (The HCMCSL Production Team 2010d) is an HCMCSL to Vietnamese and Vietnamese dictionary of all 285 signs taught in the Vietnamese version of the third handbook.

The books revealed many striking differences in the linguistic structure of Ho Chi Minh City Sign Language and spoken/written Vietnamese. Ho Chi Minh City Sign Language and Vietnamese have different basic word orders. Other sentential word order differences are related to content questions, conditional clauses, temporal clauses, and Wh-Q words. There are also word order differences in verb phrases involving auxiliary verbs and negatives and in noun phrases involving numbers and adpositions. In addition to word order differences, there are differences in morphology involving different types of classifiers and inflections. Verbs of eating and giving are particularly rich in Ho Chi Minh City Sign Language. The major differences include but are not limited to those shown in the table on the following page.

Table 7.11: Linguistic Characteristics of Ho Chi Minh City Sign Language

Linguistic Category	Ho Chi Minh City SL	Spoken/written Vietnamese
simple statements	Subject + Object + Verb	Subject + Verb + Object
questions where Subject=WHQ	Object + Verb + Subject	Subject + Verb + Object
conditional clause	conditional + main	conditional + main main + conditional
temporal clause	temporal + main	temporal + main main + temporal
WHQ words	at end of sentence	<i>in situ</i>
auxiliary	Verb + Auxiliary	Auxiliary + Verb
Negative	Verb + Negative	Negative + Verb
numbers	Noun + Number	Number + Noun
Adpositions	Noun + Postposition	Preposition + Noun
Classifiers	classifiers with verbs	classifiers with nouns
verb inflections	some verbs inflect for person	no verbs inflect for person
noun inflections	number incorporation	no number incorporation
verbs of eating	multiple verbs for eating different foods	one verb for different foods
verbs of giving	multiple verbs for giving different things	one verb for giving different things

Hong Kong produced six publications on teaching materials and dictionaries related to Hong Kong Sign Language (Tang et al. 2008a, 2008MSa, 2008MSb, and The Centre for Sign Linguistics and Deaf Studies 2013a, 2013b, 2013c).

The works revealed significant differences in the linguistic structure of Hong Kong Sign Language and spoken/written Cantonese. Hong Kong Sign Language and Cantonese have different basic word order possibilities. Other sentential word order differences were related to the content questions and Wh-Q words. There are also word order differences in verb phrases involving auxiliary verbs and negatives and in noun phrases involving numbers and adpositions. In addition to word order differences, there are differences in morphology involving different types of classifiers and inflections.

Inflection morphology for verbs of eating and giving is particularly rich in Hong Kong Sign Language. The major differences include but are not limited to those shown in the table below.

Table 7.12: Linguistic Characteristics of Hong Kong Sign Language

Linguistic Category	Hong Kong SL	Spoken/written Cantonese
simple statements	Subject + Object + Verb Subject + Verb + Object	Subject + Verb + Object
questions where Subject=WHQ	Object + Verb + Subject Verb + Object + Subject	Subject + Verb + Object
WHQ words	at end of sentence	<i>in situ</i>
auxiliary	Verb + Auxiliary	Auxiliary + Verb
Negative	Verb + (Object) + Negative	Negative + Verb
numbers	Noun + Number	Number + Classifier + Noun
adjectives	Noun + Adjective	Adjective + Noun
Classifiers	classifiers with verbs	classifiers with nouns
verb inflections	some verbs inflect for person	no verbs inflect for person
noun inflections	number incorporation	no number incorporation
verbs of eating	verb form can be modulated to reflect the size and shape of different foods	no verb modulations for different foods
verbs of giving	verb form can be modulated to reflect the size of shape of different things	no verb modulations for different things

Cambodia published nine books on teaching materials and dictionaries related to Cambodian Sign Language. Five books were written in English: four handbooks with mini companion dictionaries (The Cambodian Sign Language Production Team 2007a, 2007b, 2009a, 2010a) and one large dictionary (The Cambodian Sign Language Production Team 2010). Four books were Khmer translations of the English handbooks (The Cambodian Sign Language Production Team 2008a, 2008b, 2009b, and 2009d).

The first book in English (The Cambodian Sign Language Production Team 2007a) contains 116 pages of information, with 10 pages of introductory material and 116 pages of instructional and dictionary material. It contains five lessons on the following topics: 1) Greetings, Names, 2) Numbers, Days of the Week, 3) Colors, 4) Fruits (Part 1), 5) Friends and Relationships, and a bilingual Companion Dictionary listing 121 signs from lessons 1-5 in Cambodian Sign Language to English and English to Cambodian Sign Language.

The second handbook in English (The Cambodian Sign Language Production Team 2007b) has 114 pages of information, including 10 pages of introductory material and 104 pages of instructional and dictionary material. It includes a second set of five lessons on the following topics 6) Family (Part 1), 7) Study Tools, 8) Numbers (Part 2) and Calculations, 9) Time and Daily Activities, 10) Domestic Animals and Their Food (Part 1) and a bilingual companion dictionary listing all 111 signs in lessons 6-10 in Cambodian Sign Language to English and English to Cambodian Sign Language.

The first handbook and companion dictionary in Khmer was published in 2008. The Cambodian Sign Language Production Team 2008a is a Khmer translation of lessons 1-5 and a bilingual companion dictionary (Cambodian Sign Language to Khmer and Khmer to Cambodian Sign Language) of all the 121 signs taught in lessons 1-5.

The second handbook and companion dictionary in Khmer was published in 2008. The Cambodian Sign Language Production Team 2008a is a Khmer translation of Lessons 6-10 and a bilingual companion dictionary of all 111 signs taught in lessons 6-10 in Cambodian Sign Language to Khmer and Khmer to Cambodian Sign Language.

The third handbook and companion dictionary in English (The Cambodian Sign Language Production Team 2009a) has 117 pages of information, including 10 pages of introductory material and 107 pages of instructional and dictionary material. This contains a third set of five additional lessons on the following topics: 11) Fruits (Part 2), 12) School, 13) People/Relationships at School, 14) Subjects in School, 15) Months and Periods of Time, and a bilingual companion dictionary of all 101 signs taught in lessons 11-15 in Cambodian Sign Language to English and English to Cambodian Sign Language.

The third handbook and companion dictionary in Khmer was published in 2009. The Cambodian Sign Language Production Team 2009a is a Khmer translation of lessons 11-15 and a bilingual companion dictionary of all 101 signs in lessons 11-15 in Cambodian Sign Language to English and English to Cambodian Sign Language.

The fourth handbook and companion dictionary in English (The Cambodian Sign Language Production Team 2009c) contains 108 pages of information, which includes 10 pages of introductory material and 98 pages of instructional and dictionary material. The handbook contains a fourth set of five additional lessons on the following topics: 16) Seasons of the Year/Weather; 17) Nature and Natural Phenomena; 18) Places in Viet Nam; 19) Vehicles and Transportation; 20) Family (Part 2); and a bilingual companion dictionary of all 116 signs in lessons 16-20 in Cambodian Sign Language to English and English to Cambodian Sign Language.

The fourth handbook and companion dictionary in Khmer, published in 2009 (The Cambodian Sign Language Production Team 2009a), is a Khmer translation of lessons

16-20 and a bilingual companion dictionary of all 116 signs taught in lessons 16-20 in Cambodian Sign Language to Khmer and Khmer to Cambodian Sign Language.

A large bilingual dictionary, Cambodian Sign Language to English and English to Cambodian Sign Language, was printed in 2010 (The Cambodian Sign Language Production Team, 2010). This dictionary contains 449 signs from lessons 1-20 and 869 signs not tied to any specific lesson. The introduction to the dictionary contains information on the history and structure of Cambodian Sign Language.

The books revealed many striking differences in the linguistic structure of Cambodian Sign Language and spoken/written Khmer. Cambodian Sign Language and Khmer have different basic word orders. Other sentential word order differences are related to content questions, conditional clauses, temporal clauses, and Wh-Q words. There are also word order differences in verb phrases involving auxiliary verbs and negatives and in noun phrases involving numbers and adpositions. In addition to word order differences, there are differences in morphology involving different types of classifiers and inflections. Verbs of eating and giving are particularly rich in Cambodian Sign Language.

The major differences include but are not limited to those shown in the table on the following page.

Table 7.13: Linguistic Characteristics of Cambodian Sign Language

Linguistic Category	Cambodian SL	Spoken/written Khmer
simple statements	Subject + Object + Verb	Subject + Verb + Object
questions where Subject=WHQ	Object + Verb + Subject	Subject + Verb + Object
conditional clause	conditional + main	conditional + main main + conditional
temporal clause	temporal + main	temporal + main main + temporal
WHQ words	at end of sentence	in <i>situ</i>
auxiliary	Verb + Auxiliary	Auxiliary + Verb
Negative	Verb + Negative	Negative + Verb
Classifiers	classifiers with verbs	classifiers with nouns
verb inflections	some verbs inflect for person	no verbs inflect for person
noun inflections	number incorporation	no number incorporation
verbs of eating	multiple verbs for eating different foods	one verb for different foods
verbs of giving	multiple verbs for giving different things	one verb for giving different things

The Philippines published two books related to regional variations in Filipino Sign Language vocabulary (The Philippine Federation of the Deaf 2005, 2007). The first book (The Philippine Federation of the Deaf, 2005) contains 233 pages and 500 sign variants. The second book, (The Philippine Federation of the Deaf 2007) contains 94 pages and information on 840 signs. No grammatical information or teaching materials were published as a direct result of the project.

Status and evolution of each project site

The status and evolution of each project site are described below.

In Viet Nam, all six students in the project finished high school, five out of six finished university and were working in sign language analysis, as sign language

teachers, or involved in the education of deaf children. Research on Ho Chi Minh City Sign Languages continues as part of the Dong Nai project.

In Hong Kong, three out of the four students in the project finished high school, one out of four finished university, and two out of four were working in sign language analysis, as sign language teachers, or involved in the education of deaf children.

Research on Hong Kong Sign Language continues as part of the Asia-Pacific Sign Languages project.

To the best of our knowledge, none of the six students in the Cambodian project had finished high school, none had finished university, and only one out of the six was still working in sign language analysis, sign language teaching, or the education of deaf children.

In the Philippines, as far as we know, only one person out of six involved in the project is still working in sign language analysis, or sign language teaching, or the education of deaf children.

Chapter 8: Asia-Pacific Sign Linguistics Program Phases 1, 2 & 3

This chapter discusses the evolution of a centralized training model, “The Asia Pacific Sign Linguistics Research and Training Program” (APSL), based on the projects discussed in chapters 3-7. The APSL program aimed to strengthen the regional development of sign linguistics in Asia and the Pacific. The program focused on sign linguistics and sign language teaching at the diploma and associate of arts levels to Deaf adults from Indonesia, Sri Lanka, Hong Kong, Fiji, Japan. The program also offered non-credentialed local training on the same topics to Deaf adults in Myanmar. In 2006, the APSL program established two parallel tracks of foundational and postgraduate training for deaf and hearing researchers. Parallel tracks were designed to develop collaborative teams to conduct sign linguistics research and to establish training programs in their countries of origin. The foundational training track taught skilled deaf signers with no prior knowledge of linguistics to begin their careers in sign language research and teaching. The postgraduate track provided hearing linguistic students with the specialized knowledge and skills required to conduct sign linguistic research and related subjects.

Most deaf signers had a basic/pre-college education, given the situation of deaf education in Asia and the Pacific. They could only take the foundational training track. Hearing linguistic students with greater access to education took the postgraduate track. Hearing students were expected to improve their proficiency in sign language by learning from deaf trainees. This model aimed to create teams of researchers from Sri Lanka, Indonesia, Japan, Fiji, and Myanmar with varying degrees of success. The following sections describe the three phases of development and how they were

adjusted to varying sociolinguistic and deaf educational situations. We also describe the institutional involvement of participating countries.

The APSL Program was built upon the Deaf-centered approach and experiences from the Practical Dictionaries of Asia-Pacific Sign Languages project, described in Chapter 7. The dictionary project was expanded to multiple countries over multiple phases when it was first established at the Chinese University of Hong Kong (CUHK). During the dictionary project, WOODWARD and Dr. Gladys TANG had extensive discussions on how to best enact the experimental project to maximize its impact on both deaf and hearing communities in the Asia-Pacific region. The success of the Dong Nai projects and the achievements of the practical dictionary project, with its notable impact on Cambodia and Hong Kong, strengthened their determination to pursue a Deaf centered approach to training. Significant advancements had been made in contrast to the decade prior to the dictionary project. Progress has been made in the long-term goal of producing comprehensive documentation of the sign languages under study, that is, HCMCSL, HKSL, and Cambodian Sign Language (CBDSL).

Designing A Sustainable Program Model

Both The Nippon Foundation and the team at CUHK envisioned the expansion of sign language documentation activities and relevant training in other countries in the region. However, the sustainability of a project operating under the practical dictionary project model requires careful consideration. The continuation of sign language documentation in the Philippines and Cambodia has been disrupted by insufficient personnel. There were not enough sign linguists available for managing the training and

documentation work, and there were limited trained personnel who would stay long enough to conduct continuous research on the respective sign languages. The trainees acquired basic knowledge of sign language documentation and the linguistic structure of their sign languages.

However, a sign linguist was important in directing them in the practice of documenting and producing linguistic descriptions of a language. Having a sign linguist maintain long-distance communication and monitor work while away from the study site is difficult. Part of the reason was that the infrastructure was not always ideal. For example, the supply of electricity to support internet communication in Cambodia was unreliable. Dr. Lisa MARTINEZ and WOODWARD were the main on-site supports in the Philippines and Cambodia. Other linguists such as Dr. Osugi YUTAKA and Dr. Adam SCHEMBRI made substantial contributions to the projects, but their involvement in the project was temporary because they could only stay long enough to offer short-term training. The lack of locally based expertise was not favorable for the continuation of sign language documentation. This was clear in Cambodia because significant progress was made only when WOODWARD visited. Most potential countries for documentation work do not have any sign linguists. Therefore, a multi-country model requiring a sign linguist travelling country by country to supervise would become harder when more countries joined the project. The amount of travel would either become unbearable or remain manageable but sacrifice quality and efficiency.

The second unfavorable condition in the original model was the challenge of having trained deaf persons continue work upon completion of basic training. Institutions in Hong Kong and Viet Nam i.e., the Centre for Sign Linguistics and Deaf

Studies at CUHK and the Dong Nai Provincial Teacher Training College (now Dong Nai University) provided employment prospects for further sign language documentation work. Nevertheless, similar career opportunities and academic settings were not available for trainees in the Philippines and Cambodia. These countries lacked established research and teaching institutes to house a faculty of sign linguists and/or expertise in sign language teaching and research to sustain local development. In Cambodia, only four trainees stayed in the Deaf Development Program (DDP) after training to work with WOODWARD to document CBDSL. This led to the publication of teaching materials in 2007-2009 and a companion dictionary in 2010. However, after completing the dictionary, only one deaf trainee continued to work on sign-language-related research. Similarly, no suitable academic institutions with qualified sign linguists were available in the Philippines; therefore, work in line with the philosophy of the practical dictionaries project was stopped.

These two challenges encouraged us to explore an alternative model that could generate sign language researchers for participating countries and create prospects for future employment after training. A centralized training model was proposed as a solution. CUHK was identified as the base for program administration. As the only institution in Asia that housed a postgraduate program and a research center specializing in sign linguistics, CUHK offered an optimal setting for grooming a generation of talented deaf people in the region for sign language teaching and research. An outburst of development in sign linguistics at CUHK around the late 1990s and the early 2000s nurtured a group of graduates who researched Hong Kong Sign Language in their postgraduate studies. This team of up-and-coming sign linguists

helped accelerate research development, supporting the teaching of sign linguistics courses and research on sign languages in Asia and the Pacific. Since its establishment in 2003, the Centre has developed a wide academic network with sign linguists based in the U.S. and other European countries. They were received from time to time as visiting scholars to teach and conduct research at CUHK. A robust program with training in sign linguistics, sign language teaching, and documentation was established at CUHK with support from local and overseas expertise.

Compared to the localized training model of the practical dictionary phase, the APSL Program was characterized by a centralized training model and a unified curriculum developed and taught by a core faculty at CUHK. This addressed the lack of trainers in potential countries and facilitated the establishment of a cross-country network of sign language researchers who shared the same philosophy and vision.

Retention of deaf graduates was a priority. The primary goal of building this alternative model was education, which would lead to higher academic and professional development in sign language research and teaching. This attracted trainees and kept them engaged in developing a career outside the training provided. This model also allowed for a greater possibility of nurturing a new generation of competent sign linguists, particularly deaf sign linguists. As discussed in Chapter 2, deaf signers in Asia and the Pacific generally suffer from a lack of educational opportunities. In turn, this makes it extremely difficult for them to develop a career in an academic or professional field without external support. Hence, it would be ideal to have a Deaf-centered training model that could bridge the gap between basic education and university-level education. This upward mobility would be beneficial to deaf individuals and society as

deaf professionals become more visible. These deaf professionals could serve as the main driving force for the recognition of sign languages in their respective countries. However, for most countries in the region, deaf education remains underdeveloped, and most deaf individuals, despite their potential, need several more years of foundational education before they can reach the pre-college/college level. Such time spans exceeded the original duration of the practical dictionary project, which was two to three years. Hence, a five-to six-year training system was designed to equip deaf trainees with general knowledge, written English skills, and the fundamentals of sign linguistics and sign language teaching to help them reach the academic level required for university education.

To accelerate development in the region, an additional route for nurturing sign linguists was sought. We used existing research and postgraduate programs at CUHK to offer formal training opportunities for degree-holders from universities in the region. This route was open to both hearing and deaf candidates committed to the development of sign linguistics. Initially, students were mostly hearing. Through postgraduate programs, students acquired academic knowledge in general and sign linguistics. Hearing sign linguistics students were not just there to fill the gap when deaf researchers were not yet ready to take a leading role in their own countries. Their involvement was important for tackling the challenge of retaining deaf trainees after the completion of the training.

As mentioned earlier, the lack of an educational institution or infrastructure to recruit trainees for sign language-related work afterwards was a barrier to the development of the discipline in the region. Institutionalizing training and research

effectively supported the continuous development of work in Viet Nam and Hong Kong. Institutionalization has also succeeded in inducing a notable change of perspective towards sign language in local communities. Society also began to recognize that sign language teaching and dictionary production were professions undertaken by trained personnel with expertise on par with foreign languages rather than voluntary work or special-interest classes informally delivered at community clubs and NGOs. The latter two settings were important for raising public awareness and promoting positive attitudes towards sign languages, yet they were less likely to offer work opportunities with better pay and higher social status for deaf people. These non-educational organizations also lacked the capacity to offer a more promising career path for young and talented deaf adults, unlike tertiary institutes or research centers, which are more likely to receive local and international funding.

To establish a research center at a university, such as the CSLDS at CUHK, hearing researchers with a postgraduate degree are as important as trained deaf signers. Most of these hearing research students came from universities that partnered with the APSL Program, with the mutual understanding that upon their graduation from CUHK, these students would continue their affiliation with their home universities and assist in setting up a research unit to initiate local projects. This arrangement ensured that sign language research could take root in their respective countries, which was essential for sustainable and autonomous development in the long term. With the trained research personnel as their start-up assets, the partner universities were well-cushioned to build the discipline in ways that meet local needs, but at the same time carry on the APSL's philosophy of respecting Deaf cultures and values. Another merit of

the APSL program is that it provides an opportunity for hearing and deaf students to learn from one another and work collaboratively. It was hoped that through teamwork, mutual respect and rapport would naturally develop and form a foundation on which further developments would be possible.

The APSL program was designed to address various constraints that challenge the development of sign language research and training in the region. It was not meant to replace the practical dictionary project or its local training model because we observed the success of these efforts. The local training model confronted barriers that could not be eliminated within years. The team sought alternative ways to address these issues. By improving this situation, the strengths of the local training model can be exploited. One case study is that of Myanmar, which is discussed later in this chapter.

Historical and sociolinguistic contexts of participating countries

The sign language sociolinguistic situation in relevant countries offered our program the groundwork to build upon. Indonesia, the largest archipelago in the world, consists of five major islands and over 17,000 smaller islands. This geographical landscape has given rise to one of the highest degrees of linguistic diversity in the world. According to *Ethnologue*, over 700 living spoken languages are indigenous to Indonesia (Eberhard et al. 2020). In the case of sign languages, it is reasonable to predict that there are clusters of sign language users scattered across the country who have little contact with each other because of geographical and cultural separation. Kata Kolok, a village sign language used by the Deaf and hearing villagers in Desa Kolok in

Bali (also known as Benkala Sign Language) is a good example of a sign language that was unrelated to other signing varieties in Indonesia (Branson, Miller, & Marsaja 1996; de Vos 2012; Marsaja 2008). However, little research has been conducted on the sign languages used in Indonesia before this project began.

According to *Ethnologue*, the number of users of Indonesian Sign Language ranges from 520,000 to 1,300,000, based on the assumption that deaf people make up 0.2%-0.5% of the total population in Indonesia. Indonesian Sign Language is used as a collective term here to include the local varieties of Java, Bali, Jakarta, and Yogyakarta. Although Hulburt (2013) claimed in a report titled “The Signed Languages of Indonesia: An Enigma” that Indonesian Sign Language is one language, subsequent research suggests that distinct varieties exist (Palfreyman 2013, Palfreyman 2015; Isma 2012; Suwiryono 2013; Sze et al. 2015). For example, Solo and Makassar differ in the grammatical domains of completion and negation (Palfreyman 2015), while Jakarta and Yogyakarta share only 59% of their vocabulary. These studies all point to the possibility of a greater number of sign language varieties in Indonesia awaiting documentation and study given the geographical and cultural diversity within the country.

In Sri Lanka, very little research had been conducted on Sri Lankan Sign Language before this project began. Early documentation of the language in the 1980s provided basic information on its phonetics. Previous studies on sign languages have suggested that sign languages emerge naturally among Deaf people if they have regular contact with each other. For example, this happens when they are studying in the same Deaf school and interact daily with other Deaf relatives or neighbors in the same geographical location where the incidence of congenital deafness is higher than

normally expected (Groce, 1985; Senghas, Senghas, & Pyers, 2005; Winzer, 1993; Woodward, 1993, 2003). A book titled “An Introduction to Sri Lankan Sign Language,” published in 2007 by the Rohana Special School in Matara, mentions that “Sign Language in Sri Lanka comes in many different dialects, with each dialect usually corresponding to the sign system used at the nearest deaf school. The signs in this book reflected those used by the students at Rohana Special School in Welegoda, Matara, and by many deaf people in the Matara district.” In *Ethnologue*, 14 deaf schools were recorded and several sign languages were used in different schools.

In contrast, Hong Kong has made much more progress in research on its signed languages. By the time this project began, Hong Kong Sign Language (HKSL) had been introduced to academic settings as a “foreign” language subject and as a medium of instruction for teaching subjects including linguistics and language teaching. HKSL was first taught as an elective in the undergraduate program at CUHK in 2005. With the increasing number of deaf staff members at CUHK, HKSL has been extensively used by deaf and hearing researchers to discuss academic matters. New concepts were introduced; therefore, new signs and expressions emerged naturally during the process. There was also a demand for utilizing HKSL to produce bilingual/trilingual learning resources for young children enrolled in sign bilingual reading programs, kindergartens, and primary school programs under a co-enrollment sign bilingual model in mainstream schools in Hong Kong.

Deaf educational contexts in each country also illuminate how sign languages emerged, creolized, and were studied. In Indonesia, the first deaf school, The Cicendo School, was established during Dutch colonial rule in Bandung, West Java, in 1933, by

Ms. NAZUTION, a hearing Indonesian (Woodward 2016). Given the fact that the Dutch at that time advocated for oral-only education, it was unlikely that any sign language was used in classrooms. However, indigenous sign languages are expected to emerge naturally among deaf students living together at school.

