



*American Sign Language Teachers Association*  
**6<sup>th</sup> NATIONAL PROFESSIONAL DEVELOPMENT  
CONFERENCE**

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**VISUAL INGREDIENTS IN ASL:  
WHAT SHOULD BE INCLUDED?**

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# VISUAL INGREDIENTS IN ASL: WHAT SHOULD BE INCLUDED?

To rehearse the key phrases and conversation behaviors with your partner

- Gestures
- Facial Expressions
- Mouthings
- **Classifiers**
- **Surrogates**
- **Body Shift**
- **Space**
- **ASL structures**  
(Depicting-Nouns & Verbs,  
Ground-Figure, Word Order)
- **Vocabulary**
- **Finger-spelling**
- **ACTFL's 5 C's**



# VISUAL INGREDIENTS IN ASL: WHAT SHOULD BE INCLUDED?

- Chefs combine many ingredients to make the perfect dish.
- Language teachers must also bring together ingredients.
- Since ASL is a visual language, naturally those ingredients will be visual.
- What makes the perfect combination of ingredients?
- Are there secret ingredients for success?
- Also, develop and advocate by the American Council of Teachers of Foreign Languages (ACTFL) (National Standards - 5Cs)

# What makes the perfect combination of ingredients? Are there secret ingredients for success?

Let you discuss your view

Video/Picture shows language in use, helps students with contextual clues based on gestures, facial expressions and provides fascinating cultural information about places, things and people where the languages we teach are signed.

## Why?

- setting goals and standards for each language course
- our visual ingredients include: Gestures, Facial Expressions, Mouthings, Classifiers, Surrogates, Body Shift, Space, ASL structures (Depicting-Nouns & Verbs, Ground-Figure, Word Order), Vocabulary, Finger-spelling and ACTFL's 5 C's
- assisting you to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad
- and offer ideas for using video recordings to design communicative tasks that maximize opportunities to use the target language receptively and actively

# National Standards 5 C's

– Is it important for us to use them???? Yes or No




Let you discuss your view

**Communication**, **Cultures**, **Connections**, **Comparisons**, **Communities** are five goal areas for foreign language learners: [www.actfl.org](http://www.actfl.org) or [www.aslta.org](http://www.aslta.org) - Resources – National Standards and ASL

[http://www.actfl.org/files/public/StandardsforFLExecsumm\\_rev.pdf](http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf)

-develop their language skills

- explore, develop, and use communication strategies, learning strategies, critical thinking skills, and skills in technology, as well as the appropriate elements of the language system and culture



## **Communication** (Communicate in a language Other than English) (ASL)

Standard 1.1: Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret American Sign Language in live and digital communication contexts on a variety of topics.

Standard 1.3: Students present information, concept, and ideas to an audience of viewers in live and digital communication contexts on a variety of topics.

\*Range of communication: Interpersonal (direct face-to-face) / Interpretive (receptive face-to-face & understanding of visual materials) / Presentational (presenting to an audience)

## **Cultures** (Gain Knowledge and Understanding of Other Cultures )(Deaf American Culture)

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

## Communication, Cultures, Connections, Comparisons, Communities

### **Connections** (Connect with Other Disciplines and Acquire Information) (through ASL)

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language (the study of ASL)

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures (ASL and Deaf Culture)

Ex: Students identify community locations, personnel and transportation. Identifying community location, such as school, home, etc; describing the duties of emergency service personnel; describing the types of transportation observed in the local community.

### **Comparisons** (Develop Insight into the Nature of Language and Culture)

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own language.

Standard 4.2: Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.

### **Communities** (Participate in Multilingual (ASL) Communities at Home & Around the World)

Standard 5.1: Students use the language (ASL) within and beyond the school setting (Deaf Club)

Standard 5.2: Students show evidence of becoming life-long learners by using the language (ASL) for personal enjoyment and enrichment.

To rehearse the key phrases and conversation behaviors with your partner

Use Gestures, Facial Expressions, Mouthings, Classifiers, Surrogates, ASL structures, Body Shift, Space, Vocabulary, Finger-spelling and ACTFL's 5 C's

Also, please use

**Communication**, Cultures, **Connections**, **Comparisons