The second deaf school in Indonesia (The Dena Upkara School) was established in 1935 in Wonosobo, Central Java. Later, the third school (The Don Bosco School) was established ten years after independence in 1955 in Wonosobo, Central Java. Since then, the number of schools for deaf people has gradually increased to 79. Most teachers used an oral approach or artificial signing with speech. Artificial signing is signing that was invented to follow the word order and possible morphological structure of the spoken language used by hearing people, such as SEE1 (Seeing Essential English), and SEE2 (Signing Exact English).

In Sri Lanka, Mary CHAPMAN, a deaf British missionary, established the first school for deaf people during British colonial rule in 1912. Given that British education at the time was primarily oral, it was unlikely that any sign language was used in the classroom. However, indigenous sign languages were expected to emerge naturally among deaf students living together in their schools. Deaf students generally finished the tenth grade.

In Hong Kong, formal deaf education began in 1935 with the establishment of the Hong Kong School of the Deaf, which adopted an oralist approach (Sze, Lo, Lo and Chu 2013). However, the compulsory boarding policy of this school provided a favorable environment for signing to emerge and evolve spontaneously among deaf students. In the late 1940s, a deaf couple from Nanjing/Shanghai set up a signing school for deaf

children and introduced their sign language to local deaf communities (Sze et al. 2013). These two major signing varieties were probably creolized with existing signing among the deaf population in Hong Kong (Woodward 1993). Six more schools for the deaf were established in the 1960s, but eventually most of them were closed one after another, starting in the 1970s, when the Hong Kong government began to favor mainstreaming and integration over special schools. By the time the practical dictionary project started in 2003, only four deaf schools were left in Hong Kong, all of which adopted an oral approach without any sign language input. Most deaf students attending deaf schools in Hong Kong finished at the equivalent of tenth grade, while a few managed to complete high schools locally or pursued further higher education overseas.

Project development: personnel and facilities

Pivoting from contexts to project development, we understood that facilities and personnel in relevant countries were important. To nurture sign linguistics expertise in Asia, it is essential to develop inter-institutional collaboration. Through the APSL Program, CSLDS approached different universities in the Asia-Pacific region to seek collaboration. Seminars on sign linguistics and meetings were arranged in these universities to explain to these potential partners why sign language research was important for academic research and for the benefit of deaf communities, and how CSLDS, with funding from The Nippon Foundation, could assist them in building the discipline locally. Over the years, the CSLDS has established a network of tertiary institutions in the region, with collaboration in research and training as its main

objective. The CSLDS also strived to establish relationships with deaf associations and schools to disseminate information about its program to local deaf communities. The involvement of local deaf organizations was particularly important in enhancing the active participation of deaf people in our program and ensuring that the development of sign language research, teaching, and public promotion could benefit local deaf communities. The CSLDS also hoped that with local deaf and hearing people joining forces together, the program would ultimately have a positive impact on deaf education, wherever affiliated programs were established. Our initial contacts with local deaf associations were arranged by the regional secretariat in the Asia/Pacific region of the WFD. The first two target countries of the APSL Program, Indonesia and Sri Lanka, were recommended by the WFD and selected with consent from The Nippon Foundation. In both countries, collaborating deaf organizations were affiliated members of WFD.

In Indonesia, the Indonesian Association for the Welfare of the Deaf (IAWD), with its headquarters in Jakarta, was centrally involved in promoting and disseminating information about the APSL program to their deaf members and assisting in recruitment in Indonesia. Recruits from Jakarta (the national capital) and Yogyakarta (where an active branch office of IAWD was located) on Java, the most populated island of the country, were interviewed in Jakarta using a selection panel led by WOODWARD. After three rounds of interviews, five applicants (two from Jakarta and three from Yogyakarta) were selected to begin training in 2007 in Hong Kong.

IAWD played a decisive role in recommending a university partner for this project and preparing hearing students interested in sign linguistics to learn about sign

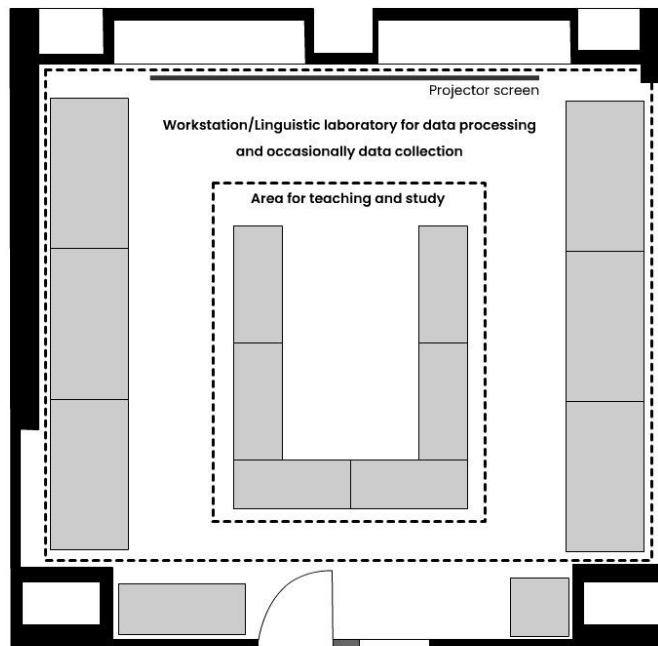
language and Deaf culture. The CSLDS, upon recommendation from IAWD, identified Universitas Indonesia (UI) as the project partner. A meeting at UI was arranged in February 2008 (about three months after the commencement of deaf training in Hong Kong) among Dr. TANG, Prof. Mohammad Umar MUSLIM (Head of the Linguistics Department at UI), the President of IAWD as well as other representatives from the Linguistics Department, and IAWD to discuss future collaboration. Recruitment of hearing students began at the same time, through which two students recommended by the department joined the Master of Arts program at CUHK in 2010 and 2012. The IAWD was responsible for organizing sign language classes for these two students before they flew to Hong Kong.

In Sri Lanka, the Sri Lanka Central Federation of the Deaf (SLCFD), based in Colombo, the national capital, was centrally involved in disseminating information about the APSL program to the deaf community and setting up recruitment interviews in Sri Lanka. Recruits from Colombo and surrounding areas were interviewed by a selection panel led by WOODWARD. After three rounds of interviews, six applicants were selected to begin training in 2007 in Hong Kong.

The SLCFD played a critical role in recommending a university partner for this project and preparing hearing linguistic students interested in sign linguistics to learn about sign language and Deaf culture. With the recommendation of SLCFD, the CSLDS identified the University of Kelaniya as its project partner. In October 2008, WOODWARD, TANG, and Mr. Ichiro MIYAMOTO, Director of WFD/RSAP, went to Sri Lanka to meet with representatives from the University of Kelaniya and SLCFD. Representatives of the University of Kelaniya included Prof. R.M.W. RAJAPASKSHA

from the Linguistics Department, several faculty members, and a postgraduate student who had expressed interest in pursuing sign language research. At the meeting, it was agreed that a formal academic relationship be established between the Linguistic Department and the CSLDS. The University of Kelaniya and SLCFD began collaborating with each other by running sign language training courses for prospective hearing students interested in postgraduate training at CUHK. Recruitment of hearing students began in 2009, when a student recommended by the Linguistics Department joined the graduate program at CUHK in 2013.

In Hong Kong, the CSLDS at CUHK was responsible for establishing the infrastructure of the APSL Program, that is, provisions of the courses, training facilities, student hostels, and coordination among the partner universities and Deaf organizations of the involved countries. The training program, consisting of five diplomas and one higher diploma program, was developed from scratch in 2006 in collaboration with the School of Continuing and Professional Studies, CUHK (CUSCS). Since the training program was designed to merge training and the production of sample sign language materials (at an average ratio of 2:3) during their stay in Hong Kong, students were assigned to a team of instructors who were also supervisors. The supervisors supported and monitored students' studies and work. In addition, the classroom was designed as a workstation/linguistic laboratory (see figure on the following page) for Indonesian and Sri Lankan trainees. Each of them had designated computers that were used interchangeably between study and work.



*Figure 8.1. Layout of the workstation/linguistic laboratory.
Image description: a black outlined square room with rectangular shaded areas among the walls in neat rows and a group arranged in a U shape in the middle*

Apart from scheduling classes and work, the CSLDS also coordinated with the deaf associations to arrange field trips for data collection or small-scale research tasks to be conducted during the summer when the students returned home.

The CSLDS provided hostel accommodation for all trainees throughout the training period. Arranging hostels instead of providing housing allowances to individual students to cover rental costs served two primary purposes. The first considered the relatively high rents in Hong Kong. Accommodating a group of 3 – 4 students in an apartment with a shared living area and kitchen incurred a much lower cost. Hostel accommodation offers greater efficiency in managing students. To help students adjust to their new environment, one or two project staff members were appointed as warden(s). They were responsible for managing the hostels, communicating with

landlords, and helping students when needed. The second purpose of arranging hostels was to foster team spirit among trainees within and across national boundaries.

Besides actively organizing local campaigns to promote sign language and deaf awareness among the public, both IAWD and SLCFD offered support to local partner universities in establishing sign language-related courses and research centers. They brought in a deaf perspective to the university staff, who, despite their enthusiasm in developing sign linguistics, might lack a proper understanding of Deaf values and cultures. This collaborative relationship was instrumental in cultivating mutual understanding and support between Deaf organizations and universities. For each country, the CSLDS also tried to ensure that the two parties had effective communication, especially at the initial stage of the partnership. This process of seeking and maintaining long-term partnerships among all parties was sometimes hampered by personnel changes at the management level on the part of the universities, for example, change of the department chair or faculty dean. This change from time to time leads to different issues in the collaboration process. Under these circumstances, communication needs to be rebuilt and plans postponed or adjusted. To avoid potential disruptions due to personnel changes, CSLDS sometimes opted for a memorandum between CUHK, partner universities, and Deaf organizations. Such institutional agreements ensured continuous collaboration independent of personnel changes in any of the parties. For these matters, the CSLDS always provided a point of anchor for the parties involved.

Special Issues for Consideration

There are special issues in these countries. Although the minor diploma and higher diploma programs in this phase were newly designed, we did not encounter much difficulty. We had already accumulated some experience in developing sign linguistic and sign language teaching courses specifically for deaf learners in the first phase. Our main challenges came from preparing potential students for postgraduate training at CUHK and assisting universities in setting up sign language-related courses and research units. The time required to achieve these two goals was longer than originally envisioned. After we made our first contact with partner universities, it typically took two or more years before the students could attend the postgraduate studies program at CUHK. We needed to identify the right people, that is, potential candidates who had a strong interest in and commitment to sign language research. In some cases, extra academic support was needed to help these candidates improve their signing skills, meet the English requirement set by the Graduate School at CUHK i.e., IELTS International English Language Testing System (IELTS) score of 6.5 overall, and pass the entry examination of the MA in the Linguistics program.

Two hearing graduates from the University of Indonesia, Ms. SUWIRYO Adhika Irlang and Ms. ISMA Silva Tenrisara Pertiwi, were selected in 2009 after an interview and were given probationary training at the CSLDS from August 2009 to June 2010. The training began at the CSLDS with an one-month-long face-to-face instruction in learning two sign language varieties in Indonesia, Jakarta Sign Language, and Yogyakarta Sign Language, used by deaf trainees. They were introduced to Deaf Studies through workshops, discussions, and presentations. In the following ten

months, they stayed in Indonesia to receive online training, including reading assignments, sign language tutorials, and sign language assessments. They were also required to provide services at the IAWD. If their applications to the MA Program at CUHK were accepted, they would come to Hong Kong for two years to receive hepostgraduate research and on-job training at the CSLDS.

One student was successfully admitted to the MA program in 2010/11. After this, it was two more years before the other student was able to improve her English and meet entry requirements. The CSLDS was impressed with her enthusiasm and commitment to working with Deaf people during these two additional years. The CSLDS recruited her as an assistant for material development and offered tutorial support from the English instructors of the APSL program. The second student was admitted to the program in 2012 and completed it in 2013.

In Sri Lanka, the preparation of hearing students to begin postgraduate training at CUHK took nearly five years. Moreover, only one of the two students was able to enter the MA program. Hearing student recruitment did not begin well at the University of Kelaniya. Nearly three years after the commencement of the deaf training program, no suitable hearing candidates were recommended. To solve this problem, SLCFD, the University of Kelaniya, and the CSLDS introduced a credit-bearing sign language course for hearing students enrolled in the special degree program in linguistics at the University of Kelaniya. Two students were selected in 2011 and brought to Hong Kong for probationary training in late 2012 as they prepared for their English tests. After four months of training, however, only one participant met the entry requirements. The other student was given another chance but was still unable to meet the minimum

requirement. As the deaf students were almost at the completion of their training in Hong Kong, it was decided that the project would proceed with just one hearing trainee while reserving the remaining place for future candidates.

Design of research and training courses

Regarding the types of research and training envisioned, the training courses were packaged into several diploma programs and a higher diploma program, reflecting a gradual progression from analyzing the basic structure of individual signs to sign language sentences and discourse. This evolution was intended to prepare students for a course on professional sign language teaching and lead to academic studies on general and sign linguistics. A pyramid model based on academic excellence was adopted. Deaf trainees who excelled in one program were selected for advanced training. The training was infused with a heavy component of English literacy skills to enhance global prospects for career development.

The course descriptions for all diploma programs described below are included in Appendix E.

The Diploma in Basic Sign Language Lexicography for the Deaf consisted of five courses for 12 credits.

1. Formational Structure of Sign Languages (3 credits)
2. Sign Language Lexicography (3 credits)
3. Introduction to Sign Language Research (1 credit)
4. Hong Kong Sign Language I (2 credits)
5. Basic English (3 credits).

The Diploma in English and IT Application for the Deaf consisted of five courses for 13 credits.

1. Basic Computer Skills (1 credit)
2. Basic Desktop Publishing Skills (2 credits)
3. Hong Kong Sign Language II (2 credits)
4. English Literacy Skills (4 credits)
5. Expanding Vocabulary (4 credits).

The Diploma in Sign Language Studies for the Deaf consists of five courses for 14 credits.

1. Exploring Sign Language Grammar: Phonology (3 credits)
2. Exploring Sign Language Grammar: Morphology (3 credits)
3. Exploring Sign Language Grammar: Syntax (3 credits)
4. Sign Language Research Projects (2 credits)
5. Introduction to Sign Language Teaching (3 credits).

The Diploma in General Studies for the Deaf consists of four courses for nine credits.

1. Exploring Deaf Studies: Deaf Histories and Communities (2 credits)
2. Exploring Deaf Studies: Language and Education (2 credits)
3. Hong Kong Sign Language III (2 credits)
4. Expanding General Knowledge through English (3 credits).

The Diploma in English Literary Skills for the Deaf consisted of four courses for 12 credits.

1. Developing Reading Skills I (3 credits)
2. Developing Reading Skills II (3 credits)
3. English Grammar for Intermediate Learners (3 credits)
4. Exploring English Sentence Structure (3 credits)

The Higher Diploma Program in Sign Linguistics and Sign Language Teaching consists of 30 courses, grouped into four main areas: sign linguistics, sign language teaching, Deaf Studies, and English literacy. The courses are as follows: Course descriptions are included in Appendix E.

Sign Linguistics

1. Sign Language Phonology (3 credits)
2. Sign Language Morphology (3 credits)
3. Sign Language Syntax (3 credits)
4. Sign Language Lexical Analysis (2 credits)
5. Non-Manuals in Sign Languages (2 credits)
6. Sign Language and Society (3 credits)
7. Sign Language Acquisition (3 credits)
8. Sign Linguistics Research Project I (5 credits)
9. Sign Linguistics Research Project II (6 credits)

Sign Language Teaching

1. Designing Sign Language Teaching Syllabi (3 credits)
2. Designing Sign Language Learning Materials (3 credits)
3. Sign Language Teaching Methodology (3 credits)
4. Practicum in Teaching Sign Languages (6 credits)
5. Designing Sign Language Assessment (3 credits)

Deaf Studies

1. Deaf Identities and Deaf Cultures (2 credits)
2. Deaf Histories and Deaf Communities (2 credits)

English Literacy

1. Readings in Language and Linguistics (3 credits)
2. Readings in Language Teaching (2 credits)
3. Readings in Applied Linguistics (2 credits)
4. Readings in General Health Care (3 credits)
5. Readings in Basic Concepts in Science and Technology (3 credits)
6. Readings in Basic Concepts in Social Sciences (3 credits)
7. General Health Care (3 credits)
8. Exploring English Grammar I (3 credits)
9. Exploring English Grammar II (3 credits)
10. Advanced English Reading Skills I (4 credits)
11. Advanced English Reading Skills II (4 credits)
12. English Writing Skills I (2 credits)
13. English Writing Skills II (3 credits)
14. English Writing Skills III (3 credits)

Project Implementation

The project implementation is illustrated in the table and discussion below.

Table 8.1: Implementation schedule of the training courses

Year	Course Work and Materials Production	Summer
1	Diploma in Basic Sign Language Lexicography for the Deaf Diploma in English and IT Application for the Deaf	Intensive work on learning material production and fieldtrips during home leave period
2	Diploma in Sign Language Studies for the Deaf Diploma in English Literary Skills for the Deaf Diploma in General Studies for the Deaf	
3	Higher Diploma Program in Sign Linguistics and Sign Language Teaching	
4		
5		

Twelve students, four students each from Indonesia and Sri Lanka and three students from Hong Kong, were enrolled in the first-year training. This was the preparatory stage for intensive training in sign linguistics and sign language teaching courses in the second year. They spent 14 hours per week for five months reading ten courses. The courses introduced the students to foundational knowledge in linguistics and information technology, which were applicable to work, as they prepared sign entries for dictionaries and learning materials. English is an important focus in the curriculum to prepare students to access lecture materials and reference texts written in English. As the number of instructional hours in the first year was lower than that in the following years, students had more time for self-study to improve their English. This was particularly important for Sri Lankan students, as English was not a subject in schools, and they lacked exposure to English during their high school studies.

A mixture of gestures and HKSL was initially used in all courses. Indonesian and Sri Lankan students were able to acquire some HKSL via self-learning materials

introduced to them before they visited Hong Kong and via informal interactions during the first few weeks as they settled in prior to the beginning of the first-year courses. Sixty formal instructional hours in HKSL were included in the curriculum to support students in acquiring the language through daily interactions with their fellow deaf students and deaf Hong Kong colleagues at the CSLDS. The teacher–student interaction in class was enhanced when local deaf students served as mediators. For example, clarifying elaborate explanations provided by teachers or questions raised by other students using gestures, HKSL, or signs picked up from Indonesian or Sri Lankan students. As reflected in the course evaluations at the end of the year, the students were satisfied with their communication with the teachers and found that HKSL improved their understanding of course content.

All 12 students completed and passed their first year of training. One trainee from Sri Lanka withdrew from the program before the second year. Ten of the remaining 11 students completed the remaining three diplomas. A student who failed one course in the program was allowed to retake the course with the next cohort. Upon consideration of each trainee’s academic and work performance, two Indonesian trainees, two Sri Lankan trainees, and three Hong Kong trainees were recommended for the Higher Diploma Program in Sign Linguistics and Sign Language Teaching.

The higher diploma training began in November 2009 and was completed in 2013. All nine students completed the training program. In addition to regular courses and data collection field trips during study breaks, deaf trainees of the APSL Program also benefited from participating in conferences and other international events. In 2012, one Indonesian student and three Hong Kong students attended and presented at the

New Ways of Analyzing Variation – Asia Pacific 2, Tokyo, Japan. In the same year, some students attended and presented at the 11th Asia-Pacific Congress on Deafness in Singapore. In 2013, the 3rd International Conference on Sign Linguistics and Deaf Education was held at CUHK. Some graduates made on-stage presentations on the findings of their final-year research projects.

Impact

This project has had a significant impact. In Indonesia, the project achieved its goal of grooming a team of researchers, three deaf and two hearing people. A set of student handbooks and companion dictionaries for both Jakarta Sign Language and Yogyakarta Sign Language were completed in 2013. The hearing students conducted two research projects on Jakarta Sign Language and Yogyakarta Sign Language. They produced two M.A. theses titled “Signing Varieties in Jakarta and Yogyakarta: Dialects or Separate Languages” & “Mouth Movement Patterns in Jakarta and Yogyakarta Sign Language: A Preliminary Study” respectively. Deaf students also conducted mini-research projects during their studies, and some of the results were presented at international conferences.

Immediately after the team completed the training in Hong Kong, the University of Indonesia developed its own proposal to set up a research center at UI, our partner university. The Nippon Foundation accepted this proposal. The Laboratorium Riset Bahasa Isyara (LRBI) was established in 2014 to continue the documentation of sign language varieties in Indonesia, offer sign language courses for university students, and conduct training in sign language teaching with deaf people from different regions. In

the same year, one deaf researcher was successfully admitted to the Bachelor of Arts in Linguistics program and subsequently to the MA in Linguistics program at CUHK. In 2018, another deaf researcher was successfully admitted to the BA in English program at UI. Both graduates of the APSL program completed their studies and continued to serve at the LRBI.

In Sri Lanka, the project achieved its goal of grooming four deaf and one hearing researchers. A set of student handbooks and companion dictionaries for Sri Lanka Sign Language was completed in 2013. The team of researchers conducted various sign language promotional and training activities for different target groups in their local communities. These groups included deaf children and adults, parents of deaf people, women's groups, teachers of the deaf, hearing interpreters, and government officials. Some community work has led to direct social and educational service support or movements for sign language rights for deaf people. Several activities in collaboration with government bodies led to the enhancement of information access for deaf communities and certifications for sign language interpreters, as listed on the following page.

Table 8.2: Collaborations

Name of activity	Beneficiaries/target population	Government bodies involved
E-thakshilawa (E-school)	Deaf primary school students	Ministry of Education
Diploma in Sign Language Interpretation	Hearing people who want to become sign language interpreter	National Institute of Social Development
Information pack on how to get Passport delivered in Sri Lanka Sign Language	Deaf community	Department of Immigration and Emigration
Workshops/Sign Language classes	Police officers, social services officers, and nurses	Corresponding units /departments
Preparation of the Disability Rights Bill and the Sign Language Bill	General public	Ministry of Social Services
Serving on the Advisory Committee for the Education of Disabled Children	Deaf school children	Ministry of Education

At the University of Kelaniya, the Centre for Disability Studies was established in June 2015 under the Faculty of Medicine to house the APSL researchers. They conducted sign variation documentation activities in the cities/deaf schools outside Colombo and offered short training courses to Deaf people recruited via Deaf associations of the respective districts. They also taught sign language courses and supported sign linguistic courses in the Department of Linguistics and the Department of Disability Studies. They were assigned to provide teaching support in the diploma program to train sign language interpreters under the supervision of the Department of

Linguistics. After completing the APSL program in Hong Kong, the deaf researchers were hired to hold teaching and research positions in the CSLDS. Together with an Indonesian deaf researcher, one Hong Kong deaf researcher was admitted to the BA in Linguistics program in 2014 and to the MA in Linguistics program in 2019. Another deaf researcher began a professional diploma program in sign interpretation at CUHK in 2018 and became the first deaf signer in Hong Kong to complete specialized training in sign language teaching and sign interpretation. Hong Kong deaf researchers supported development in Hong Kong by educating the next generation of sign language teachers and interpreters at the certificate and professional diploma levels. They also taught HKSL courses to hearing university students at CUHK, some of whom eventually became teachers and sign interpreters to serve the deaf community.

In addition to supporting local development, Hong Kong deaf researchers have facilitated the development of training and research in other Asian countries. One deaf researcher, in partnership with her former trainer in the APSL program, helped train deaf people in Indonesia and Myanmar. Another deaf researcher provided training and consulting to a group of deaf and hearing teachers in developing a sign bilingual and co-enrollment educational model in Macau. They all helped boost the CSLDS's impact on the region.

The project has evolved and its current status is described here. Since its establishment in Indonesia, LRBI has run training courses in sign language teaching, documentation, Deaf Studies, lexicography, and techniques for producing sign language dictionaries for different cities. Classes and residential camps in Bahasa Indonesia were offered to deaf participants to improve their written language. They published sign-

language guidebooks, dictionaries, teaching materials, and student manuals. In terms of research, they conducted a survey on the language practice in the Deaf communities across Indonesia, investigated the language attitudes of Deaf people towards sign language and investigated sign language variations in Yogyakarta. To promote the development of sign linguistics outside Jakarta, LRBI collaborated with several universities in Indonesia, such as Brawijaya University Malang, Sebelas Maret University Surakarta, Andalas University Padang, and Udayana University Denpasar. Because of their efforts, the government, especially the Ministry of Education and Culture's Language Development and Fostering Agency, has become aware of the linguistic status of sign language.

LRBI worked closely with the Indonesian Association of the Welfare of the Deaf (IAWD). Deaf researchers actively participated in various activities, including offering lectures and workshops at different universities and Deaf organizations, teaching sign language to university students, sharing their experiences with Deaf school children, offering training to interpreters, running campaigns in the community for social and legal recognition of sign language, and offering advice to other Deaf organizations in the production of online signing resources. Deaf researchers' knowledge and experience are deemed valuable in the eyes of the Deaf community. One was elected the president of the Deaf association at Yogyakarta in recognition of his experience and enthusiasm to serve the Deaf community. One was appointed by the IAWD to serve as the head of the Sign Language Center in Indonesia, entrusted with the responsibility to initiate and coordinate sign language promotion across Indonesia. One of them was invited to offer sign linguistics training to deaf people in Cambodia.

In Sri Lanka, the overarching strategy for development is the same as in Indonesia, although it is distinctive in terms of the actual path of implementation. The deaf and hearing trainees formed a small research team to work with the University of Kelaniya and the SLCFD. A similar goal is to establish a local project that can sustain the development of sign linguistics and actualize its impact on society. However, Sri Lanka began its work differently, as the team was initially housed under the Central Federation of the Deaf (SLCFD) rather than under the University of Kelaniya. This difference in physical setup initially resulted in a much stronger orientation towards community services for local deaf people. The local community work was hosted by SLCFD, under which deaf researchers actively participated in the planning and implementation. This significantly enhanced the SLCFD's provision of community services and expanded the spectrum of their services, for example, by serving as consultants or collaborative partners in developing professional training for the community, personnel, or professionals who serve the community.

This community characteristic of the Sri Lankan team continued to remain prominent, even after they physically moved to the university's Regama campus. Demand within the university increased gradually when the team became based at the Centre for Disability Studies (CDS). Training activities targeting university students have begun to increase. The researchers began teaching courses on Sri Lankan Sign Language on a regular basis to students at the Department of Disability Studies. They were also invited to deliver lectures, seminars, or workshops with faculty members. In addition, they implemented sign documentation work at the Ratmalana Deaf School (i.e., collecting signs used by deaf students to enhance the quality and effectiveness of

speech therapy sessions or language assessments). Despite the rapid development of university-based activities, the connection between the research unit at CDS and SLCFD remained strong, as one of the deaf researchers served as the President of SLCFD. Therefore, the activities that directly benefited the deaf community through training services or sign language advocacy did not cease.

In 2019, the research team conducted training workshops for deaf individuals in several regions close to Colombo, namely, Galle, Matara, and Hambantota. The training provided local deaf people with the basic knowledge of sign language analysis and teaching. Later, in July 2020, the SLCFD was invited by the National Language Fund (NLF) (<https://www.nleap.lk/nlf-projects/>) to implement a project titled “Promotion of the Implementation of the Official Languages Policy through Sign Language.” Despite the COVID-19 outbreak, upon receiving invitations from local government bodies and NLF representatives, the research team travelled to seven provinces to give presentations to raise public awareness of the Official Languages Policy. These examples exemplify how the research team succeeded in affecting the local community. We are confident that the Sri Lankan project will continue this balanced focus on academic research in universities and community outreach based in the national deaf association.

Hong Kong continued to develop its strengths and advantages of having the discipline of Sign Linguistics established at and supported by CUHK since the 1990s. Over the past few years, the CSLDS has nurtured local expertise and built a system that facilitates the overall development of the discipline in the Asia-Pacific region. After completing the training, Hong Kong deaf trainees further developed their specialties including Sign Linguistics, Adult Education and Sign Interpretation. While one will begin

her master's program in fall 2021, two just completed a master's degree in CUHK, and another two completed a professional diploma program in sign language interpreting organized by the CSLDS. All of them remained as staff members of the CSLDS, supporting the Centre in sign language teaching, training provision, or project interpretation. Four of them regularly taught credit-bearing HKSL courses at CUHK to educate hearing undergraduate and postgraduate students on HKSL and deaf culture.

One major project in which they participated was the revamp of the HKSL curriculum at CUHK. The goal of this project is to align the curriculum of the existing six-level HKSL courses with the Common European Framework of Reference for Languages (CEFR). In the long run, the CSLDS would like to work with the team to develop HKSL assessment tools for assessing general proficiency and the skills of sign language interpreters. Moreover, Hong Kong deaf graduates taught courses in sub-degree programs organized by the CSLDS and conducted seminars/workshops for professionals (including sign language interpreters and teachers of the deaf) at the CSLDS or other NGOs in Hong Kong.

Phase 2

Phase 2 of the Asia-Pacific Sign Linguistics program was an extension of the successful first phase of the project. New countries, either by invitation or in response to their requests, were considered for Phase 2 as a natural extension of the successful Phase 1 project. Countries were selected following the procedures adopted in Phase 1. The two countries per phase principle was maintained (with a small number of candidates from Hong Kong being attached), even though there were more than two

countries with potential for consideration. The target number of participants from each country also remained. This setup was considered ideal for achieving a good balance between diversity and concentration. A suitable degree of diversity in terms of language and educational backgrounds among the student groups stimulated learning and discussions pertaining to linguistic or cultural differences, as elaborated in the preceding section. Maintaining the setup with just two participating countries allowed for more concentrated work on analyzing the grammar of the languages, as well as producing resources based on the analysis conducted by the instructors and trainees.

Deaf education in Japan and Fiji, relevant to Phase 2, offers some background for this project. The first school for deaf people in Japan was established in 1878. By the time the project started in Japan, there were 91 schools for deaf schoolchildren in Japan and a university focusing on deaf and blind students. At this time, most educational systems used oralism.

In Fiji, according to Nelson, Tawaketina, Spenser, and Goswell (2009), education for deaf children began in the 1960's. At first, hard of hearing and deaf children were sent to schools that educated people with disabilities. In 1967, there was a move to put deaf children into separate programs. Even though deaf people had their own signs, education was primarily oral until about 1980, when Australian Signed English was introduced into the school system. At the time the project started in Fiji, students typically finished tenth grade, although some graduated from high school and a very small number attended overseas universities, usually Gallaudet University.

Facilities and personnel from relevant countries were important for supporting the development of Phase 2 of the project. The Regional Secretariat for Asia and the Pacific

of the World Federation of the Deaf (RSAP/WFD) was a close partner of the APSL program in phase 2, particularly in identifying suitable candidate countries.

Communication with local deaf associations was supported by RSAP/WFD, whereas CUHK provided academic links with universities in potential partnering countries.

The Japanese Federation of the Deaf (JFD) and University of Tokyo were identified as partners in the APSL program in Japan. The JFD assisted in disseminating information to recruit deaf trainees from different parts of Japan. Apart from the recruitment of trainees, the JFD was also centrally involved in inviting the Linguistics Department at the University of Tokyo to participate in APSL program activities. Eighteen applications were received from Tokyo, Osaka, and eight other prefectures. The applicants were tested and interviewed by WOODWARD and SZE. An experienced deaf researcher, who was also a student in the APSL program, was invited to serve on the selection board to provide a deaf perspective for identifying potential candidates. Five candidates (one each from Osaka, Chiba, Tokyo, and Gunma) were selected. Nonetheless, owing to several factors, our collaboration with the University of Tokyo could not be conducted, despite our efforts.

In contrast to other countries, trainees were recruited to receive postgraduate training mainly through The Nippon Foundation via its network with its local projects, and the CSLDS via its network with universities in Japan. After three rounds of recruitment over ten months, two hearing sign language interpreters in Japan applied for the program. Their signing skills were assessed by deaf Japanese trainees. They also passed the interview conducted by the APSL selection board.

The Fiji Association of the Deaf (FAD) and University of South Pacific were

identified as partners in the APSL program in Fiji. FAD assisted in disseminating information to recruit deaf trainees from different parts of Fiji. Apart from the recruitment of trainees, FAD was also centrally involved in inviting the Linguistics and Language Division at the University of South Pacific to participate as a partner in the APSL program. However, at the time of our invitation, no linguists at the university had expressed a strong interest in developing the discipline with us, and our discussion ended. For the recruitment of deaf trainees, twenty-one applications, mainly from Suva and other parts of the main island, Viti Levu, were received. The applicants were tested and interviewed by WOODWARD, SZE, and the deaf researcher/student of the APSL program who provided a deaf student perspective on identifying potential candidates. Finally, two applicants were selected to join the APSL program.

In Hong Kong, the CSLDS invited local deaf people to apply for the APSL program. Seven applications were received. After the tests and interviews, two applicants were accepted, one of whom was a researcher at the CSLDS.

Upon accepting a new cohort of trainees, the Centre provided training facilities and hostels for trainees from Indonesia, Sri Lanka, Japan, and Fiji concurrently. Separate workstations/classrooms were designated for each cohort to facilitate training because the two groups had similar training timetables while taking different courses. The trainees from these four countries shared their living space (males and females were living on separate floors or blocks) so that the students were provided with ample time to enjoy cultural exchanges.

Implementation and Issues in Phase 2

Some issues emerged in the countries involved in Phase 2. Compared to other countries in the Asia-Pacific region, the education level of Japanese people, including deaf people, is generally higher in Japan. There were more opportunities for Japanese deaf people to access tertiary education. Before the APSL program was introduced to the deaf community in Japan, there were already individuals and groups conducting or organizing activities in the studies of Japanese Sign Language. Nonetheless, formal training in sign linguistics and sign language teaching was not yet available locally for hearing or deaf individuals who were interested in sign language research in Japan. The APSL Program offered a good opportunity for deaf people to learn about sign linguistics and sign language teaching in an academic setting. However, unlike other less-developed countries in the region, Japan posed a unique challenge for the APSL Program in terms of student recruitment and retention. As mentioned in the previous sections, the APSL program consists of a series of diploma and higher diploma programs. In Hong Kong's educational framework, both kinds of programs catered to young high school graduates as well as adults, who would like to enrich themselves with new skills and knowledge to further their career development. This 'continuous education concept,' however, was novel to most Japanese, who had some degree of resistance to spend five years to obtain a higher diploma, particularly for those who already had a college degree in Japan. Among the five selected candidates, only two completed all training sessions. One trainee with a secured job position was unable to apply for extended periods of leave to commit to the five-year training. Two trainees decided to return to Japan for further study or career paths to serve the deaf community

after the first and second years of training, respectively. Although all trainees demonstrated capabilities and potential to complete the programs, only two remained until the end of the program.

In Fiji, the initial training setup for the Fijian group was exceptional and created unexpected challenges for trainees and project implementation. The other countries began with five trainees, whereas Fiji began with only two. We were only able to identify two suitable candidates because most applicants who completed at least tenth grade did not have sufficient skills in natural signing because of the English-based signing tradition for high school classrooms in Fiji. Based on the experiences and observations in Phase 1, a substantial number of students from one country helped cultivate a stimulating atmosphere that was essential for more in-depth discussions of the grammatical properties of their native language. Such dynamic interactions could also sharpen the metalinguistic awareness and critical thinking skills of the deaf students. When students' abilities varied, the contribution of each group member could support learning, especially for students who were weaker in linguistic intuition and logical thinking. Even though there were discussions among the whole cohort of students, that is, students with different sign languages as their native language on more general concepts, the program required them to apply the concepts and knowledge to analyze their native language.

The first year of training focused a great deal on the formational structure and lexicography, and it was not long before the two Fijian students found it difficult to handle the learning tasks, which demanded questioning and challenging their own perspectives when examining the linguistic data of Fijian Sign Language. The students

experienced even greater difficulty as they moved on to their second year of study, during which phonology, morphology, and syntax were introduced, with a higher demand for metalinguistic awareness, linguistic judgments, and data analysis. While they passed some of the other general courses in English and sign language teaching, they were unable to obtain passing grades in several linguistics courses. Therefore, they were unable to continue with advanced training.

The types of research and training for Phase 2 were conducted based on the foundational programs offered in Phase 1. In two years, the trainees read five programs: Diploma in Basic Sign Language Lexicography for the Deaf, Diploma in English, and IT Application for the Deaf, Diploma in Sign Language Studies for the Deaf, Diploma in General Studies for the Deaf, and Diploma in English Literary Skills for the Deaf. New trainers, including Mr. MAK Ka Leong Joe, Mr. THIERFELDER Philip, Ms. LAU Sin Yee Prudence, Ms. WANNAPAT Suranant Somporn, and Ms. FUNG Hiu Man Cat, were recruited into the core training team. The program also invited a deaf trainer Mr. Benjamin LEWIS to teach a course on sign language teaching.

The Higher Diploma Program was introduced in Phase 2, with a modified curriculum. The aim was to introduce courses in deaf education with the possibility of specialization in either Sign Language Teaching or Deaf Education. Five courses were added, and three courses were revised as follows: All general descriptions are included in Appendix E.

New courses:

1. Readings in Deaf Education (2 credits)
2. Teaching Methodology (3 credits)
3. Social and Cognitive Development of Deaf Children (3 credits)
4. Sign Bilingualism (6 credits)

5. Sign Language Research Methodology (3 credits)

Revised courses:

1. Sign Language Syllabus Design (3 credits)
2. Practicum (6 credits)
3. Sign Linguistics Research Project (6 credits)

Phase 2 adopted the same implementation schedule as in Phase 1. The table below briefly illustrates the course implementation schedule.

Table 8.3: Program of Study

	Course Work and Materials Production	Summer
Year 1	Diploma in Basic Sign Language Lexicography for the Deaf	Intensive work on learning material production and fieldtrips during home leave period
Year 2	Diploma in English and IT Application for the Deaf	
	Diploma in Sign Language Studies for the Deaf	
	Diploma in English Literary Skills for the Deaf	
Year 3	Diploma in General Studies for the Deaf	
Year 4	Higher Diploma Program in Sign Linguistics	
Year 5		

Nine students (five from Japan, two from Fiji, and two from Hong Kong) attended three to four courses weekly during the first year of training. As the instructional hours were shorter, the students were allowed more time for self-study to improve their English. A mixture of gestures and HKSL was used to conduct all courses. Formal HKSL classes amounting to 60 instructional hours were introduced to the curriculum to equip students with the knowledge and skills that better supported them in acquiring the language. They also used HKSL to interact with fellow deaf students and deaf colleagues at the CSLDS. The teacher-student interaction in class was also enhanced when local deaf students occasionally served as mediators using gestures, HKSL, or signs they picked up from Japanese or Fijian students. Two students from Japan

withdrew from the program; thus, only seven completed and passed their first year of training. In the second year of training, only five students completed all the three diplomas. The two Fijian students failed to pass the courses and, therefore, could not join the other five students in the higher diploma training.

Higher diploma training for the second cohort began in 2012 and was completed in 2015. All four students completed the training program. In addition to regular courses and data collection field trips during study breaks, the deaf trainees of the APSL Program also benefited from participating in conferences and other international events. In 2012, some of them attended and presented at the 11th Asia-Pacific Congress on Deafness in Singapore. In the same year, Japanese deaf trainees presented at the 38th Congress of the Japanese Association of Sign Linguistics, Gunma, Japan. In 2013, the 3rd International Conference on Sign Linguistics and Deaf Education was held at CUHK. Some students made on-stage presentations on research projects.

Impact of Phase 2

The impact of Phase 2 is described in this section. In Japan, compared with Phase 1, the project fell short of its achievements in terms of the number of deaf researchers retained. Ultimately, only two deaf Japanese researchers joined and completed the Higher Diploma training. They were subsequently involved in teaching and research at a research institute in Osaka named The National Museum of Ethnology, Minpaku. The deaf trainees who left the program before completion were mostly active in other deaf community works but did not pursue further in the field of sign linguistics. However, hearing postgraduate students excelled. Two studies on JSL

were conducted, leading to the completion of two theses titled “Relative Clauses in Japanese Sign Language” and “Head Nod as a Prosodic Cue in Japanese Sign Language and its Use by Non-native JSL Interpreters.” One student advanced further to PhD studies at CUHK, with financial support from The Nippon Foundation Scholarship for Sign Linguistics in Asia. Another student returned to the university she had worked at in Japan, Kwansei Gakuin University, and is now an Assistant Professor there, continuing research in Japanese Sign Language.

In Fiji, the impact of the project was comparably limited because only a very small number of graduates had completed foundational training. Since Phase 2 began, the APSL team and the University of South Pacific (USP) have experienced great difficulties in identifying suitable candidates to receive postgraduate training at CUHK. There was no significant progress until 2019 when the CSLDS contacted the Deaf association and the interpreter association to explore the possibility of assisting the University of the South Pacific to set up an interpretation training program. In 2020, a deaf candidate was accepted by CUHK into the MA in Linguistics program. However, due to the ongoing COVID-19 pandemic, intermittent lockdowns and prolonged international travel restrictions slowed progress. The deaf candidate also decided to defer his study to 2022-23, hopefully by then the international flights between Fiji and Hong Kong could be resumed. Meanwhile, the CSLDS will continue to seek opportunities to work with and support the Fijian deaf community.

The project’s evolution and current status in Japan and Fiji are discussed below. In Japan, while graduates and partners of the APSL program are developing research and training activities locally, Kwansei Gakuin University and the CSLDS have recently

collaborated on a sign recognition project using AI technology supported by Google. During phase one of this project, the two universities collected HKSL and JSL data to test an AI system that supports the development of a sign language online learning game called SignTown (<https://sign.town>). The game featuring AI-based sign language recognition was developed to enhance public awareness and understanding of sign languages and deaf cultures. The team will further experiment on the technology required to facilitate feature recognition in sign language databases and will enrich the online game with more sign language data, sign languages, and activities. The long-term goal of research and teaching applications is the development of automatic sign language feature labeling, recognition of short sentences, and procedural animation based on trained models (i.e., avatar development). Sign-to-text and text-to-sign searches are other aspects of the applications under exploration.

Phase 3

Phase 3 of the Asia-Pacific Sign Linguistics Program took a different turn in terms of development and started local training. The centralized training model was more demanding for students, requiring them to be more advanced academically. However, reflecting on the case of Fiji in Phase 2, many good candidates who were fluent signers could not be selected because they could not meet the basic requirements for entering the sub-degree programs. The output of that phase of training was significantly affected because of the low number of accepted candidates. Therefore, in Phase 3, a clear objective was to engage and train a substantial number of good candidates. The strategy was implementing short training blocks to facilitate

participation of Deaf persons with full time jobs or studies. Only one country, Myanmar, instead of two countries was selected to experiment with this local training model.

On the other hand, the postgraduate training program continued with opportunities to be open to any individual, preferably from a developing country in the Asia-Pacific region, who aspired to support sign linguistics research and training. During Phase 2, inquiries about postgraduate training were received from individuals who were not from partnering countries, among whom a few were deaf. Therefore, the program would like to explore this alternative route for grooming sign linguists with the capacity to serve in countries other than their own.

In Myanmar, sign language sociolinguistics is shaped by deaf education. According to Woodward (2016), Mary Chapman, a deaf British missionary, established the first school for deaf people in Myanmar in Yangon during British colonial rule in 1912. Given that British education at the time was primarily oral, it was unlikely that any sign language was used in the classroom. However, it was expected that the indigenous sign languages of deaf students at the school would be strengthened by the intense interactions of students who lived together in school dormitories.

The second school for deaf people in Myanmar was established by Sandy Smith, a hearing English woman in Mandalay in 1962. Given that British education at the time was primarily oral, it was unlikely that any sign language was used in the classroom. However, the indigenous sign languages of deaf students at the school were likely to have emerged and grew among the students who stayed in school dormitories. Smith and her family were expelled from Myanmar by the government in 1964, as were all foreigners at that time. The school was placed under government control. The third

school was established in Kalaya, eastern Myanmar, in 2005.

The project developed in Myanmar was different from those in the other countries described above. A project was implemented in Myanmar by the Japan International Cooperation Agency (JICA) since 2007, before Myanmar was identified as the country for Phase 3. Therefore, JICA was contacted, and it provided useful information for understanding the training of deaf individuals from Yangon and Mandalay. Accordingly, the team redesigned the training curriculum to accommodate the need for further development in relevant areas of sign language teacher training. In arranging the recruitment of deaf trainees, the Myanmar Independent Living Initiative (MILI), Myanmar Deaf Community Development Association, and the Deaf Youth Development Center for Mandalay provided great support to the program through their networks in disseminating information. MILI and Mary Chapman School for the Deaf at Yangon were important partners in the arrangement of personnel from Hong Kong to visit different groups and provide training in Myanmar. Mary Chapman School for the Deaf was an important partner in the initial stage of training, as it provided facilities for training and support in logistics.

Graduates of Phase 1 training also contributed to the promotion of the program and the selection of candidates. One deaf graduate from Indonesia helped introduce sign linguistics and APSL training at a briefing session to deaf participants of the National Disabilities Forum held in Yangon, which was attended by over hundred deaf/hard-of-hearing participants. Subsequently, when applications for the training were received, a deaf graduate from Sri Lanka served on the selection board to help identify potential candidates.

The APSL program continued to receive support from RSAP/WFD. Mr. MIYAMOTO was invited to join WOODWARD when the first block of training was offered. Myanmar students received an explanation about the partnership between the WFD/RSAP and the CSLDS in providing training to deaf people in Asia. He also provided the APSL program with valuable comments on participating students' attitudes and abilities, based on their interactions.

The Mary Chapman School for the Deaf provided the program with training facilities and hostel places for trainees during short training programs. Similar to Phases 1 and 2, a room was arranged to serve the purpose of training and production of dictionaries and teaching materials. The training facilities at the CSLDS were also used to deliver training workshops and data collection when trainees were brought to Hong Kong for a short trip. During this period, Myanmar trainees stayed at a hostel arranged by the CSLDS. Towards the end of 2019, when the team saw the need for a larger space to accommodate the materials production work, a residential apartment was rented and renovated to become a living quarter-cum workstation for the Yangon team.

There are special issues in Myanmar. Thirty-five applications from Yangon and thirty applications from Mandalay were received. Twenty applicants (14 from Yangon and six from Mandalay) were selected to participate in the block training. The main criterion for selection was signing skills, as the block training imposed a less stringent requirement of educational qualifications. However, of the 30 applicants, only a very small portion met our requirements during the interviews and tests. Therefore, considering the number of trainees recruited, training was conducted by grouping the trainees in Yangon instead of separately in the two cities as originally planned. Sixteen

students (13 originally from Yangon and three originally from Mandalay, but based in Yangon for work) attended and completed the entire block of training at the end. Three of the students could not attend this training because they had returned to Mandalay when the training was offered.

As the core value of APSL is to document sign languages and support sign language learning, lexicography was identified as an area for block training and sign language teaching for formal training. Two courses titled “Basic Sign Language Phonology” and “Basic Sign Language Lexicography” and several workshops were conducted.

A Certificate in Sign Language Teaching was also offered. The program consisted of five courses. The course descriptions are included in Appendix E.

1. Basic Sign Language Grammar (2 credits)
2. Introduction to Sign Languages and Deaf Communities (2 credits)
3. Sign Language Teaching Methodology (2 credits)
4. Sign Language Syllabus and Materials Design (2 credits)
5. Practicum (55 hours).

The project implemented foundational courses in sign language lexicography. In 2015, a 20-hour course on basic sign phonology, taught by WOODWARD, was intended to assess students’ academic ability through various learning and assessment activities to analyze the formation/parameters of signs. The APSL team considered the first training session successful. 80% of the students who attended the first training session demonstrated the ability to pursue the second training block.

The second training session was conducted in the same year to further assess the students’ abilities. Thirteen students who performed well in the first round were invited to attend the training sessions. Unfortunately, one student who was originally

from Mandalay and was deployed to Yangon for work could not attend the training because she had been reassigned back to Mandalay. Again, at Mary Chapman School for the Deaf, WOODWARD conducted training and introduced basic sign language lexicography and deaf history, in addition to some revisions on sign phonology. The new subjects required students to apply the knowledge gained in the previous training to analyze new subject matters. They learned how to organize signs in a dictionary following a linguistically defined order. They needed to be familiar with certain important events in deaf history and to reflect on the possible effects of these events on their own deaf community. 76% of the students attended all classes and completed the second training block.

WOODWARD and Hong Kong-based researchers conducted sign collection activities and offered foundation courses in 2016. In this process, six of the 13 students demonstrated good academic performance, signing skills, and interpersonal skills to pursue further in the training program. By May 2016 (i.e., approximately a year after the completion of the courses), signs for producing five lessons in a sign language teaching book and companion dictionary were collected. Although the mode of training deliverance differed significantly between Phases 1 and 2, the APSL team concluded that comparable outputs could be achieved through training blocks that were not organized as a formal certificate/diploma program.

Having acquired a set of skills and knowledge for sign language documentation and dictionary production, the six Myanmar trainees began receiving formal training in Sign Language Teaching in 2016/17 – Certificate Program in Sign Language Teaching. Led by WOODWARD, MAK, WANNAPAT, and Ms. Connie LO (a graduate of Phase 1

from HK) delivered a series of courses at Mary Chapman School for the Deaf in Yangon.

The certificate program comprised five modules and amounted to 160 instructional hours delivered over six 2-week training trips within 10 months. The courses were delivered through the effective use of Yangon Sign Language, which the trainers picked up since the previous project year, with abundant visual materials and gestures. Written materials were provided in English with a large portion of materials, including required readings and final exam papers translated into Myanmar's written language with the support of the Mary Chapman School for the Deaf. All six trainees successfully fulfilled the attendance requirements and passed all the assessments in July 2017.

The certificate program consisted of a practicum component during which deaf trainees delivered Yangon Sign Language lessons for the local community. The CSLDS coordinated with Mary Chapman School for the Deaf to offer sign language classes. Altogether, 12 free sign language classes were offered during the practicum period, which amounted to 180 learning hours. On average, around 15 hearing participants were enrolled in each 15-hour sign language class. Each hearing participant who fulfilled the attendance requirement was awarded a certificate of attendance issued by the CSLDS.

The project's impact on Myanmar was tangible. Myanmar trainees concurrently studied the certificate program and continued with materials production work supervised by researchers/trainers led by WOODWARD. Mr. CHENG Ka Yiu played an important role in the operation for providing technical advice at this stage, where the students'

basic computer skills as well as photo-editing and page-making skills were still limited. By the end of 2017, the Yangon Sign Language: Student Handbook and Companion Dictionary 1 (International Edition)” and “Yangon Sign Language: Student Handbook and Companion Dictionary 2 (International Edition)” were completed. By August 2019, three additional sets of Yangon Sign Language Teaching Books and Companion Dictionaries were produced. In 2019, the researchers also enriched the Asian SignBank by supplying sign entries coded with phonological features and transcribed (using English glosses) sign utterances extracted from six student handbooks.

The outputs of the project in Myanmar in terms of supporting the dictionary and production of teaching materials were satisfactory. This success can be attributed to three factors. The first was a certificate program structured to provide intensive knowledge-based training by stage. Workshop type training designed for flexible adjustment to provide specific work skills enhancement at a specific production timeline is a second factor. In addition, all-year-round on-site (during short training/production work-focused trips) and off-site supervision (via utilization of instant messages, video conferencing, and computer networks) allowed an efficient and cost-effective management system.

Myanmar is currently equipped with a team of deaf researchers based in Yangon who are skillful in sign language learning material production and data preparation for basic sign language analysis. A Memorandum of Understanding (MOU) between Yangon University of Foreign Languages (YUFL) and CUHK is under preparation for facilitation of a formal collaborative relationship (2019-2023) such as faculty exchanges and collaborative research. There is potential for various types of activities, including

teaching sign language to the students or faculty members of YUFL, and sign language documentation activities to be implemented once the MOU is established.

Chapter 9: Expecting and Solving Problems

Every project will have problems regardless of how well it is planned. Sometimes, we can predict and solve these problems before the project begins. Some problems arose as surprises. This chapter discusses how some of the project proposals were able to predict problems during the planning or early stages of the project. We also discuss how the projects were able to solve unexpected problems as they progressed. We made recommendations based on the problems we experienced. This chapter is divided into four major sections that discuss both expected and unexpected problems: 1) general problems, 2) problems in the Dong Nai projects, 3) problems in the project on Practical Dictionaries of Asian-Pacific Sign Languages, and 4) problems in the Asia-Pacific Sign Languages project.

Many general problems can be avoided by doing two things. First, understand the recommendations from the United Nations and the World Federation of the Deaf about projects that use the cultural model of deafness. Second, do not place a project within an institution that does not believe in a cultural approach to deaf-related projects. The United Nations (UN) and the World Federation of the Deaf (WFD) have some recommendations. These guidelines are important for projects that use the cultural model. In particular, those from the WFD. The basic philosophy behind these recommendations about research on sign languages and deaf people is best shown by quotes from each organization.

"Sign languages should be the first language of deaf persons." (United Nations Office at Vienna 1989, p. 35).

"Special educational programmes and schools that promote the indigenous sign language and the indigenous deaf culture must be available to deaf people (and) deaf people should be employed in such programmes and schools." (United Nations Office at Vienna 1989, p. 10).

"The distinct national sign languages of indigenous deaf populations should be officially recognized as their natural language of right for direct communication." (World Federation of the Deaf 1987 p. 1.)

"Deaf people who are advanced native speakers of their national sign language should be recognized as the legitimate arbiters in the correct usage of the indigenous sign language and should hold significant positions in research efforts to develop graphic educational materials in the sign language." (World Federation of the Deaf 1987, p. 1).

Although your project may follow the philosophy suggested by the UN and the WFD, it is also important that you do not set up your project in a place that opposes the cultural model of deafness. As discussed in Chapter 2, the medical and cultural models disagree on how to view and work with deaf people. There will be conflicts, struggles, and slowdowns in your project if the institution does not fully believe, understand, or support your framework of deafness. When you have limited time and funding, you want to make the most of that support by being in a place that gives you full support and will not cause any difficulties in carrying out your project.

Beyond philosophies, there is another practical matter to consider. You need to budget your project so that it is financially sustainable. You want the project to continue after the grant money stops arriving. Projects cannot last for a long time if money is not budgeted carefully. For example, increasing salaries with grant money or spending

money on unnecessary equipment can prevent a project from lasting long after grant funding ends. The goal of grant funding is to allow places to do things that they may not be able to do on their own. Grants do not last very long; it is important and ethical to plan a project that can be funded with local money after the grant money is gone.

The Dong Nai projects had some problems that we learned from. These projects anticipated some problems by following the cultural model recommended by the UN and the WFD, finding supportive project partners who agreed with the project's philosophy, and budgeting for long-term sustainability.

During the early planning of Dong Nai projects, the project staff designed and carried out projects based on what we learned from sign language research. This research was based on the cultural model. The project focused on four areas to predict problems and solve them before the project began: 1) the choice of languages and language policy, 2) the selection of a training site, 3) the management of the project, and 4) the budget for the project.

The choice of languages and language policy is important. Many deaf education projects made the mistake of misunderstanding the nature of language variation and thought that deaf children must learn the same language or that local signed languages need to be standardized into a single sign language. Language variations are natural and expected. Having more than one spoken or signed language is not an actual problem. There is no need to promote language unification or standardization. This unnecessarily changes the natural language of deaf people. Bilingualism and multilingualism are preferred, and are generally more successful than efforts to standardize languages. The main idea is that the use of local sign language(s) is

important in education. Success in education and expanding the knowledge of sign languages is the goal, not language purity.

To support successful education in local sign language variations, the project was proposed only after basic historical-comparative and sociolinguistic research was conducted in 1996 and 1997 by one of the project's co-directors. This research (Woodward 2000) showed that there are 3 major distinct sign languages in Viet Nam: HCMCSL, Ha Noi Sign Language (HNSL), and Hai Phong Sign Language (HPSL). Later anthropological linguistic research showed that Deaf people who use these different sign languages in Viet Nam have different social identities (Woodward 2003).

As a result of this research, the co-directors of the project understood that it was important that the project recognized the value of using local sign languages in education. The promotion of local sign languages respects the cultural heritage of sign languages as they are used by Deaf people, not as governments or school systems would like them to be used. The project rejected all attempts at language standardization and instead promoted multilingualism. The project selected students from all over Viet Nam but used the local sign language (HCMCSL) for instruction. Students who used another sign language were allowed to use their own sign language in class until they developed fluency in HCMCSL, which normally takes approximately six months. Outside of class, students often used their own local sign language among other people who knew it, so we also encouraged fluent users of HCMCSL to learn HNSL and/or HPSL.

Choosing the project setting is important. Sign language studies, which use the cultural model of deafness, have taught us that the establishment and running of

bilingual programs can be impacted by a few factors. One very important factor in preventing success is negative attitudes towards sign languages or varieties of sign languages used by Deaf people. These factors make it very difficult to establish good bilingual programs in schools that used to be oral-based or used simultaneous communication (Woodward 1980). Because of this situation, the co-directors of the Dong Nai project decided to set up a program that was independent of any existing school, most of which were oral and a few of them had used simultaneous communication. Another factor affecting the selection of a setting was that in 2000, most government agencies and schools did not feel that Deaf students were able to study beyond the fifth-grade level. To avoid any negative influence from the existing educational system, the project was established independently of any deaf educational school or program and independent of any government officials responsible for the existing system of deaf education in Viet Nam.

Through NGUYEN's efforts, the co-directors were able to locate the project in a province (Dong Nai) willing to experiment with new projects. As a result, the project was supported by the Provincial Government and was initially administered at the macro level by Provincial Government authorities who grant diplomas and certificates.

The project soon moved to the Dong Nai Provincial Teacher Training College (now known as Dong Nai University), an institution that was and is still willing to promote innovative programs. Dong Nai University did not have a special education department and was willing to give project co-directors full control of the project's administration.

The project ensured independence by having adequate long-term external financial support from The Nippon Foundation. Gradually, the Provincial Government took more financial responsibility for the program. Vietnamese teachers working for the project are not normally dependent exclusively on the project for their livelihood. Most are government teachers of hearing students who are committed to working in the project outside their normal activities because they want to improve the educational situation for Deaf people, not because they need money from the project to survive.

The project took the results of sign language studies to its logical conclusion by trying to make the management of the project Deaf-centered. Deaf-centered education means that the project accepts the fact that the most qualified people to talk about what is needed in deaf education are Deaf adults, especially those who are trained in sign linguistics and give Deaf adults substantial decision-making power within the educational program.

The project began by training adult Deaf students in certificate programs in sign linguistics taught by a professional sign linguist and in sign language teaching taught by foreign Deaf professional sign language teachers. Only Deaf people fluent in a Vietnamese sign language teach sign language in the project. All hearing teachers must study HCMCSL from their Deaf adult students before they are allowed to teach.

If the parents of deaf people, teachers, schools, and/or individuals outside the project request sign language instruction, the project will inform the interested parties that the project will send a certified Deaf teacher to them. If they say they do not want a Deaf teacher, then the project informs them that they cannot be of assistance since only Deaf teachers are available.

Deaf people deserve autonomy and the ability to make decisions regarding their bodies and language use. They make their own decisions about the use of hearing aids. Most do not use hearing aids. Although Deaf students were given the option to learn how to speak or lip-read, none expressed interest. Deaf students individually decide what form(s) of communication they use inside and outside the classroom.

Again, only Deaf people were trained to be sign language teachers. Hearing people who are fluent in a Vietnamese sign language are not trained to be sign language teachers, but rather trained as sign language interpreters. Hearing teachers must learn sign language from their Deaf students and must accept the grammatical judgments of Deaf people on the correct use of HCMCSL.

Most importantly, if most students in each class feel that a teacher is ineffective, the teacher will be dismissed. As mentioned in Chapter 3, two teachers were dismissed because of student requests.

When students finish their university education, the co-directors of the project work with graduates to establish new schools run and staffed primarily by Deaf adults. This has happened with the bilingual elementary school programs in Dong Nai and Ho Chi Minh City, which are staffed almost exclusively by Deaf teachers who were trained in the Dong Nai projects.

Since sign language studies view language as the most important part of an educational program for Deaf people, a bilingual educational program does not need a lot of technology to succeed. Low-tech technologies can result in considerable cost savings. The project spent only US\$ 8,847 on equipment during 12 years of operation. In addition, if the project is well-designed in a culturally sensitive manner, foreign

experts do not need high salaries. All foreign experts involved in the project either worked for expenses only or earned the same wages (US\$ 2 per hour) as the Vietnamese teachers involved in the project. The average annual cost of the project was \$37,907. The costs ranged from US\$20,827 to a high of US\$52,827 per year. Project costs include all spending, including all salaries and travel expenses for foreign and Vietnamese teachers, as well as providing dormitory rooms for students. The students in our project did not pay tuition or other fees.

The Dong Nai Deaf Education Project succeeded in Viet Nam at an average cost of less than US\$38,000 per year. These low overall expenses suggest that similar programs could succeed in other countries. Depending on personnel instead of technology can keep costs low and improve chances of success.

Sign language studies have profoundly changed the lives of Deaf people in Viet Nam by providing them with a highly successful, high-quality, low-cost, Deaf-centered bilingual education program at the secondary and tertiary levels. Such studies can do the same for Deaf people in other countries.

Despite the best attempts to prevent problems in the Dong Nai Projects, three unexpected problems arose during the project. The first major problem occurred when Lac Hong University could not provide sufficient classrooms for our work. The solution was easy because of support from the Dong Nai Department of Education and Training, who recommended that the project be relocated to Dong Nai Provincial Teacher Training College. We advise that there should be more than one, preferably several potential, sites identified for future projects,

The second problem was the unexpected passing of KEMP, who was very important for the sign language teaching portion of the project. We were unable to find a replacement for KEMP because foreign Deaf professionals did not want to come to Viet Nam for the amount of time needed or did not agree to the salaries we offered, which were decided by the Vietnamese economy. We could not afford to hire people at their regular salaries, doing so would have more than doubled the annual costs of the project. One possible solution was to send one of our graduates abroad to complete a master's degree in sign language teaching. However, when one of our graduates went to Gallaudet with a scholarship from The Nippon Foundation to earn their M.A. in sign language teaching, they chose to establish a company teaching sign language instead of returning to Dong Nai University to manage the Certificate in Sign Language Teaching program. The lesson learned from this was that a project should have several people in each area of specialization ready and willing to replace project personnel if needed.

The third problem occurred when Dong Nai University informed the project that only students from Dong Nai Province were allowed to attend their Provincial Teacher Training College. Project staff incorrectly assumed that because the project was allowed to train deaf junior and senior high school students who were not from Dong Nai, this flexibility would extend to deaf college students. This problem was solved by formally requesting permission from the Dong Nai Provincial Department of Education and Training and the Dong Nai People's Committee that deaf students who graduated from the senior high school program in the Dong Nai project were allowed to enter and study at the Dong Nai Provincial Teacher Training College. The decision took one year, but

we were fortunate to obtain permission. The lesson learned was that all possible issues should be considered and addressed before or at the start of the project.

The project on Practical Dictionaries of Asian Pacific Sign Languages was set up following all the general issues discussed earlier in following the recommendations of the UN and the WFD, placing the project in an institution that supported the cultural view of deafness and budgeting so that the project is financially sustainable.

The project attempted to avoid potential problems by limiting the number of sites, ensuring that there was at least one sign linguist at each site, and ensuring that students could earn certification and create sustainable budgets. The only problem we avoided was the budget issue. We budgeted US\$50,000 per year to cover all the costs for each site. While US\$40,000 a year or less is generally sustainable in most Southeast Asian countries, the extra US\$10,000 per year was to cover international travel and any unexpected or emergency costs. Without previous experience in simultaneous multi-geographic area projects, the staff felt it best to prepare for unexpected costs.

We were able to convince The Nippon Foundation to downsize its aim to produce materials for six countries to four countries. However, given the substantial differences between Hong Kong and Viet Nam compared to Cambodia and the Philippines, we should have insisted on only two geographic areas, Hong Kong and Viet Nam, being included. One important difference is that Hong Kong and Viet Nam had university affiliations, whereas Cambodia and the Philippines did not. This made it less likely that deaf people in Cambodia and the Philippines would receive certificates for the

completion of their studies. Cambodia also did not have a resident sign language linguist. This was a warning sign of potential problems to come.

Several problems occurred with the staffing of our projects with sign language linguists. First, the linguist hired for Hong Kong and Cambodia resigned within the first year of the project. While linguists in Hong Kong could handle Hong Kong effectively, none were able to travel to Cambodia. That left WOODWARD responsible for both Cambodia and Viet Nam. While Phnom Penh and Ho Chi Minh City are less than one hour apart by air, the weekly flights were tiring. In 2005, WOODWARD, who was 55 at the time, developed a severe case of diabetes and required bed rest. Fortunately, Tashi BRADFORD, a Deaf linguist who had received their training at Gallaudet University, was able to replace WOODWARD in Cambodia.

The long-term sustainability of projects often depends on low turnover and experienced personnel. However, people do not want to stay if they have no tangible benefits. For example, no certificates or diplomas were offered to participants in projects in Cambodia or the Philippines. This meant that students who graduated did not have improved success in getting jobs. Of the six students from Cambodia, two quit immediately after the training. Four worked on handbooks and dictionaries, but three quit as soon as production was completed. Only one participant remained involved in this research. Of the participants in the Philippines, only one student is still involved in the research.

Most students who finished the projects in Hong Kong and Viet Nam remained involved in the fields in which they were trained. Some continued as researchers, sign language analysts, teachers of sign language and deaf students, and so on. Given the

importance of official recognition of education and skills, as well as improved economic opportunities, affiliation with a university improves the long-term sustainability of the project.

The project on APSL was set up following the recommendations of the United Nations and World Federation of the Deaf, which was placed in an institution that was open to the cultural model. However, the institution emerging with the readiness both academically and operationally in Asia happened to be in a developed country. The high cost in maintaining the operation and sustaining the development financially was inevitable. For example, salaries in Hong Kong were ten times the rate at which they were at the same position in Vietnam. Salaries and other costs in Hong Kong eventually became too expensive. This ultimately meant the loss of funding for the higher diploma program and its indefinite suspension. The Nippon Foundation stated the program costs were too high to maintain. The project team was unable to devise strategies to attract other funding sources to sustain the programs.

There are advantages and disadvantages of having a centralized regional program as opposed to single-site programs. One advantage includes having sufficient project staff members in each important category, so that if a project staff member becomes ill or passes away, the project will not be substantially affected. Another advantage includes fewer travel obligations for project staff. Finally, the students were exposed to new cultures.

However, centralized regional programs generally need to be implemented in places with developed capacities for technology and complex funding. Such placement can greatly increase the costs associated with the project. In the case of Hong Kong,

students had to learn both HKSL and English. Third, not all cultures get along well with one another. Another disadvantage is that the regional center may not always provide certification that is accepted in all countries involved in the project.

These disadvantages have caused some students to experience difficulties in the APSL program. Students in the APSL program had problems with English as a Second or Third Language. However, this situation does not occur in single-site projects. Since Hong Kong Sign Language (HKSL) was considerably different from the students' sign languages, it took longer for them to become familiar with HKSL than it did for Vietnamese students to learn a second Vietnamese sign language.

Issues with cultural adaptation and interaction emerged, which did not tend to occur in single-site projects. For example, Fijian students had a particularly difficult time adjusting to Hong Kong's culture and new ways of learning and studying there. Japanese students, on the other hand, were not particularly satisfied with parts of the curriculum or the level of certification offered. These certificates did not have the same authority outside of Hong Kong.

The Diploma Programs and the Higher Diploma Program offered by CSLDS, CUHK, allowed students who have not completed high school to earn the equivalent of an associate of arts (A.A.) degree, which allowed them to enter university if the university accepts them. Two basic conditions needed to be met for this intended pathway to college or university to succeed in any country. First, the country needed to have an international academic recognition and accreditation system, e.g. a qualification framework. Second, there exists a senior entry system in universities for applicants with an A.A. degree/ Higher Diploma degree. To smooth out the process, ample time should

be allowed to work with the partnering universities in completing relevant procedures of qualification recognition if required by local authorities e.g., the University Grant Council. In the case of Hong Kong, three of the higher diploma graduates were admitted to the third year of the B.A. in Linguistics at CUHK without difficulty. In the case of Indonesia, the University of Indonesia did not recognize our Higher Diploma qualification and required our ASPL graduates to enroll as first year students in their degree programs. Our Sri Lankan and Japanese Deaf graduates did not attempt to apply for a university degree, and it remained unknown if Japanese and Sri Lankan universities would recognize the Higher Diploma qualification granted in Hong Kong.

While single-site and regional proposals have both advantages and disadvantages, single-site proposals are more likely to receive support than regional proposals. Regional proposals have more rigorous requirements. Please remember that even best-laid plans can be disrupted by unexpected problems. Try to anticipate all possible problems that can arise and devise plans to solve them if they occur. One important thing to plan is to have additional people qualified and willing to replace project personnel at each position in case someone leaves the project.

Chapter 10: Things to Consider When You Develop Similar Projects

If the chapters so far in this book have generated interest in developing projects related to deaf people, we have included this chapter to provide practical advice for preparing a project proposal. This chapter provides guidance on the questions you should ask before submitting a proposal related to deaf people. We also offer some insights into the types of personnel and organizations needed for proposals focused on sign linguistics, sign language teaching, and bilingual education. Finally, this concludes with issues surrounding the establishment and implementation of projects.

Before you participate in any project about deaf people, the most important question to ask yourself is, “Why do I want to be involved in this project?” For hearing applicants, if your goal is to be an equal partner in working with deaf people to increase accessibility, develop, and share knowledge about Deaf cultures and sign languages, you are going in a good direction. If your goal is to help deaf people, then reconsider your motivations. Deaf people are not interested in help because the idea of helping deaf people is based on the view that deaf people are helpless, child-like, incapable of making decisions about their own lives and best interests, and unintelligent or incapable of doing research. These attitudes have been around for a very long time, and Deaf people do not want this unequal status to continue. When the attitude focuses on “helping” then the deaf partners in your project will not have equal status with the hearing people involved. What Deaf people want is for hearing people who work with them as equal partners and who are willing to let Deaf people make decisions regarding their lives. If you, as a hearing person, still want to be a helper rather than an equal partner after seeing this information, you have no business working with deaf people.

This attitude means that you will use your privilege as a hearing person to oppress deaf people by treating them as inferior to you. Even those with the best intentions still oppress by denying their self-determination and lived knowledge.

For deaf people planning to work on projects with hearing people, make sure none of the hearing people in the project want to “help” you, but that they all want to work with you as equal partners and let you make have decision-making power.

The work in this book focuses on projects related to sign linguistics and bilingual education. Therefore, we limited our discussion to these topics for potential proposals. For us, the development of bilingual deaf education programs using the local sign language(s) of deaf people is a high priority. Similarly, the training of deaf teachers to teach deaf students is another high priority. Such programs require teaching materials in the local sign language, which presupposes sign linguistics training for deaf researchers and their hearing colleagues.

In addition to being uneducated and/or undereducated in some countries, deaf people often struggle with under-employment and/or unemployment. Support for meaningful vocational and technical training might be considered for funding. Programs that reduce negative attitudes towards deaf people are likely to be considered for funding. Any proposal should be based on a good understanding of local sign languages and Deaf cultural values, and most importantly, train and use Deaf people to advocate for social equality and social justice for deaf people. Proposals that substantially improve the educational, employment, and social status of deaf people are prioritized.

The political situation of each country must be considered when developing

proposals. Countries with stable political situations are more likely to be considered for funding. However, stability has different meanings. For example, in most of the countries where we had funded projects, there were no armed civil conflicts. However, the work reported in this book was carried out in some countries where there were civil wars or occasional assassinations. In Cambodia, work started while there were still a small number of street assassinations, but the number of deaths drastically decreased. In the Philippines, armed insurrections occurred, but they were geographically far removed from where the projects were being carried out. There was a major civil war in Sri Lanka, but it was far removed from the area in which the project was taking place. However, during one trip by WOODWARD, one day after his arrival in Sri Lanka, the international airport was bombed. Fortunately, this situation did not persist and work in Sri Lanka continued. The project was approved in Myanmar despite two ongoing civil wars. The project first focused on Yangon where there was no war. However, COVID-19 and the recent coup have made it impossible to continue working on any project activities in Myanmar. Therefore, all activities in Myanmar were indefinitely suspended.

Determining the ideal duration for a grant is an important task when considering a proposal. Proposals for different topics require varying amounts of time. It is advisable to ensure that as much preparatory work as possible is completed before the submission of the proposal.

Starting from scratch and laying the groundwork for a typical project will likely take at least three months for projects in sign linguistics and/or sign language teaching. This includes meeting with all interested individuals, obtaining agreements for the work to be done, detailed planning of the project, and writing the proposal

From previous experience, it is expected that the necessary selection and training in sign linguistics and sign language teaching for Deaf adults will take approximately one year. The production of sign language teaching materials and companion dictionaries will take approximately one year for every ten lessons produced. While the project on Practical Dictionaries of Asian-Pacific Sign Languages, which aimed to train Deaf individuals in sign linguistics and sign language teaching and produce 30 lessons of teaching materials and companion dictionaries, was proposed for three years, it took five years in most countries to complete.

For projects in bilingual education, starting from scratch and laying the groundwork for a typical project in bilingual education for Deaf individuals will likely take more time than projects in sign linguistics and sign language teaching. This is because obtaining approval to research sign language scientifically seems to be less complex and controversial than obtaining approval to educate deaf students using sign language. It will probably require three to six months to prepare a fundable proposal. This includes meeting with all interested individuals, obtaining agreements for the work to be done, detailed planning of the project, and writing the proposal.

Based on previous experience, it is expected that the selection of deaf students for the program may take two to three months, that preliminary training of deaf students to teach their hearing teachers the local sign language will take at least three months, that the selection of a preliminary cohort of teachers will take one to two months, and that training the first cohort of hearing teachers in the local sign language will take at least three months. Thus, 9–12 months of the first year of the project will be spent on

these activities. We suggest that the project allows for one new grade each year, as moving too fast can overwhelm teachers and delay appropriate progress on the project.

One of the most important aspects of proposals on sign linguistics, sign language teaching, and bilingual education is the people involved in the project. Proposals for different topics require different types of personnel and organizations.

At minimum, projects in sign linguistics require the cooperation of several types of people and organizations: trained sign linguists, Deaf adults who want training in sign linguistics, and a site where training and research can occur. Ideally, a local university and Deaf Association are also involved.

The services of a trained sign linguist, deaf or hearing, are important. Traditionally, linguists were interested only in spoken languages and did not believe that sign languages were true languages. It took 40 years of research to convince many American linguists that sign languages are true languages (Linguistic Society of America 2001). Therefore, it is necessary to find a trained sign linguist who can provide up-to-date training to Deaf adults. It is important to train people who are fluent in the local sign language first. The great majority of people who are fluent in the local sign language are Deaf. Some hearing people may have grown up with the local sign language. However, by training Deaf people first, the project respects the knowledge of and places that power in the hands of Deaf people, who in fact “own” the language as part of their social identity.

Working with a university allows Deaf trainees the opportunity to be officially recognized and certified for training. Having paper certification for qualifications is important in many countries, especially Southeast Asian countries. The project’s

relationship with a Deaf association ensures recognition of the importance of training among local deaf communities. The possible collaboration between a local university and a local deaf association is valuable for improving hearing people's attitudes towards sign languages and deaf individuals.

Projects in sign language teaching should be conducted after sufficient training in sign linguistics and after sufficient production of grammatical and lexical information. The linguist is not necessary for training in sign language teaching but is useful in cases where technical questions about linguistic structure arise during training. This depends on the recommendations of the sign language teacher trainer. The teacher trainer should be a Deaf professional sign language teacher or sign language teacher trainer. Only Deaf people should be trained in sign language teaching and are allowed to teach sign language. Many Deaf people around the world believe that this is important. Hearing people fluent in the local sign language should be trained as interpreters by taking courses in sign linguistics and sign language interpretation. Training in interpretation should begin after there are enough Deaf teachers of the local sign language. A local university and the local Deaf association should be involved in such training. This is the ideal situation.

Projects on bilingual education should happen only if there is enough linguistic information about the local sign language(s) and there are enough professionally trained Deaf teachers who can teach the local sign language(s). There is no need for a project on sign linguistics and/or sign language teaching first.

If there is not enough information on the linguistics of the local sign language and/or if there are not enough professionally trained Deaf teachers of the local sign

language, then projects on sign language linguistics and teaching should either begin before or at the same time as the project on bilingual education. Without important language resources or Deaf teachers, bilingual education projects will not have sufficient material to work with.

Assuming that a project on bilingual education is ready to begin, several individuals and organizations must be involved before the project proposal is prepared, during the production of the project proposal, and during the project itself. Projects in bilingual education for deaf students require the cooperation of several types of people and organizations. This includes the following: a person knowledgeable about bilingual education for deaf students; a facility that is willing to house the project and able to certify at the desired level of education; Deaf adults; and certified teachers who are fluent in and/or willing to learn the local sign language and willing to teach deaf students. Ideally, a local university and a local Deaf association are involved. Involving a person or persons knowledgeable about bilingual education for deaf students ensures the best possible proposal and project.

To ensure that Deaf students receive appropriate credit for their study, a formal relationship with a facility that can certify the desired level of education is required. This facility does not need to be an existing accredited special school for deaf students. It is better to set up a new program in a university setting as a model program. Establishing bilingual education in an established school that has not yet practiced bilingual approaches is challenging. An experimental program at a university should be more flexible and open-minded about new approaches.

Deaf adults are important advisors for bilingual educational projects. They are the best people to ensure that the program is and remains deaf-centered. If Deaf adults have not had access to high school education, as was the case in Viet Nam, Deaf adults could and should become the first students in the program.

The project program requires enough certified teachers who are fluent in the local sign language and/or who are willing to learn the local sign language and who are willing to teach deaf students. If there are certified Deaf teachers to teach at the desired grade levels and who are fluent in the local sign language, these teachers should be considered first for work in the program. Retraining hearing teachers who have not been taught using the local sign language for a bilingual education program is difficult. Motivated hearing teachers with no prior experience teaching deaf students are easier to train in the local sign language. They should be taught by Deaf adults. While hearing teachers who sign well are welcome, it is important that there are as many Deaf teachers as possible.

One of the most challenging aspects of proposals on sign linguistics, sign language teaching, and bilingual education is how the project will be established and implemented. Project proposals are not one size that fits all suggestions. Situations and regulations vary from country to country. Chapters 4 and 5 as well as their appendices provide possible structures for successful projects in sign linguistics and sign language teaching. In addition, experienced sign linguists will know how to propose, establish, and implement programs in sign linguistics and sign language teaching. Local individuals involved in the project should work as closely as possible with sign linguists to provide them with information about the local situation. The project should follow the

recommendations of sign linguists, and it is important that they are involved in the proposal stage and remain involved throughout the project.

Chapters 3-6 and appendices B and C provide structures for successful projects in bilingual education for deaf students. In addition, experienced specialists in bilingual education will know how to propose, establish, and implement programs in bilingual education. Local individuals involved in the project should work as closely as possible with a specialist in bilingual education to provide them with information about the local situation. The project should follow the recommendations of a bilingual education specialist. Specialists should be involved in the project proposal stage and remain involved throughout the project.

We hope that the information in this book will be helpful to you. Questions about the content in this book can be addressed to James WOODWARD (woodyvn@yahoo.com) and Jafi LEE (jafi_cslds@cuhk.edu.hk). Questions about Dong Nai projects can be addressed to NGUYEN Thi Hoa (hoatng@yahoo.com). Questions about the APSL program can be addressed to Felix SZE Yim Binh (felix_cslds@cuhk.edu.hk).

Appendix A

Resolution: Sign Languages

Drafted by David Perlmutter

5 January 2001: Approved by members attending the 75th Annual Business Meeting, Grand Hyatt Hotel, Washington, DC

1 July 2001: Adopted by LSA membership in a mail ballot

The Linguistic Society of America affirms that sign languages used by deaf communities are full-fledged languages with all the structural characteristics and range of expression of spoken languages. They have rule-governed systems of articulation, word formation, sentence structure, and meaning, which have been the subject of modern scholarly study since the pioneering work of William Stokoe (1919-2000) over forty years ago. These languages are not merely a set of informal gestures, nor are they a signed version of any particular spoken language. American Sign Language, the language of deaf communities in the United States and most of Canada, goes back almost two hundred years and is historically and structurally unrelated to spoken English. It is also the vehicle of a distinguished deaf culture and has a tradition of visual literature.

The LSA affirms for signed languages such as ASL all the rights and privileges attendant to any spoken languages, including the right to satisfy a student's academic foreign language requirement, just as Spanish, Chinese, Navajo, or any other spoken language can. Because communication through language is a basic human need and right, the LSA supports laws that ensure interpreters for deaf people in their interactions with hearing people who do not sign. We also encourage American educational institutions at all levels to create opportunities for learning ASL so that those in regular contact with members of the deaf community can study and learn ASL, and to foster the study of ASL by supporting research on it and by developing educational degree programs for teachers of ASL, for interpreters of ASL, and for those interested in ASL Studies.

Drafted by the 2001 LSA Annual Meeting Resolutions Committee. Endorsed by members attending the 2001 Annual Business Meeting, 5 January 2001, Grand Hyatt Hotel, Washington, DC. Passed by mail-in ballot of LSA membership, 1 July 2001.

Appendix B

Course Descriptions for the Level 1 Certificate in Sign Language Analysis

Table B.1

Course Number	Title	Credits (Lect-Lab)
VNSLL 111	Introduction to Deaf Cultures	2 (2-0)
Course Description		
<p>An introduction to the study of the cultures of deaf people in selected countries throughout the world. Particular emphasis will be placed on the differences in cultures of deaf and hearing people in the same national contexts. Examples will be drawn from linguistic, social, educational, ideological, and technological systems.</p>		

Table B.2

Course Number	Title	Credits (Lect-Lab)
VNSLL 112	Introduction to Deaf History 1	2 (2-0)
Course Description		
<p>An introduction to the study of the histories of deaf people in selected countries throughout the world from prehistory to 1830. Particular emphasis will be placed on the differences in histories of deaf and hearing people in the same national contexts and on the interpretation of historical events from the perspectives of deaf cultures.</p>		

Table B.3

Course Number	Title	Credits (Lect-Lab)
VNSLL 113	Introduction to languages and Linguistics	2 (2-0)
Course Description		
<p>An introduction to phonetics, morphology, and syntax and a basic overview of the world's major spoken and sign languages and language families, with particular reference to universal and unique characteristics of human languages.</p>		

Table B.4

Course Number	Title	Credits (Lect-Lab)
VNSLL 114	Introduction to the Formational Structure of VNSLs	3 (3-0)
Course Description		
<p>Introductory study of VNSL locations, handshapes, orientations, movements, and non-manual expressions, the "phonotactic" rules used in VNSLs, and the common "phonological" processes and changes found in VNSLs. Application of Stokoe and modified-Stokoe transcription symbols to VNSLs and practice in the transcription of signs in VNSLs.</p>		

Table B.5

Course Number	Title	Credits (Lect-Lab)
VNSLL 115	Introduction to the Formational Structure of VNSLs	3 (3-0)
Course Description		
<p>Introductory study of the morphology and syntax of VNSLs. The morphology section of the course will focus on the analysis of polymorphemic signs in VNSLs. Major inflections and derivations in VNSLs will be discussed and compared with those of other selected sign and spoken languages. Particular attention will be given to classifier verbs in VNSLs. The syntactic section of the course will focus on word order differences between VNSLs and spoken/written Vietnamese.</p>		

Table B.6

Course Number	Title	Credits (Lect-Lab)
VNSLL 116	Introduction to the Lexical Structure of VNSLs	3 (3-0)
Course Description		
<p>Introductory study of the major lexical form classes and function words in VNSLs. Discussion of the interrelationship between morphemic and lexical structure. The course will pay particular attention to lexical differences between VNSLs and spoken/written Vietnamese that cause problems for Vietnamese hearing people when they try to learn VNSLs.</p>		

Course Descriptions for the Level 2 Certificate in Sign Language Analysis

Table B.7

Course Number	Title	Credits (Lect-Lab)
VNSLL 211	Introduction to Deaf History 2	2 (2-0)
Course Description		
<p>An introduction to the study of the histories of deaf people in selected countries throughout the world from 1830 to the 1900. Particular emphasis will be placed on the differences in histories of deaf and hearing people in the same national contexts and on the interpretation of historical events from the perspectives of deaf cultures.</p>		

Table B.8

Course Number	Title	Credits (Lect-Lab)
VNSLL 212	Introduction to Deaf History 3	2 (2-0)
Course Description		
<p>An introduction to the study of the histories of deaf people in selected countries throughout the world from 1900 to the present. Particular emphasis will be placed on the differences in histories of deaf and hearing people in the same national contexts and on the interpretation of historical events from the perspectives of deaf cultures.</p>		

Table B.9

Course Number	Title	Credits (Lect-Lab)
VNSLL 213	Introduction to Psycho/Neurolinguistics	2 (2-0)
Course Description		
<p>An introductory survey of major research findings in first language acquisition and language processing with particular emphasis on sign languages.</p>		

Table B.10

Course Number	Title	Credits (Lect-Lab)
VNSLL 214	Introduction to the Sociolinguistics of VNSLs	2 (2-0)
Course Description		
<p>An introductory study of bilingualism, diglossia, language attitudes, and the relationships between region, social class, gender, and age and linguistic variation in the lexical, formational, and grammatical structure of VNSLs.</p>		

Table B.11

Course Number	Title	Credits (Lect-Lab)
VNSLL 215	Introduction to the History of VNSLs	2 (2-0)
Course Description		
<p>An introductory study of the origins of basic vocabulary in VNSLs. Explicit comparisons of similarities and differences in basic vocabulary in VNSLs in Ha Noi, Hai Phong, and HCM City. Discussion of important linguistic relationships between basic vocabulary in VNSLs with basic vocabulary in other sign languages, including French, American, and Thai sign languages.</p>		

Table B.12

Course Number	Title	Credits (Lect-Lab)
VNSLL 216	Introduction to Sign Lexicography	1 (1-0)
Course Description		
<p>A comparative introductory study of selected sign language dictionaries and manuals. Topics to be discussed include: selection of linguistic consultants, methods of data elicitation, data recording, selection of sign entries, “alphabetizing” of sign entries by handshapes and/or locations, inclusion of relevant formational, morphological, and semantic information on sign entries, and inclusion of sociolinguistic variations in signs, among others.</p>		

Table B.13

Course Number	Title	Credits (Lect-Lab)
VNSLL 217	Lexicographical Study of VNSLs	4 (4-0)
Course Description		
<p>Students will apply all of their previously learned information about Linguistics and the Linguistics of Vietnamese sign languages to help create manuals for and dictionaries of Vietnamese sign languages.</p>		

Course Descriptions for the Level 1 Certificate in Sign Language Teaching

Table B.14

Course Number	Title	Credits (Lect-Lab)
VNSLL 121	Communication in Gestures	2 (2-0)
Course Description		
<p>In this course, the students and the instructor will develop inter-communication techniques through the use of gestures without the use of a sign or spoken language. Structured individual and group learning activities will be featured throughout the entire course. The students will move from simple concrete topics to hypothetical and abstract issues. Communication techniques learned in this course will enable students to teach VNSLs more directly to beginning students without the use of spoken/written Vietnamese.</p>		

Table B.15

Course Number	Title	Credits (Lect-Lab)
VNSLL 122	Methods of teaching VNSLs, Level 1	2 (2-0)
Course Description		
<p>Various methods and approaches of teaching basic and introductory Vietnamese sign languages will be emphasized throughout the course, with emphasis on communicative language learning. Theories related to first and second language acquisition as well as the difference between foreign language and second language learning will be featured. The instructor will provide demonstrations in teaching a basic foreign sign language for the students in order for them to have the first-hand experience of learning a new language. Classroom management techniques and physical features of having an ideal classroom will be featured in this course.</p>		

Table B.16

Course Number	Title	Credits (Lect-Lab)
VNSLL 123	Instructional Design VNSLs, Level 1	2 (2-0)
Course Description		
<p>Lesson planning for basic and introductory courses in Vietnamese sign languages is the main emphasis in this course. The students will develop skills in writing course goals and behavioral objectives and incorporate them into their day-by-day lesson plans. Throughout the course, the students will work with groups writing lesson plans. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, the importance of having a syllabus, time management, and provisions for making changes in lesson plans will be stressed.</p>		

Table B.17

Course Number	Title	Credits (Lect-Lab)
VNSLL 124	Materials Development for VNSLs, Level 1	2 (2-0)
Course Description		
<p>Review of available instructional tools suited for teaching basic and introductory language courses and discussion of their appropriateness for use and/or adaptation in teaching basic and introductory level courses in Vietnamese sign languages. Various techniques that can be used in the search of new teaching materials will be featured. Site visits to places where raw materials can be obtained will be provided. The students will develop their own materials and exchange them with their fellow students in order to develop a standard corpus of materials that can be shared by teachers of basic and introductory level courses in Vietnamese sign languages.</p>		

Table B.18

Course Number	Title	Credits (Lect-Lab)
VNSLL 125	Practicum in VNSLs, Level 1	7 (0-7)
Course Description		
<p>The students will practice teach in basic and/or introductory level classes in Vietnamese sign languages under supervision. The students will have the opportunity to utilize the basic teaching tools that they developed in VNSLT 124. Weekly meetings with the practicum coordinator will be required for all students taking this course.</p>		

Course Descriptions for the Level 2 Certificate in Sign Language Teaching

Table B.19

Course Number	Title	Credits (Lect-Lab)
VNSLL 221	Sign Language Assessment for Teaching VNSLs, Level 2	3 (3-0)
Course Description		
<p>The focus of this course is the development of assessment techniques when evaluating sign language skills of students of Vietnamese sign languages. The difference between making mistakes and making errors while communicating in Vietnamese sign languages will be stressed throughout the courses. Techniques for administering sign language evaluations for class placement interviews, course examinations, diagnosis, and proficiency tests of students of Vietnamese sign languages will be featured.</p>		

Table B.20

Course Number	Title	Credits (Lect-Lab)
VNSLL 222	Methods of Teaching VNSSLs, Level 2	2 (2-0)
Course Description		
<p>Various methods and approaches of teaching intermediate and advanced courses in Vietnamese sign languages will be emphasized throughout the course, with emphasis on communicative language learning. Focus will be on the differences in teaching basic/introductory versus intermediate/advanced courses. The instructor will provide demonstrations in teaching intermediate and advanced lessons in a foreign sign language for the students so that they can develop and practice similar techniques in teaching intermediate and advanced courses in Vietnamese sign languages.</p>		

Table B.21

Course Number	Title	Credits (Lect-Lab)
VNSLL 223	Instructional Design VNSSLs, Level 2	2 (2-0)
Course Description		
<p>Lesson planning for intermediate and advanced courses in Vietnamese sign languages is the main emphasis in this course. Focus will be on the differences in developing lesson plans for basic/introductory courses versus developing lesson plans for intermediate/advanced courses. The students will develop skills in writing course goals and behavioral objectives and incorporate them into their day-by-day lesson plans. The students develop lesson plans in groups as well as solo. Students will also be taught strategies for evaluating and modifying their own lesson plans as well as lesson plans developed by others.</p>		

Table B.22

Course Number	Title	Credits (Lect-Lab)
VNSLL 223	Materials Development for Teaching VNSSLs, Level 2	2 (2-0)
Course Description		
<p>Review of available instructional tools suited for teaching intermediate and advanced language courses and discussion of their appropriateness for use and/or adaptation in teaching intermediate and advanced level courses in Vietnamese sign languages. Particular focus will be on the production and use of videotapes in intermediate and advanced sign language instruction. The students will develop their own materials and exchange them with their fellow students in order to develop a standard corpus of materials that can be shared by teachers of intermediate and advanced level courses in Vietnamese sign languages.</p>		

Table B.23

Course Number	Title	Credits (Lect-Lab)
VNSLL 225	Practicum in Teaching VNSLs, Level 2	6 (0-6)
Course Description		
The students will practice teach in intermediate and/or advanced level classes in Vietnamese sign languages under supervision. The students will have the opportunity to utilize the basic teaching tools that they developed in VNSLT 224. Weekly meetings with the practicum coordinator will be required for all students taking this course.		

Appendix C

Grades and Ranks for Level 1 Certificate in Sign Language Analysis

Abbreviations: Language and Linguistics (L&L), Formative Structures (FormSt), Grammatical Structures (GraSt), Lexical Structures (LexSt), Deaf History (DH), Deaf Culture (DC), Psycholinguistics (PsyLx), Sociolinguistics (SocLx), Introduction to Lexicography (IntLex), History of Vietnamese Sign Languages (HistVNSLs), Lexicography of Vietnamese Sign Languages (LexVNSLs), Communication in Gestures (ComGes), Methods (Met), Materials (Mats), Instructional Design (InDes), Gestures (Ges), Assessments (Asmt).

Table C.1: Certificate in Sign Language Analysis, Level 1 Class 1

Rank	L&L	FormSt	GraSt	LexSt	DH	DC	Average	Evaluation
1	90	93	90	90	98	93	92	Excellent
2	74	90	80	70	83	73	79	Good
3	67	88	80	75	90	70	79	Good
4	78	75	73	75	90	75	77	Good
5	75	70	70	55	85	70	70	Average
6	59	85	68	50	85	68	69	Average
7	71	88	70	53	68	65	69	Average
8	59	75	73	55	70	70	67	Average
9	72	75	68	63	63	60	67	Average
10	50	80	70	68	63	55	66	Average
11	68	75	65	40	85	58	64	Average
12	67	55	60	63	70	60	62	Average
13	52	70	60	53	80	53	61	Average
14	58	65	70	30	85	63	60	Average

Table C.2: Certificate in Sign Language Analysis, Level 1 Class 2

Rank	L&L	FormSt	GraSt	LexSt	DH	DC	Average	Evaluation
1	83	80	93	80	95	78	85	Excellent
2	88	90	78	68	93	78	82	Excellent
3	80	78	78	63	80	55	74	Average
4	66	80	75	60	93	65	73	Average
5	77	83	68	58	93	63	73	Average
6	73	73	75	63	85	63	72	Average
7	78	78	78	60	78	63	72	Average
8	78	80	73	55	85	65	71	Average
9	75	80	73	55	90	55	71	Average
10	88	75	70	63	83	55	71	Average
11	63	80	70	50	85	60	68	Average
12	53	70	63	58	50	50	68	Average
13	73	70	70	45	78	55	64	Average
14	58	78	68	50	65	55	63	Average
15	58	75	55	40	65	50	57	Average
16	53	55	53	55	50	53	53	Average

Table C.3: Certificate in Sign Language Analysis, Level 1 Class 3

Rank	L&L	FormSt	GraSt	LexSt	DH	DC	Average	Evaluation
1	63	75	58	78	83	60	70	Average
2	68	80	60	60	70	68	67	Average
3	55	65	60	68	68	68	64	Average
4	63	68	55	73	63	58	64	Average
5	55	60	58	73	65	63	63	Average
6	63	75	58	65	53	60	63	Average
7	53	60	63	75	50	63	62	Average
8	60	70	50	68	63	53	61	Average
9	43	63	53	73	50	58	59	Average
10	53	75	58	53	53	50	58	Average
11	40	60	53	63	55	55	57	Average
12	48	55	50	60	50	50	53	Average

Grades and Ranks for the Level 2 Certificate in Sign Language Analysis

Table C.4: Certificate in Sign Language Analysis, Level 2

Rank	DH 2	DH 3	PsyL x	SocL x	Hist. VNSL s	IntLex	Lex: VNSLs	Aver	Evaluation
1	98	95	98	85	95	60	53	81	Excellent
2	93	85	65	68	90	70	50	71	Average
3	68	75	50	58	90	55	60	65	Average
3	88	68	50	50	80	70	58	65	Average
5	75	75	58	50	75	50	60	64	Average
5	83	70	58	55	80	50	60	64	Average
6	73	73	53	40	80	35	38	N/A	Fail
7	75	65	45	50	65	45	38	N/A	Fail
8	83	63	80	50	98.	25	30	N/A	Fail
9	60	60	58	45	85	35	35	N/A	Fail

Grades and Ranks for the Level 1 Certificate in Sign Language Teaching

Table C.5: Certificate in Sign Language Teaching, Level 1 Class 1

Rank	ComGes	Met	Mats	InstDes	Practicum	Average	Evaluation
1	83	100	90	95	80	86	Excellent
2	74	80	70	63	80	76	Good
3	79	75	65	?	80	75	Good
4	79	73	75	65	70	72	Average
5	78	80	65	53	65	67	Average
6	80	80	70	65	60	67	Average
7	81	70	75	73	53	64	Average
8	86	83	68	70	50	64	Average
9	81	83	68	60	50	62	Average

Table C.6: Certificate in Sign Language Teaching, Level 2 Class 2

Rank	ComGes	Met	Mats.	InsDes	Practicum	Average	Evaluation
1	90	90	58	50	75	73	Average
2	83	85	53	63	73	72	Average
3	80	90	55	50	73	71	Average

Table C.7: Certificate in Sign Language Teaching, Level 1 Class 3

Rank	Gestures	Met	Mats	InsDes	Practicum	Average	Evaluation
1	60	75	77	70	65	68	Average
2	50	50	67	75	60	60	Average
2	50	70	60	65	58	60	Average
4	50	55	62	51	57	56	Average

Grades and Ranks for the Level 2 Certificate in Sign Language Teaching

Table C.8: Certificate in Sign Language Teaching, Level 2 Class 1

Note: Some fields were left blank because KEMP was unable to complete instruction due to unexpectedly passing away.

Rank	Assessment	Met	Mats	InsDes	Pract	Avg.	Evaluation
1	85	65	60	60		69	
1	80	63		58		69	
3	75	58	65	65		67	
4	55	65		62		60	
5	50	68	65	55		58	
6	50	65	60	58		57	

Appendix D

This appendix contains descriptions for courses in sign language analysis taught at the Vietnamese, Hong Kong, and Cambodian sites and descriptions for courses in sign language teaching taught at the Vietnamese and Hong Kong sites.

Descriptions for Courses in Sign Language Analysis Vietnamese Site

The course descriptions below are derived from the proposals and placed in contrast to the course descriptions actually implemented. The original language is in *italics* and the actual language used in execution of projects are in regular format.

VNSLL 114: 3 Credits

Original Title and Description: Sign Language Phonology

Introduction to the Formational Structure of VNSLs, which had already been taught to a number of Vietnamese students, was grandfathered into the training in Viet Nam. Students who previously had taken this course did not have to re-take the course but had to pass a review examination.

Actual Course Title and Description: Introduction to the Formational Structure of VNSLs

Introductory study of VNSL locations, handshapes, orientations, movements, and non-manual expressions, the "phonotactic" rules used in VNSLs, and the common "phonological" processes and changes found in VNSLs. Application of Stokoe and modified-Stokoe transcription symbols to VNSLs and practice in the transcription of signs in VNSLs.

VNSLL 115: 3 Credits

Original Course Title and Description: Sign Language Morphology and Syntax

Introduction to the Grammatical Structure of VNSLs, which had already been taught to a number of Vietnamese students, was grandfathered into the training in Viet Nam. Students who previously had taken this course did not have to re-take the course but had to pass a review examination.

Actual Course Title and Description: Introduction to the Grammatical Structure of VNSLs

Introductory study of the morphology and syntax of VNSLs. The morphology section of the course will focus on the analysis of polymorphemic signs in VNSLs. Major inflections and derivations in VNSLs will be discussed and compared with those of other selected

sign and spoken languages. Particular attention will be given to classifier verbs in VNSLs. The syntactic section of the course will focus on word order differences between VNSLs and spoken/written Vietnamese.

VNSLL 116: 3 credits

Original Title and Description: Lexical Structure of Sign Languages

Introduction to the Lexical Structure of VNSLs, which had already been taught to a number of Vietnamese students. was grandfathered into the training in Viet Nam. Students who previously had taken this course did not have to re-take the course but had to pass a review examination.

Actual Course Title and Description: Introduction to the Lexical Structure of VNSLs

Introductory study of the major lexical form classes and function words in VNSLs. Discussion of the interrelationship between morphemic and lexical structure. The course will pay particular attention to lexical differences between VNSLs and spoken/written Vietnamese that cause problems for Vietnamese hearing people when they try to learn VNSLs.

VNSLL 214: 3 credits

Original Title and Description: Sociolinguistics of Sign Languages

VNSLL 214 Introduction to the Sociolinguistics of VNSLs, which had been proposed in the Level 2 Certificate of Sign Language Analysis in the Dong Nai Project as a 2-credit course, was changed to a 3-credit course to be taught to students.

Actual Course Title and Description: Introduction to the Sociolinguistics of VNSLs

An introductory study of bilingualism, diglossia, language attitudes, and the relationships between region, social class, gender, and age and linguistic variation in the lexical, formational, and grammatical structure of VNSLs.

VNSLL 217: 3 Credits

Original Title and Description: Sign Language Lexicography

Lexicographical Study of Vietnamese Sign Languages, which had been proposed in the Level 2 Certificate of Sign Language Analysis in the Dong Nai Project as a 4-credit course, was kept as a 4-credit course to be taught to students.

Actual Course Title and Description: Lexicographical Study of Vietnamese Sign Languages

Students will apply their previously learned information about Linguistics and the Linguistics of Vietnamese sign languages to help create manuals for and dictionaries of Vietnamese sign languages.

VNSLL 218: 3 Credits

Original Title and Description: Applied Sign Linguistics

Neither the Level 1 nor the Level 2 Certificate in Sign Language Analysis had a similar course, so the following course was added to the curriculum.

Actual Course Title and Description: Applied Sign Linguistics

A comparative introductory study of selected sign language textbooks and handbooks. Topics to be discussed include: similarities and differences between textbooks and handbooks, selection of topics for instruction at different instructional levels (introductory, intermediate, and advanced), selection of vocabulary items, selection of grammatical examples, inclusion of relevant linguistic and sociolinguistic information about vocabulary and grammar, among other issues in the production of handbooks and textbooks. Students will be required to practice what they learn by production of sample lessons for their own sign languages for handbook and/or textbook inclusion.

Descriptions for Courses in Sign Language Analysis Hong Kong Site

Hong Kong developed a slightly different set of courses from Viet Nam. The programme in Hong Kong titled "Diploma Programme in Linguistics of Hong Kong Sign Language" is offered jointly by CSLDS and the School of Continuing and Professional Studies (CUSCS) at CUHK. Adapting to a framework for sub-degree programmes organized by CUSCS, the course hours and the overall programme is different. Moreover, two courses were introduced under this programme. The courses Sign Language Lexicography (3 credits) and Applied Sign Language Linguistics (3 credits) were taught but not included in the diploma programme

Introduction to Formational Structure of Hong Kong Sign Language: 3 Credits

(covering content comparable to Sign Language Phonology)

Introductory of study of HKSL locations, handshapes, orientations, movements, and non-manual expressions, the "phonotactic" rules used in HKSL, and the common "phonological" processes and changes found in HKSL. Application of Stokoe and modified-Stokoe transcription symbols to HKSL and practice in the transcription of signs in HKSL will be outlined. Topics included are 1) Sign language phonology 2) Formational parameters of signs 3) Use of non-manual features 4) Phonotactic constraints 5) Phonological processes.

Introduction to the Grammatical Structure of Hong Kong Sign Language: 3 Credits

(covering comparable content of Sign Language Morphology and Syntax)

Introductory study of the morphology and syntax of HKSL. The morphology section of the course will focus on the analysis of polymorphemic signs in HKSL. Major inflections and derivations in HKSL will be discussed and compared with those of other selected sign and spoken languages. Particular attention will be given to classifier verbs in HKSL. The syntactic section of the course will focus on word order differences between HKSL and spoken/written Cantonese and Mandarin. Topics included are 1) Sign language morphology 2) Sign language syntax 3) Classifier system 4) Grammatical inflection 5) Word order.

Introduction to the Lexical Structure of Hong Kong Sign Language: A Contrastive Linguistic Approach: 3 Credits

(covering content comparable to Lexical Structure of Sign Languages)

Introductory study of the morphology and syntax of HKSL. The morphology section of the course will focus on the analysis of polymorphemic signs in HKSL. Major inflections and derivations in HKSL will be discussed and compared with those of other selected sign and spoken languages. Particular attention will be given to classifier verbs in HKSL. The syntactic section of the course will focus on word order differences between HKSL and spoken/written Cantonese and Mandarin. Topics included are 1) Grammatical categories 2) Morphemic analysis of signs 3) Lexical signs 4) Functional signs 5) Compounds.

Lexicographical Study: 3 Credits

(covering content comparable to Sign Language Lexicography)

This course aimed at introducing the principles of compiling a dictionary. Students were asked to scrutinize a long list of HKSL signs to confirm their meanings, parts-of-speech and provide a notation for the signs on the basis of the Stokoe notion system. The output of this course will be used later to produce a phrase book of HKSL in companion with the textbooks of HKSL.

Applied Sign Language Linguistics: 3 Credits

This course was modified and included under a one-year diploma programme titled Diploma Programme in Teaching of Hong Kong Sign Language.

Sociolinguistics of Sign Languages: 3 Credits

This course was not included under this one-year diploma programme, a small subset of the content of this course is covered another course, "Introduction to Sign Language Studies."

Introduction to Sign Language Studies: 3 Credits

This course provides an introduction to language study as a science and how language may be analyzed at different linguistic levels. This is followed by a basic overview of the world's major spoken and sign languages and language families. Topics included are 1) Basic concepts in general linguistics 2) Concept of natural signing 3) Synchronic and diachronic linguistic variations 4) Language families.

Deaf Cultures and Histories: 3 Credits

This course examines the cultures and histories of deaf people in selected countries throughout the world. Particular emphasis will be placed on the different cultures of deaf and hearing people have in the same national contexts. Examples will be drawn from linguistic, social, educational, ideological, and technological systems. Topics included are 1) Language contact 2) Historical records of deaf people 3) Cultural identity 4) Sign language and deaf community.

Descriptions for Courses in Sign Language Analysis Cambodian Site

Introduction to the Formational Structure of Sign Languages: 3 Credits

Introductory study of locations, handshapes, orientations, movements, and non-manual expressions, the "phonotactic" rules used in sign languages, and the common "phonological" processes and changes found in Cambodian Sign Language. Application of Stokoe and modified-Stokoe transcription symbols to Cambodia Sign Language and practice in the transcription of signs in Cambodian Sign Language.

Introduction to the Grammatical Structure of Sign Languages: 3 Credits

Introductory study of the morphology and syntax of Cambodian Sign Language. The morphology section of the course will focus on the analysis of polymorphemic signs in Cambodian Sign Language. Major inflections and derivations in Cambodian Sign Language will be discussed and compared with those of other selected sign and spoken languages. Particular attention will be given to classifier verbs in Cambodian Sign Language. The syntactic section of the course will focus on word order differences between Cambodian Sign Language and spoken/written Khmer.

Introduction to the Lexical Structure of Sign Languages: 3 Credits

Introductory study of the major lexical form classes and function words in Cambodian Sign Language. Discussion of the interrelationship between morphemic and lexical structure. The course will pay particular attention to lexical differences between Cambodian Sign Language and spoken/written Khmer that cause problems for Cambodian hearing people when they try to learn Cambodian Sign Language.

Introduction to the Sociolinguistics of Sign Languages: 3 Credits

An introductory study of bilingualism, diglossia, language attitudes, and the relationships between region, social class, gender, and age and linguistic variation in the lexical, formational, and grammatical structure of Cambodian Sign Language.

Lexicographical Study of Cambodian Sign Language: 3 Credits

Students will apply all of their previously learned information about Linguistics and the Linguistics of Cambodian Sign Language to help create manuals for and dictionaries of Cambodian Sign Language.

Applied Sign Linguistics: 3 Credits

A comparative introductory study of selected sign language textbooks and handbooks. Topics to be discussed include: similarities and differences between textbooks and handbooks, selection of topics for instruction at different instructional levels (introductory, intermediate, and advanced), selection of vocabulary items, selection of grammatical examples, inclusion of relevant linguistic and sociolinguistic information about vocabulary and grammar, among other issues in the production of handbooks and textbooks. Students will be required to practice what they learn by production of sample lessons for their own sign languages for handbook and/or textbook inclusion.

Descriptions for Courses in Sign Language Teaching Vietnamese Site

VNSLT 121 Communication in Gestures: 2 Credits

In this course, the students and the instructor will develop inter-communication techniques through the use of gestures without the use of a sign or spoken language. Structured individual and group learning activities will be featured throughout the entire course. The students will move from simple concrete topics to hypothetical and abstract issues. Communication techniques learned in this course will enable students to teach VNSLs more directly to beginning students without the use of spoken/written Vietnamese.

VNSLT 122 Methods of Teaching VNSLs, Level 1: 2 Credits

Various methods and approaches of teaching basic and introductory Vietnamese sign languages will be emphasized throughout the course, with emphasis on communicative language learning. Theories related to first and second language acquisition as well as the difference between foreign language and second language learning will be featured. The instructor will provide demonstrations in teaching a basic foreign sign language for the students in order for them to have the first-hand experience of learning a new language. Classroom management techniques and physical features of having an ideal classroom will be featured in this course.

VNSLT 123 Instructional Design for Teaching VNSLs, Level 1: 2 credits

Lesson planning for basic and introductory courses in Vietnamese sign languages is the main emphasis in this course. The students will develop skills in writing course goals and behavioral objectives and incorporate them into their day-by-day lesson plans. Throughout the course, the students will work with groups writing lesson plans. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, the importance of having a syllabus, time management, and provisions for making changes in lesson plans will be stressed.

VNSLT 124 Materials Development for Teaching VNSLs, Level 1: 2 Credits

Review of available instructional tools suited for teaching basic and introductory language courses and discussion of their appropriateness for use and/or adaptation in teaching basic and introductory level courses in Vietnamese sign languages. Various techniques that can be used in the search of new teaching materials will be featured. Site visits to places where raw materials can be obtained will be provided. The students will develop their own materials and exchange them with their fellow students in order to develop a standard corpus of materials that can be shared by teachers of basic and introductory level courses in Vietnamese sign languages.

VNSLT 125 Practicum in Teaching VNSLs, Level 1: 7 Credits

The students will practice teach in basic and/or introductory level classes in Vietnamese sign languages under supervision. The students will have the opportunity to utilize the basic teaching tools that they developed in VNSLT 124. Weekly meetings with the practicum coordinator will be required for all students taking this course.

Descriptions for Courses in Sign Language Teaching Hong Kong site

Communication in Gestures: 3 Credits

In this course, the students and the instructor will develop inter-communication techniques through the use of gestures. Structured individual and group learning

activities will be featured throughout the entire course. The students will move from simple concrete topics to hypothetical and abstract issues. Communication techniques learned in this course will enable students to teach HKSL more directly to beginning students without the use of spoken/written Chinese. Topics included are 1) Gestural names 2) Types of gestures 3) Structures of gestures 4) Pantomime 5) Communication through gestures.

Teaching Methodology: 3 Credits

Various methods and approaches of teaching Hong Kong Sign Language will be examined, with emphasis on the pedagogical issues evolved from the general concept of communicative language learning. The instructional process requires the students to have the first-hand experience of learning a new sign language in order to critically evaluate their own learning process with respect to the different approaches to language teaching. Topics included are 1) Classroom environment 2) Classroom management 3) Language learning 4) Teaching methods 5) Sign language instruction.

Instructional Design and Materials Development: 3 Credits

The course consists of two parts covering topics including 1) Syllabus design 2) Lesson planning 3) Designing teaching materials 4) Selection of learning activities 5) Evaluation in Language learning. Part (I) involves the development of skills related to writing course goals and behavioral objectives and students will learn how to incorporate them into a syllabus. Different components of a syllabus will be introduced and students will be trained how to translate a syllabus into lesson plans. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, time schedule, and provisions for making changes in lesson plans will be stressed. Students will be given the opportunity to work in groups to experiment drafting lesson plans for an experimental course on Beginners Hong Kong Sign Language. They will also be taught the concept of evaluation in language learning.

Part (II) of the course concerns developing learning materials for sign language teaching. Review of available instructional tools suited for teaching sign language courses and discussion of their appropriateness for use and/or adaptation in teaching Hong Kong Sign Language. For the practicum session, various techniques that can be used in the search of new teaching materials will be featured. Site visits to places where raw materials can be obtained will be provided. The students will develop their own materials and exchange them with their fellow students in order to develop a standard corpus of materials that can be shared by teachers of basic and introductory level courses.

Sign Language Acquisition: 3 Credits

The course first examines how young children acquire language in their preschool years; how adults acquire a second language and to what extent the processes of language learning between first language and second language acquisition are similar

or different. In the second part of the course, students will be introduced to the latest developments of sign language acquisition research. Discussion will be geared towards the findings obtained at various linguistic levels. Topics included are 1) Critical period hypothesis 2) Concepts in first language acquisition 3) Concepts in second language acquisition 4) Sign acquisition 5) Nature of interlanguage.

Practicum in Teaching Hong Kong Sign Language: 3 Credits

This course adopts a micro-teaching and role-play approach. The students will practice teaching basic and/or introductory level classes in Hong Kong Sign Language under supervision. Exploration on the strategies of sign language teaching will be encouraged.

Appendix E

This appendix contains 6 sections:

1. Course descriptions for the Diploma Programs
2. Grades for courses in the diploma programs
3. Original course descriptions for the Higher Diploma Program
4. Additional course descriptions for the Higher Diploma Program
5. Grades for courses in the Higher Diploma programs
6. Course descriptions for the Diploma in Sign Language Teaching offered in Myanmar
7. Grades for courses taught in Myanmar

Course Descriptions for Diploma Programs

Course Descriptions for the Diploma in Basic Sign Language Lexicography for the Deaf

Formational Structure of Sign Languages: 3 Credits

This course introduces the formational parameters of individual signs, including location, handshape, orientation, movement and non-manual features. “Phonotactic” rules, rules for the combination of the five parameters, and common formational processes, such as assimilation, deletion, and others found in sign languages in general will also be discussed. Application of Stokoe and modified-Stokoe transcription symbols and practice in the transcription of signs will be included.

Sign Language Lexicography: 3 Credits

This course aims to improve the situation in sign language lexicography by providing fluent deaf signers with training on the theories and techniques related to the production of sign language dictionaries. Specifically, students will learn how to select and categorize signs on their semantic/syntactic characteristics, record these signs in electronic media suitable for print production, code the signs according to their formational properties, and organize the sign entries based on sign linguistic principles. Students will be required to practice what they learn by producing dictionaries of their own sign languages under guided supervision.

Introduction to Sign Language Research: 1 Credit

This course aims at introducing sign language research as a linguistic discipline. Particular focus will be given to how sign languages are similar and different from spoken languages and how these issues need to be taken into consideration when designing the methodology in sign language research. The topics that will be covered include the nature of spoken and sign languages, the effects of modality differences on

the linguistic structures on sign and spoken languages, various branches of sign linguistics and the research methodology usually adopted in these sub-disciplines.

Hong Kong Sign Language I: 2 Credits

This course will provide students with the basic skills and knowledge of Hong Kong Sign Language (HKSL). It adopts a communicative approach to sign language teaching, and, through exposure to situational dialogues and interactive activities, students will acquire some basic vocabulary and grammatical constructions of HKSL, as well as some taste of deaf culture and customs of local deaf community.

Basic English: 3 Credits

This course is designed for deaf adult students with relatively low level of English proficiency. It aims at providing training in elementary English reading and writing skills via student-centered learning activities as well as structured reading and writing exercises. A theme-based approach of English teaching will be adopted. Learning activities on English grammar, vocabulary and sentence structures will be organized around the chosen themes. Emphasis will also be placed on helping students to develop a reading habit in English and become an autonomous learner in order to lay down a better foundation for further training in English as well as other academic subjects.

Course Descriptions for the Diploma in English and IT Application for the Deaf

Basic Computer Skills: 1 Credit

This course is an introduction to computers and problem solving using general-purpose application software. Students will learn the concept of architecture and operation of computer elements, as well as basic computer skills. These skills include familiarizing graphical user interface (GUI), Internet skills, file management, basic competence in word processing, using spreadsheets, presentation packages and integrating IT applications. Students will develop personal computing skills from this course. They will understand the capabilities and limitations of applications tools, select the right tool for a problem and use multiple tools to solve a problem. In addition, students will also learn new computer terminologies.

Basic Desktop Publishing Skills: 2 Credits

This course aims at introducing basic concepts and skills required for producing textual materials, still images and video clips for sign language documentation (dictionaries and education materials). Students will learn how to design and produce printed-material as well as electronic-material using application software like Adobe Photoshop and Adobe Premiere. Students will gain hands-on experience through in-class practice and projects. They will understand the concept of video editing, photograph fixing, and

combination of application software. Concepts of file format and video CODEC will also be introduced.

Hong Kong Sign Language II: 2 credits

This course is the continuation of HKSL1. And it will continue to train skills of expression proficiency. It adopts a communicative approach to sign language teaching, and, through exposure to situational dialogues and interactive activities, students will acquire some continuative vocabulary and grammatical constructions of HKSL, as well as some taste of deaf culture and customs of local deaf community.

English Literacy Skills: 4 Credits

This course aims at providing elementary training in English reading and writing skills. It is designed for students with elementary to pre-intermediate level of English proficiency. In this course, the students will learn to master general reading and writing skills in English through structured instructional materials, peer discussion, and written assignments. Particular attention will be given to the skills in parsing different types of English sentence structures and the essential components in a grammatical English sentence. A student-centered teaching approach will be adopted.

Expanding Vocabulary: 4 Credits

This course aims at expanding the students' English vocabulary through instructional materials as well as a reading curriculum. It is designed for students with elementary to intermediate level of English proficiency. The course stresses on reading as a means of acquiring English vocabulary for elementary learners. Apart from reading, web-based interactive learning tools will be used to expand the student's vocabulary size.

Course Descriptions for the Diploma in Sign Language Studies for the Deaf

Exploring Sign Language Grammar: Phonology: 3 Credits

This course aims at familiarizing students with fundamental concepts and issues to be studied within a sub-discipline of linguistics – phonology. It also aims at guiding students to explore the grammar properties of sign languages using phonological concepts developed based on linguistic analyses of both spoken and signed languages. It introduces fundamental concepts on the grammar of a language from a phonological perspective. Concepts including phonemes, syllables, tones, features will be explained and examined in both the context of spoken and signed languages. The modality differences between spoken and signed languages will be discussed in order to stimulate students to think of the possible consequences on sign language phonology.

Exploring Sign Language Grammar: Morphology: 3 Credits

This course gives an overview of some of the fundamental concepts in spoken and signed language morphology. Concepts including words, different types of morphemes, allomorphic variations, morphological processes, etc. will be explained and examined in the context of spoken and signed languages. The modality differences between spoken and signed languages will be highlighted.

Exploring Sign Language Grammar: Syntax: 3 Credits

This course aims at guiding students to explore the grammar of sign languages from a syntactic perspective. The students will be familiarized with syntactic labels used in describing the structural properties of phrases and clauses in English and how the same concepts can be applied in sign languages. The modality differences between spoken and signed languages will be discussed in order to stimulate students to think of the possible consequences on sign language syntax. This course places a lot of emphasis on small group discussions and presentations in which deaf students are asked to reflect on the equivalent syntactic structures in their own sign language after learning the syntactic analysis of English.

Sign Language Research Projects: 2 Credits

This course aims at introducing commonly used methodologies in conducting sign language research and providing students with opportunities to design small-scaled research projects for their own sign languages. They will learn how to set up experiments and design materials to elicit natural sign language data. Techniques in transcribing and analyzing sign language data will be discussed. As a form of assessment, the students will need to apply the knowledge and skills they learn from this course in designing individual sign language research projects.

Introduction to Sign Language Teaching: 3 Credits

This course aims at teaching students fundamental concepts about language learning and teaching. It also aims at encouraging students to design and evaluate various sign language teaching activities. Pedagogical issues evolved from the general concept of communicative language learning will be emphasized in the context of teaching sign language to students with and without the use of spoken/written language. Students are encouraged to explore and evaluate strategies of sign language teaching.

Course Descriptions for the Diploma in General Studies for the Deaf

Exploring Deaf Studies: Deaf Histories and Communities: 2 Credits

This course aims at familiarizing students with fundamental concepts and issues to be studied within two sub-disciplines of Deaf Studies – Deaf Communities and Deaf Histories. It will briefly discuss some of the major concepts of deaf history and deaf

community documented in the literature. It will be shown that the course of deaf history round the globe is mainly shaped by the establishment of formal deaf education and in particular, the language policy adopted by the educators. Particular focus will also be given to how deaf communities develop in different places of the world, and the role of sign language in the cohesion, development and continuation of these communities.

Exploring Deaf Studies: Language and Education: 2 Credits

This course offers an overview to the controversies surrounding the use of language by deaf people in the social and educational context. Topics that will be covered include the language development of deaf children in general, the role of assistive hearing devices and sign language in such development, role of sign language in the cognitive, psychological and social development of deaf children, language policy in deaf education, and the impacts of the language policy on the deaf community

Hong Kong Sign Language III: 2 Credits

This course is the continuation of Hong Kong Sign Language 1 and Hong Kong Sign Language 2. It aims at covering advanced level of HKSL grammar. It adopts a communicative approach in sign language teaching, and, through exposure to situational dialogues and interactive activities, students will acquire advanced vocabulary and grammatical constructions of HKSL, as well as some taste of deaf culture and customs of local deaf community.

Expanding General Knowledge through English: 3 Credits

In this course, English learning materials on general knowledge covering humanity, natural science, geography, society and nature will be offered to students as reading and writing exercises. Students will be allowed to choose exercises related to areas that interest them most, do the reading and writing exercises, and present what they have learnt from the texts in class for a general discussion. It is hoped that through individual learning and in-class discussions both the general knowledge and English proficiency of the students will be enhanced.

Course Descriptions for the Diploma in English Literary Skills for the Deaf

Developing Reading Skills I: 3 Credits

This course is designed to introduce general reading strategies that can help students read more quickly and effectively. This course will focus on techniques that are essential for grasping the general message of a text. The three fast-reading-related skills, namely, skimming, scanning and guessing, will be taught in this course.

Developing Reading Skills II: 3 Credits

Apart from continuing to practice basic reading skills such as previewing, predicting, skimming, scanning and guessing vocabulary in context, this course will focus on techniques that are essential for deeper understanding of texts. Stress will be placed on identifying overall structure and critical reading.

English Grammar for Intermediate Learners: 3 Credits

This course aims at introducing grammar rules for students with an intermediate level of proficiency in English. Examples include different kinds of determiners, temporal and adverbial modifications, general meaning of prepositions, different types of connectives, possessives, auxiliary verbs, etc. Different types of exercises, such as controlled and meaning drills, guided meaningful practice, cloze passages and proof reading, will be used to increase the students' awareness of the grammatical rules.

Exploring English Sentence Structure: 3 Credits

This course aims at introducing the various types of sentence structures in English from a linguistic perspective. Students will be taught the basic grammatical elements of a sentence, their classification, and their respective functions. Given this background, the students will learn how to analyze different types of English sentences. Topics that will be covered include: basic classification of sentence types, interrogative structures, voice alternations, negation, direct vs indirect speech.

Grades in the Courses in the Diploma Programs

Table E.1: Diploma Programme in Basic Sign Language Lexicography for the Deaf,

Cohort 1

Rank	Basic English	Introduction to Sign Language Research	Sign Language Lexicography	Formational Structure of Sign Languages	HKSL I	GPA
1	B+	A-	B+	B+	Pass	3.34
2	B+	B+	B-	B+	Pass	3.12
3	B	A	B-	B-	Pass	2.92
4	B	A	C+	C+	Pass	2.68
5	C+	C	B-	B-	Pass	2.51
6	C+	B	C	C+	Pass	2.28
7	C+	B	C	C	Pass	2.19
8	D	D	D	D	Pass	2.04
9	C	B-	C-	C	Pass	1.98
10	C-	C+	D+	D	Pass	1.43
11	D+	C+	D	D	Pass	1.22
12	D	D	D	D	Pass	1.00

Table E.2: Diploma Programme in Basic Sign Language Lexicography for the Deaf,

Cohort 2

Rank	Basic English	Introduction to Sign Language Research	Sign Language Lexicography	Formational Structure of Sign Languages	HKSL I	GPA
1	A-	A-	A-	A-	Pass	3.70
2	B	B+	A-	B	Pass	3.24
3	B	A-	A-	B-	Pass	3.19
4	B	A-	B+	B	Pass	3.16
5	B	A-	C+	B-	Pass	2.77
6	C-	C+	D+	D	Pass	1.43
7	C-	B-	D	D	Pass	1.38

Table E.3: Diploma Programme in English and IT Application for the Deaf, Cohort 1

Rank	English Literacy	Expanding Vocabulary	Basic Computer Skills	Basic Desktop Publishing Skills	HKSL II	GPA
1	B+	A-	A-	B+	Pass	3.48
2	B+	A-	A-	B	Pass	3.43
3	B	B+	A	A-	Pass	3.33
4	B-	B	B	B	Pass	2.89
5	C+	B	A	B	Pass	2.84
6	B	C+	B-	B+	Pass	2.77
7	B-	B-	D+	C-	Pass	2.39
8	C+	C+	C+	C	Pass	2.25
9	C	C-	C-	C-	Pass	1.81
10	C-	D	D	D+	Pass	1.31
11	D+	D+	D	D	Pass	1.22
12	D	D	D	D	Pass	1.00

Table E.4: Diploma Programme in English and IT Application for the Deaf, Cohort 2

Rank	English Literacy	Expanding Vocabulary	Basic Computer Skills	Basic Desktop Publishing Skills	HKSL II	GPA
1	A-	A	A-	A	Pass	3.86
2	B+	B	B+	A-	Pass	3.26
3	B+	B+	B-	C+	Pass	3.06
4	B+	B-	B-	B+	Pass	3.03
5	B+	B-	C	B+	Pass	2.96
6	D+	C-	D+	D	Pass	1.39
7	D+	D	C	D+	Pass	1.25

Table E.5: Diploma Programme in General Studies for the Deaf, Cohort 1

Rank	Language & Education	Deaf History and Community	Expanding General Knowledge through English	HKSL III	GPA
1	B+	B-	A-	Pass	3.23
2	A-	C+	B-	Pass	2.80
3	A-	C	B-	Pass	2.69
4	C+	C+	B+	Pass	2.68
5	B+	C	B-	Pass	2.59
6	B-	C-	B	Pass	2.44
7	B-	D	B-	Pass	2.06
8	C	D+	B-	Pass	2.00
9	C	D	B	Pass	2.00
10	C+	D	B-	Pass	1.96
11	B-	D+	C	Pass	1.91

Table E.6: Diploma Programme in General Studies for the Deaf, Cohort 2

Rank	Language & Education	Deaf History and Community	Expanding General Knowledge through English	HKSL III	GPA
1	B	A-	A-	Pass	3.53
2	B	C+	B+	Pass	2.85
3	B-	B-	B	Pass	2.81
4	B-	C	B+	Pass	2.66
5	C+	C	B-	Pass	2.34
6	F	F	C	Pass	-
7	F	F	C-	Pass	-

Table E.7: Diploma Programme in Sign Language Studies for the Deaf, Cohort 1

Rank	Intro to Sign Language Teaching	Syntax	Morphology	Phonology	Sign Language Research Project	GPA
1	B+	A-	B	B	B-	3.17
2	A	B+	B-	D+	A-	2.95
3	A	B	B-	D	B+	2.76
4	A	B+	C+	D+	C+	2.66
5	A	B-	C	D	B+	2.55
6	A-	B	D+	D	A-	2.46
7	B-	B-	D+	D+	B	2.14
8	A-	D	D	D+	A-	2.03
9	C	B-	D+	D+	C	1.85
10	D	C+	D+	D	B-	1.59
11	B	C	D	F	B+	Failed

Table E.8: Diploma Programme in Sign Language Studies for the Deaf, Cohort 2

Rank	Intro to Sign Language Teaching	Syntax	Morphology	Phonology	Sign Language Research Project	GPA
1	A	A-	B+	C	A-	3.31
2	B+	A-	B	C+	B-	3.02
3	B+	B	B	C	B-	2.81
4	A-	B-	C+	C-	B-	2.61
5	A-	B	C	D	B	2.51
6	C+	C	C-	D	C+	1.83
7	C	C	F	F	D	-
8	B	F	F	F	F	-

Table E.9: Diploma Programme in English Literacy Skills for the Deaf, Cohort 1

Rank	Developing Reading Skills I	Developing Reading Skills II	English Grammar for Intermediate Learners	Exploring English Sentence Structure	GPA
1	A	B+	A-	A-	3.68
2	A-	B+	A	A-	3.68
3	B+	C+	B+	A-	3.15
4	B+	C+	B	B+	2.98
5	B+	C	B	B+	2.90
6	C+	D	B	B	2.33
7	D+	D	B-	B-	1.93
8	C-	D+	C+	C+	1.90
9	C-	D+	C+	C+	1.90
10	D	D	C	D	1.25
11	D	D	D+	D	1.08

Table E.10: Diploma Programme in English Literacy Skills for the Deaf, Cohort 2

Rank	Developing Reading Skills I	Developing Reading Skills II	English Grammar for Intermediate Learners	Exploring English Sentence Structure	GPA
1	A	A	A	A	4.00
2	A-	A-	B	B	3.35
3	B	B	B+	B+	3.15
4	B	C+	A-	B	3.00
5	B-	B+	B-	C	2.68
6	C-	C+	C-	C	1.96
7	C+	D+	C+	F	-

Original Course Descriptions for Higher Diploma Program in Sign Linguistics and Sign Language Teaching

Sign Language Phonology: 3 Credits

This course aims at providing an overview of how phonological structures of sign languages can be described and analyzed. Specifically, attention will be focused on how sign language phonology interacts with the perceptual and production system involved in the visual-gestural modality on the one hand, and other areas of grammar such as morphology and syntax on the other. Upon the completion of this course students are expected to be able to describe and explain the underlying mechanisms of phonological process and the corresponding constraints pertaining to their own sign languages. Key concepts that will be covered in this course include: (i) how different parameters combine and interact with each other in the formation of a single sign; (ii)

what are the phonological rules and constraints of these combinations; (iii) what are the common phonological processes in sign languages in parallel to those in spoken languages and how they reflect the modality-specific characteristics of sign languages; (iv) how are sign language syllables constructed and to what extent they differ from those in spoken languages.

Sign Language Morphology: 3 Credits

This course aims at introducing some of the morphological properties commonly observed in sign languages from a cross-linguistic and cross-modal point of view. Focus will be given to how morphological structure of sign languages is shaped and influenced by their modality-specific features, such as the use of space, availability of paired manual articulators, as well as the simultaneous layering of non-manual signals with the manual ones. Issues that will be covered in this course include morphological properties of lexical families, different types of derivational and inflectional morphology in sign languages, morphological properties of signs across different grammatical categories as well as the morphological properties of complex predicates such as classifier predicates. The role of space and non-manual signals, which are specific to the signing modality, in the representation of morphological properties, will be addressed in details.

Sign Language Syntax: 3 Credits

This course aims at introducing the syntactic rules that regulate the correct or acceptable ordering of words in a sentence in sign languages in the literature. Given this background knowledge, students will be encouraged to figure out the corresponding rules in their own sign languages. Issues that will be incorporated in this course include: word classes, sentences and their constituents, sentence types, constituent order in simple and complex clauses, interrogatives, fronting, clefts, negation and confirmation, coordination and subordination, as well as the issue of basic word order. Discussion will be focused on rules that have been documented in the sign language literature, generalizations made thereof, and the extent to which these generalized syntactic patterns can be extended to the students' own sign languages, and the methodologies that can be made use of to elicit syntactic rules in a sign language.

Sign Language Lexical Analysis: 2 Credits

This course aims at introducing basic concepts in the study of lexicon, in particular, the componential features specific to the vocabularies in sign languages, and how these features should be captured and presented in an organized manner in the production of a dictionary. It will first focus on the major components that make up a sign language lexicon in general. Relevant concepts include arbitrary lexical signs, iconic lexical signs that originate from grammaticalized classifier predicates, functional signs, productive classifier constructions, loan signs as well as fingerspelled initialized signs. The ways through which new signs are created and introduced into the lexicon will be discussed. How these concepts relate to dictionary design will be highlighted, with sociolinguistic variations on the level of lexicon taken well into account.

Non-Manuals in Sign Languages: 2 Credits

This course focuses on the linguistic role of non-manual features in sign languages. Students will learn how to identify and analyze various types of non-manual signals conveyed by the face or the body at different levels of sign language grammar. This course will begin with an overview of the types and functions of non-manual signals reported in different sign languages in the literature. These signals include the use of blinks, brow movements, body leans, head positions, as well as different facial expressions involving the tongue, lips and cheek. Students will then learn how to identify comparable non-manual signals in their own sign languages and describe the linguistic functions they perform.

Sign Language and Society: 3 Credits

This course will explore the relationship between signed languages and the communities in which they are used from a sociolinguistic perspective. A wide range of sociolinguistic issues in relation to sign language and the deaf community will be addressed in details in this module. They include: the emergence of sign language among deaf people in a hearing community, the role of sign languages in sustaining and developing a deaf community, the preservation and transmission of sign language within and outside a deaf community, as well as the link between variations in sign languages and sociolinguistic factors. Throughout this module students will be encouraged to relate these concepts to the situations in their home countries.

Sign Language Acquisition: 3 Credits

This module introduces basic concepts about sign language acquisition by deaf children. Through this course students are expected to get a general understanding of how deaf children acquire sign language as a first language, and the adverse effects of a delayed exposure to sign language on the language and cognitive development of deaf children. It will cover basic concepts in language acquisitions in general, and how these concepts can be applied in studying the sign language development of deaf children. Specifically, focus will be given to the developmental stages deaf children typically go through in acquiring a visual-gestural language, the errors they make in the course of acquisition, and the extent to which such a developmental pattern is parallel to that of spoken language acquisition by hearing children.

Sign Linguistics Research Project I: 5 Credits

In this module, the students will work in groups to carry out a sign language research project on a selected topic of their own interest under the instructor's guidance. The topic of the research project needs to be based on the linguistic concepts that have been learnt in the other modules of this Higher Diploma. The students will learn how to provide a descriptive account of the selected linguistic phenomenon in a systematic manner. It will first provide students with an overview on how one can develop a sign

language research project from scratch. Then students will be required to design and conduct a group-based sign language research project. They will be guided by the instructor to go through the necessary steps in conducting sign language research, such as identify a linguistic phenomenon, design suitable methodologies for data collection and provide a descriptive account of the findings. Students will need to hand in a research report as part of the course assessment, and they are also expected to give comments on each other's works.

Sign Linguistics Research Project II: 6 Credits

In this module, students will be required to conduct an individual sign language research project under the guidance of the instructor. Through this process, the students are expected to develop critical thinking, observation skills, as well as the ability to analyze sign language data. Students will work on their own research project independently throughout this module. Regular class meetings and individual meetings with the instructor will be set up for this module. In individual meeting sessions, the instructor will review the students' progress from time to time and give advice on their work. Students also need to present their research progress in class for peer review and suggestions. At the end of the course, the students need to present and submit the findings of their projects for course assessment.

Readings in Language and Linguistics: 3 Credits

The aim of this module is to broaden students' general knowledge of language and linguistic issues via extensive reading and discussion. In this course, students will be assigned to read passages from a number of selected reference texts on spoken language and sign language linguistics. Students will learn how to compare and contrast spoken and sign language issues from various perspectives. In each lesson, there will be individual student presentations on the selected reading materials and open discussions. Students will also need to write summaries as well as reading reports on the reading materials to consolidate their knowledge.

Designing Sign Language Teaching Syllabi: 3 Credits

The students will understand the fundamental concepts of syllabus design and be able to apply them in writing course goals and behavioral objectives as well as to incorporate them into their day-by-day lesson plans in teaching sign language courses. Basic principles of designing a syllabus for language courses will be introduced in the course through which lesson planning for basic and introductory courses in sign language teaching will be emphasized. Throughout the course, the students will work with groups writing lesson plans. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, the importance of having a syllabus, time management, and provisions for making changes in lesson plans will be stressed.

Designing Sign Language Learning Materials: 3 Credits

The students will develop a critical mind towards materials selection as well as the skills essential in designing new materials and/or adapting available materials in teaching sign language courses. This course reviews and discusses available instructional tools suited for teaching sign language courses. Various techniques that can be used in the search of new teaching materials will be featured. The students will develop their own materials and exchange them with their fellow students in order to develop a standard corpus of materials that can be shared by teachers of basic and introductory level sign language courses.

Sign Language Teaching Methodology: 3 Credits

The students will approach sign language teaching from a language acquisition perspective and acquire essential skills of teaching sign languages with a communicative approach. Various methods and approaches of teaching will be emphasized throughout the course, with emphasis on communicative language learning. Theories related to first and second language acquisition as well as the difference between foreign language and second language learning will be featured. The instructor will provide demonstrations in teaching a basic foreign sign language for the students in order for them to have the first-hand experience of learning a new language. Classroom management techniques and physical features of having an ideal classroom will be featured in this course.

Practicum in Teaching Sign Languages: 6 Credits

The students will integrate knowledge and skills acquired in various sign language teaching modules and put into practice. The students will also develop a critical mind on evaluating fellow students teaching practices and provide constructive comments/suggestions for improvement. The course emphasizes on teaching practice in basic and/or introductory level sign language classes under supervision. The students will have the opportunity to utilize the basic teaching tools that they developed in other sign language teaching modules. Weekly meetings with the practicum coordinator will be required for all students taking this course to encourage peer evaluation and discussion in identifying elements of good teaching practices.

Designing Sign Language Assessment: 3 Credits

The students will design a sample of sign language test batteries which targets on testing the knowledge of specific grammatical categories including wh-interrogatives, yes-no questions, negation, modals. The course provides an overview of available sign language test batteries developed on the basis of linguistics concepts. Various motivations and methodology in developing sign language test batteries will be discussed. Emphasis will be placed on the application of linguistics analysis to the design of materials which taps on specific linguistics knowledge.

Readings in Language Teaching: 2 Credits

The aim of this module is to broaden students' general knowledge of language teaching issues via extensive reading and discussion. In this course, students will be assigned to read passages from a number of selected reference texts on language teaching issues. In each lesson, there will be individual student presentations on the selected reading materials and open discussions. Students will also need to write summaries as well as reading reports on the reading materials to consolidate their knowledge.

Readings in Applied Linguistics: 2 Credits

The aim of this module is to broaden students' general knowledge of Applied Linguistics via extensive reading and discussion. In this course, students will be assigned to read passages from a number of selected reference texts on Applied Linguistics. In each lesson, there will be individual student presentations on the selected reading materials and open discussions. Students will also need to write summaries as well as reading reports on the reading materials to consolidate their knowledge.

Deaf Identities and Deaf Cultures: 2 Credits

This course introduces the concept of deaf people as a cultural linguistic minority group as opposed to the traditional medical model on deafness. In the last decade, definitions of and attitudes toward Deaf people have changed from a clinical perspective to a cultural perspective that identifies, respects and promotes Deaf culture. This module discusses the historical and contemporary perspective of deaf people using a sociocultural model. Topics addressed included cultural identity, core values, group norms, communication, and the significant role sign language plays in deaf culture.

Deaf Histories and Deaf Communities: 2 Credits

This course will provide an in-depth investigation into the history of deaf people as an oppressed group and the composition of deaf communities around the globe. Specifically, this module will look into the history of deaf education and how deaf education relates to the creation of the deaf communities. It discusses aspects of Deaf history and the emergence of deaf communities in different parts of the world. Similar to many other oppressed populations, deaf people experience oppressions throughout history, and this kind of oppressions are particularly pronounced in the realm of deaf education. Hence, in this module, particular attention will be focused on the historical changes in the philosophy of deaf education and how these changes affect deaf lives and shape their communities. Students will learn how to apply knowledge gained from deaf history into the contemporary situation in their home countries.

Readings in General Health Care: 3 Credits

This course provides an opportunity for students to enhance their English reading skills and analytical thinking through extensive reading in various aspects of Social Sciences.

Students will be assigned introductory reading materials on different aspects of Social Science. The topics of the reading materials are will be drawn from areas such as psychology, sociology, education, arts and history. There will be lectures, student presentations as well as open discussions to help clarify and consolidate the knowledge gained by the students through the reading activities. Through these activities students will learn and familiarize themselves with English terminologies and phrases commonly found in studies of Social Sciences.

Readings in Basic Concepts in Science and Technology: 3 Credits

This course provides an opportunity for students to enhance their English reading skills and analytical thinking through extensive reading in various aspects of Science and Technology. Students will be assigned introductory reading materials on different aspects of Science. The topics of the reading materials are will be drawn from areas such as physics and astronomy, geology, chemistry, biology and computer science. There will be lectures, student presentations as well as open discussions to help clarify and consolidate the knowledge gained by the students through the reading activities. Through these activities students will learn and familiarize themselves with English terminologies and phrases commonly found in the studies of Science and Technology.

Readings in Basic Concepts in Social Sciences: 3 Credits

This course provides an opportunity for students to enhance their English reading skills and analytical thinking through extensive reading in various aspects of general health. Students will be assigned introductory reading materials on different aspects of general health. The topics of the reading materials are will be drawn from areas such as mental health, stress-coping strategies, sleeping disorders, common diseases, drug safety, obesity, diseases related to aging, etc. There will be lectures, student presentations as well as open discussions to help clarify and consolidate the knowledge gained by the students through the reading activities. Through these activities students will learn and familiarize themselves with English terminologies and phrases commonly found in the studies of General Health Care.

Exploring English Grammar I: 3 Credits

This course aims at providing training on English grammar for students of an (upper-)intermediate level of proficiency. It provides a systematic introduction to various aspects of English grammar and their associated terminologies. It deals with the central features of English grammar, such as verb and noun phrase construction, clause construction and verb complementation, paying particular attention to areas that are relevant and of use to second language learners of English. Extensive exercises will be given to enhance students' knowledge of English grammar.

Exploring English Grammar II: 3 Credits

This course aims at consolidating and reinforcing the knowledge of English grammar for students with an (upper-)intermediate level of proficiency. Students will be given extensive and intensive exercises to reinforce their knowledge of English grammar rules. In particular, students will learn how to comprehend the underlying logic in grammar usage and punctuations, and how these two contribute to meaning. Exercises will also be given on the correct usage of words that are commonly confused, and on the application of proofreading and editing skills.

Advanced English Reading Skills I: 4 Credits

This course is designed for (upper-)intermediate English students to improve reading comprehension and general language skills. It offers explanations and practices that aim at further developing students' reading skills. Students will learn how to identify the theme of a written text, figure out logical links between paragraphs, understand figurative language and recognize a writer's intent. Intensive and extensive practices will also be given to consolidate students' skimming and scanning reading techniques. Texts include fiction and non-fiction materials, emphasizing reading for both information and pleasure. Students are encouraged to participate in discussions and prepare presentations for the class.

Advanced English Reading Skills II: 4 Credits

This course is designed for (upper-)intermediate English students to improve reading comprehension and general language skills to prepare them for college-level English reading requirement. Students develop advanced critical reading skills using source materials from various academic disciplines. Readings may include articles, non-fiction books, websites, and data presentations. Students will learn to identify major arguments and types of support, separate fact from opinion and analyze the vocabulary and discourse patterns used in the text. Critical reading, writing and discussion are emphasized.

English Writing Skills I: 2 Credits

This course is designed for preparing intermediate English students to develop general writing skills. It focuses on the fundamental aspects of essay writing. Students will learn how to produce unified and coherent essays on a variety of topics in preparing for the writing of essays on general topics. They will learn to write an organized passage by going through the following stages: outlining ideas, writing first drafts, peer editing and revising. With the guided materials, students are expected to process from writing well-formed paragraphs to longer essays with clear topic sentences, appropriate support materials and logical conclusion.

English Writing Skills II: 3 Credits

This course is designed for (upper-)intermediate English students to develop skills in expository and persuasive writings. It focuses on the fundamental aspects of expository and persuasive writing. For expository writing, students will learn how to present ideas, instructions or descriptions in an informative and orderly fashion. They will learn the structures and phrases commonly used in signaling sequence or relations among concepts. As for persuasive writing skills, students will learn how to present one's attitudes or position on a particular issue. Skills to be covered include format of argumentation, development of arguments, presentation of supporting evidence, and writing up a concise but precise conclusion.

English Writing Skills III: 3 Credits

This course is designed for (upper-)intermediate English students to develop academic writing skills. It gives students the opportunity to develop their writing skills and prepare them to write academic papers. Focus will be placed on the construction of specific types of compositions, including opinion, comparison and contrast, argumentative and cause/effect. Students will develop vocabulary and grammatical structures appropriate to the academic assignments they are likely to encounter. This course helps to develop the writing skills necessary for analysis, written presentation of research topics and persuasive writing.

Additional Course Descriptions for the Higher Diploma Program in Sign Linguistics and Sign Language Teaching

Readings in Deaf Education: 2 Credits

In this course, students will be assigned to read passages from a number of selected reference texts on deaf education issues. In each lesson, there will be individual student presentations on the selected reading materials and open discussions. Students will also need to write summaries as well as reading reports on the reading materials to consolidate their knowledge.

Teaching Methodology: 3 Credits

This course has two main components. The first component introduces students to strategies for curriculum development and syllabus design. Students will be required to write lesson plans and Individual Education Programs (IEPs). A range of teaching approaches pertinent to educating deaf students in different contexts, and the skills needed to undertake these tasks will be discussed. The second component focuses on students' development of practical teaching skills, as well as skills for identifying and assessing learning needs of deaf students in order to choose appropriate pedagogical strategies to support learning.

Social and Cognitive Development of Deaf Children: 3 Credits

A number of topics related to social, cognitive, and psychological development of deaf children will be introduced. Factors affecting deaf children's development with respect to cognitive processes, identity issues as well as relationships with peers and family will be discussed. The course will also discuss how the needs of children can be identified and what approaches can be adopted to support their development in these areas.

Sign Bilingualism: 6 Credits

The course starts off with an overview on language development of deaf children, pointing to how language development interacts with deaf children's social, cognitive and psychological development in the home and school contexts with or without exposure to sign language. There will also be discussions about the impacts of various models of deaf education on the sociolinguistic composition of deaf communities. Against these backgrounds, the course will continue to introduce the concept of sign bilingualism as a new direction for various strands of sign linguistics and deaf education research, which has gradually evolved itself into a fundamental philosophy for preserving deaf sign language and culture alongside communicating and interacting with the hearing community through spoken language. Various models of sign bilingual education programs in the world will be discussed and evaluated to enable students to appreciate the complexities involved in deriving a decision on language in deaf education. Learning activities include lectures (30 hours), tutorials (15 hrs), focused group discussions on sign bilingual or other deaf education models (25 hours), and report writing (20 hours). Conditions permitting, students are encouraged to conduct mini-research to ensure a better understanding of the issues involving sign bilingualism in deaf education.

Sign Language Syllabus Design: 3 Credits

Basic principles of designing a syllabus for language courses will be introduced in the course through which lesson planning for basic and introductory courses in sign language teaching will be emphasized. Throughout the course, the students will work with groups writing lesson plans. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, the importance of having a syllabus, time management, and provisions for making changes in lesson plans will be stressed.

Practicum: 6 Credits

The course emphasizes the training of effective teaching practice in classes under the supervision of a course coordinator. Students will have the opportunity to evaluate the teaching tools they develop in other modules of the program. Regular reportings/meetings with the course coordinator are required for all students taking this course, to encourage peer review and constructive experience sharing of what constitute good teaching practices.

Sign Language Research Methodology: 3 Credits

This course will introduce commonly used methodologies in conducting sign language research. They include photography and video taking skills, image capturing skills, data elicitation techniques in language research, data processing skills, use of computer softwares like ELAN to transcribe sign language data, etc. The students will be able to apply the knowledge and skills they learn from this course in conducting sign language research projects.

Sign Linguistics Research Project: 6 Credits

Students will work on their own research project independently throughout this module. Regular class meetings and individual meetings with the instructor will be set up to update progress and facilitate discussions on various components of the project. In individual meeting sessions, the instructor will review the students' progress from time to time and give advice on their project. Students' research progress will be peer reviewed in class from time to time. At the end of the course, the students need to conduct an oral presentation and submit a report as part of course assessment.

Grades in Courses in the Higher Diploma Programme

Table E.11: Higher Diploma Programme in Sign Linguistics & Sign Language Teaching

Course	Rank						
	1	2	3	4	5	6	7
Sign Language Phonology	B-	B	B	C-	D	D	D+
Sign Language Morphology	B+	B	B-	C	B+	C+	D
Sign Language Lexical Analysis	A	A-	A	B-	C+	B-	A-
Sign Language Syntax	A-	C+	B-	B-	B-	B-	C
Non-manuals in Sign Languages	A-	B	B-	B	B-	C	C
Sign Language and Society	B	C+	B	D+	C+	C-	D
Sign Language Acquisition	A-	B+	B+	B	B	C+	C+
Sign Linguistics Research Project I	C	C+	C	C-	B-	C+	D
Sign Linguistics Research Project II	B	C+	B	B-	B-	C-	D+
Readings in Language and Linguistics	B	B	B	B	C	C	C-
Designing Sign Language Teaching Syllabi	A	A	B	B	B	A-	A-
Designing Sign Language Learning Materials	A	A-	B+	B+	B+	B	B
Sign Language Teaching Methodology	A-	C+	A-	B+	C+	B	B-
Practicum in Teaching Sign Languages	B+	B-	C+	C	C+	B+	C+
Designing Sign Language Assessment	B	B-	B	C	B-	C	D
Readings in Language Teaching	B	C+	C+	B-	B-	C	C-
Readings in Applied Linguistics	C	B+	B+	C	C	B	C+
Deaf Identities and Deaf Cultures	A-	B+	B+	B+	A	B+	B+
Deaf Histories and Deaf Communities	A-	B	A-	B+	B+	B+	B-
Readings in Basic Concepts in Social Sciences	B	B+	B-	B+	C	D+	C-
Readings in Basic Concepts in Science and Technology	B	B	B	B	B	B-	C
Readings in General Health Care	B+	B	B	A-	B	B	C+
Exploring English Grammar I	A-	A-	B+	B	B-	B-	B-
Exploring English Grammar II	A-	B	B	B	C+	C	C-
Advanced English Reading Skills I	A-	C+	B-	B	D+	B-	D+
Advanced English Reading Skills II	B+	B+	B	B+	B-	B-	B
English Writing Skills I	A-	B	B	B-	C-	C+	C-
English Writing Skills II	B+	B	C	B	B-	D+	D+
English Writing Skills III	B	B+	B-	C	C-	D+	D
GPA	3.15	2.92	2.85	2.64	2.51	2.40	1.95

Table E.12: Higher Diploma Programme in Sign Linguistics, Cohort 2

Course	Rank and Grades			
	1	2	3	4
Sign Language Phonology	C	C	D	C-
Sign Language Morphology	B-	B-	C	B-
Sign Language Lexical Analysis	B	C+	C	C+
Sign Language Syntax	D+	D+	D+	D
Non-manuals in Sign Languages	B	B	C-	C
Sign Language and Society	C+	C+	C+	B-
Sign Language Acquisition	B-	B-	C+	C
Sign Language Research Methodology	A-	B+	B+	B-
Sign Linguistics Research Project	B+	B+	B+	C-
Readings in Language and Linguistics	B	B	B+	B+
Sign Language Syllabus Design	A	A-	B+	B-
Designing Sign Language Learning Materials	A-	B+	B	B
Sign Language Teaching Methodology	A-	A-	B	B+
Practicum	A	A-	B	C-
Designing Sign Language Assessment	B+	B-	B	B
Readings in Language Teaching	A	B	B	B+
Readings in Applied Linguistics	B	B	B+	B
Readings in Deaf Education	B-	B-	B+	C+
Deaf Identities and Deaf Cultures	B+	B	A-	B-
Deaf Histories and Deaf Communities	B	B+	C+	B
Readings in Basic Concepts in Social Sciences	A-	B+	B+	B
Readings in Basic Concepts in Science and Technology	B	C+	B	B-
Readings in General Health Care	B+	B-	B+	B
Exploring English Grammar I	B	C+	B-	B
Exploring English Grammar II	B+	B	B-	B
Advanced English Reading Skills I	A-	B	B+	B
Advanced English Reading Skills II	A	B+	A	B
English Writing Skills I	B+	B	B	B
English Writing Skills II	B	B-	C+	C+
English Writing Skills III	B+	A-	B+	B
GPA	3.22	2.95	2.85	2.58

Certificate in Sign Language Teaching in Myanmar

Basic Sign Language Grammar: 2 Credits

This course offers a basic introduction to the structure of sign language at the level of phonology, morphology and syntax. It builds on students' prior knowledge of the local sign language, attempting to raise their metalinguistic awareness through sign language analysis. The modality differences between the local sign language and spoken language of community in which the students find themselves will be discussed in order to stimulate students to think of the possible consequences on sign language grammar.

Introduction to Sign Languages and Deaf Communities: 1 Credit

This course gives a quick overview of sign language varieties found in different parts of the world. The environments in which sign languages and deaf communities develop in different parts of the world will be discussed. Those occurring in the Asia Pacific region will be highlighted as much as possible.

Sign Language Teaching Methodology: 2 Credits

Various methods and approaches of teaching sign language will be examined, with emphasis on the pedagogical issues evolved from the general concept of communicative language learning. The instructional process requires the students to have the first-hand experience of learning a new sign language in order to critically evaluate their own learning process with respect to the different approaches to language teaching. Students will be given the opportunity to work in groups to teach an experimental class on their native sign language.

Sign Language Syllabus and Materials Design: 2 Credits

Basic principles of designing a syllabus for language courses will be. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, the importance of having a syllabus, time management, and provisions for making changes in lesson plans will be stressed. Types of communicative learning activities and resources appropriate for teaching sign language will be introduced. Throughout the course, the students will work with groups writing lesson plans. The students will be guided to develop their own materials and exchange them with their fellow students in order to develop a standard corpus of materials that can be shared by teachers of basic and introductory level sign language courses.

Practicum: 55 hours

The students will observe a class of beginner's level sign language. They will also practice teaching basic and/or introductory level classes in their native sign language. They will be advised and encouraged to explore on the strategies of sign language teaching.

Grades for the Courses in the Certificate in Sign Language Teaching in Myanmar

Table E.13: Foundation Courses - Basic Sign Language Phonology

Rank	Mid-Term	Final	Average	Recommended for Second Batch of Courses
1	86	79	83	Yes
2	83	76	80	Yes
3	87	71	79	Yes
4	82	73	78	Yes
5	83	72	78	Yes
6	82	69	76	Yes
7	76	74	75	Yes
8	80	68	74	Yes
9	74	73	74	Yes
10	82	63	73	Yes
11	54	75	65	Yes
12	60	66	63	Yes
13	49	59	54	Yes
14	47	58	53	No
15	40	51	46	No
16	38	39	39	No

Table E.14: Foundation Course – Basic Sign Language Lexicography (Lexicography and Deaf History) and Review of Phonology

Rank	Lexicography	Deaf History	Phonology (Review)
1	95	80	90
2	61	45	92
3	55	65	94
4	50	90	90
5	50	40	81
6	44	60	90
7	33	60	84
8	33	55	88
9	28	60	90
10	22	55	87

Table E.15: Certificate Programme in Sign Language Teaching

Rank	Basic Sign Language Grammar	Introduction to Sign Languages and Deaf Communities	Sign Language Teaching Methodology	Sign Language Syllabus and Materials Design	Practicum	GPA
1	B+	A-	B+	A-	A-	3.55
2	B	B+	B+	B+	A-	3.38
3	B	B+	B+	B+	B+	3.24
4	A	A-	C+	B+	B	3.18
5	B	B+	B-	B	B	2.97
6	B	B	C+	B	B+	2.97

References

- Berger, K. "A History of Education for the Deaf in the Philippines." *American Annals of the Deaf* 114 no 2,:79-90, 1969.
- Bloomfield, L. *Language*. New York: Holt, Rinehart & Winston, 1933.
- The Cambodian Sign Language Production Team. *Student Handbook 1: Level 1, Lessons 1-5 (English international edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2007a.
- The Cambodian Sign Language Production Team. *Student Handbook 2: Level 1, Lessons 6-10 (English international edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2007b.
- The Cambodian Sign Language Production Team. *Student Handbook 1: Level 1, Lessons 1-5 (Khmer edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2008a.
- The Cambodian Sign Language Production Team. *Student Handbook 2: Level 1, Lessons 6-10 (Khmer edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2007a.
- The Cambodian Sign Language Production Team. *Student Handbook 3: Level 1, Lessons 11-15 (English international edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2009a.
- The Cambodian Sign Language Production Team. *Student Handbook 3: Level 1, Lessons 11-15 (Khmer edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2009b.
- The Cambodian Sign Language Production Team. *Student Handbook 4: Level 1, Lessons 16-20 (English international edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2009c.
- The Cambodian Sign Language Production Team. *Student Handbook 4: Level 1, Lessons 16-20 (Khmer edition)*. Phnom Penh: Maryknoll Deaf Development Programme, 2009d.
- The Cambodian Sign Language Production Team. *Cambodian Sign Language-English and English-Cambodian Sign Language Dictionary (Hong Kong edition.)* Hong Kong: Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong, 2010.
- The Centre for Sign Linguistics and Deaf Studies. *Hong Kong Sign Language Learning Materials Online Portal* [URL http://www.cslds.org/hksl_book/login.php], 2013a.
- The Centre for Sign Linguistics and Deaf Studies. *Hong Kong Sign Language Dictionary Book 1*. Hong Kong: Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong, 2013b.
- The Centre for Sign Linguistics and Deaf Studies. *Hong Kong Sign Language Dictionary Book 2*. Hong Kong: Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong, 2013c.
- De Vos, C. "A Signers' Village in Bali, Indonesia." *Minpaku Newsletter*. 33: 4-5, 2011.
- Frishberg, N. "Ghanaian Sign Language." In *Gallaudet Encyclopedia of Deaf People and Deafness*, Vol. 3,778-779. Edited by J. Van Cleve. New York: McGraw Hill, 1987.

- Groce, N. *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard Island*. Cambridge: Harvard University Press, 1985.
- The Hawai'i Sign Language Production Team. *Hawai'i Sign Language: Student Handbook and Companion Bilingual Dictionary 1*. Honolulu: Department of Linguistics, University of Hawaii at Manoa, 2017MS.
- The HCMCSL Production Team. 2007a. *Ho Chi Minh City Sign Language: Student handbook 1 (English international edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007a.
- The HCMCSL Production Team. 2007b. *Ho Chi Minh City Sign Language: Student handbook 1 (Vietnamese edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007b.
- The HCMCSL Production Team. 2007c. *Ho Chi Minh City Sign Language: Companion dictionary to student Handbook 1 (English international edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007c.
- The HCMCSL Production Team. 2007d. *Ho Chi Minh City Sign Language: Companion dictionary to student handbook 1 (Vietnamese edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007d.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Student handbook 2 (English international edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007e.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Student handbook 2 (Vietnamese edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007f.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Companion dictionary to student handbook 2 (English international edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007g.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Companion dictionary to student handbook 2 (Vietnamese edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2007h.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Student handbook 3 (English international edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2010a.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Student handbook 3 (Vietnamese edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2010b.

- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Companion dictionary to student handbook 3 (English international edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2010c.
- The HCMCSL Production Team. *Ho Chi Minh City Sign Language: Companion dictionary to student handbook 3 (Vietnamese edition)*. Bien Hoa City, Dong Nai: Project on Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation, 2010d.
- Linguistic Society of America. "Resolution on Sign Languages" 2001. Retrieved from linguisticsociety.org/resource/resolution-sign-languages#:~:text=The%20Linguistic%20Society%20of%20America,of%20expression%20of%20spoken%20languages.&text=Drafted%20by%20the%202001%20LSA%20Annual%20Meeting%20Resolutions%20Committee.
- Nguyen, H. *20th Anniversary Memory Book*. Bien Hoa City, Dong Nai: Center for Studying and Promoting Deaf Culture, 2020.
- Nguyen, H. and J. Woodward. "Education and Social Services for Deaf People in Viet Nam. In *Deaf Education Beyond the Western World—Context, Challenges, and Prospects for Agenda 2030*. Oxford: Oxford University Press, 195-210. Edited by H. Knorrs, M. Marschark, and M. Brons, 2019.
- Nonaka, A. 2004. "The forgotten endangered languages: Lessons on the importance of remembering from Thailand's Ban Khor Sign Language". *Language in Society* 33 no 5): 737–768, 2004.
- Philippine Federation of the Deaf. 2005. *Filipino Sign Language - A compilation of signs from regions of the Philippines Part 1*. Manila: Philippine Federation of the Deaf.
- Philippine Federation of the Deaf. 2007. *Filipino Sign Language - A compilation of signs from regions of the Philippines Part 2*. Manila: Philippine Federation of the Deaf.
- Sandler, W., M. Aronoff, I. Meir, and C. Padden. "The Gradual Emergence of Phonological Form in a New Language." *Nat Lang Linguist Theory* 29 no 2: 503–543, 2011.
- Shuman, M. "The Sound of Silence in Nohya: a Preliminary Account of Sign Language use by the Deaf in a Maya community in Yucatán, Mexico." *Language Sciences* 2 no 1:144–173, 1980.
- Sze, F., C. Lo, L. Lo, and K. Chu. "Historical Development of Hong Kong Sign Language." *Sign Language Studies* 13 no 2: 155-185, 2013.
- Tang, G. et.al. *Hong Kong Sign Language 1* [Electronic book]. Hong Kong: Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong, 2008.
- Tang, G. et.al. *Hong Kong Sign Language 2*. Hong Kong: Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong, 2008MSa.
- Tang, G. et.al. *Hong Kong Sign Language 3*. Hong Kong: Centre for Sign Linguistics and Deaf Studies, The Chinese University of Hong Kong, 2008MSb.
- United Nations Office at Vienna. *Report of the International Meeting on Human Resources in the Field of Disability, Tallinn, Estonian Soviet Socialist Republic, USSR, August 1989*. Vienna: CSDHA, United Nations Office at Vienna.

- Woodward, J. "Attitudes Towards Deaf People on Providence Island: A Preliminary Study." *Sign Language Studies* 1: 49-68, 1978a.
- Woodward, J. "Historical Bases of American Sign Language." In *Understanding Language Through Sign Language Research*, 333-348. Edited by P. Siple. New York: Academic Press, 1978b.
- Woodward, J. "Some Sociolinguistic Problems in the Implementation of Bilingual Education for Deaf Students." In *Proceedings of the Second National Symposium on Sign Language and Research and Teaching*. Silver Spring, Md.: NAD, 183-203. Edited by F. Caccamise and D. Hicks, 1980.
- Woodward, J. *How You Gonna Get to Heaven if You Can't Talk With Jesus: On Depathologizing Deafness*. Silver Spring, Md.: T.J. Publishers, 1982.
- Woodward, J. "Providence Island Sign Language." In *Gallaudet Encyclopedia of Deaf People and Deafness*, Vol. 3, 103-104. Edited by J. Van Cleve. New York: McGraw Hill, 1987.
- Woodward, J. "Sign Language Varieties in Costa Rica." *Sign Language Studies* 73: 329-346, 1991.
- Woodward, J. "Modern Standard Thai Sign Language, Influence from ASL and its Relationship to Original Sign Language Varieties in Thailand." *Sign Language Studies* 92: 227-252, 1996.
- Woodward, J. "Sign Languages and Sign Language Families in Thailand and Viet Nam." In *The Signs of Language Revisited: An Anthology in Honor of Ursula Bellugi and Edward Klima*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 23-47. Edited by K. Emmorey H. Lane, 2000.
- Woodward, J. "Sign Languages and Deaf Identities in Thailand and Viet Nam." In *Many Ways to be Deaf*. Washington, D.C.: Gallaudet University Press, 283-301. Edited by L. Monaghan, C. Schmalings, K. Nakamura, and G.H. Turner, 2003.
- Woodward, J., Bradford, A., Chea, S., and H. Samath. "Cambodian Sign Language." In *The World's Sign Languages: A Comparative Handbook*. Berlin: De Gruyter Mouton, 159-176. Edited by In J. Hansen, G. De Clerck, S.Lutalo-Klingi, and W. McGregor, 2015.
- Woodward, J. and H. Nguyen. "Where Sign Language Studies has led us in Forty Years: Opening High School and University Education for Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation." *Sign Language Studies* 13 no 1: 19-36, 2012.
- Woodward, J., H. Nguyen, and T. Nguyen. "Providing Higher Educational Opportunities to Deaf Adults in Viet Nam Through Vietnamese Sign Languages: 2000-2003." *Deaf Worlds* 20: 232-263, 2004.
- World Federation of the Deaf. *Sign Language Recognition. Formal Resolution Adopted by the X World Congress of the World Federation of the Deaf, 28 July 1987*. Helsinki: World Federation of the Deaf. 1987.
- The Yangon Sign Language Production Team. *Yangon Sign Language: Student Handbook 1 (Hong Kong Edition)*. Hong Kong: Centre for Sign Linguistics and Deaf Studies, 2017.
- The Yogyakarta Sign Language Production Team. *Yogyakarta Sign Language: Student Handbook 1 (Hong Kong Edition)*. Hong Kong: Centre for Sign Linguistics and Deaf Studies, 2013.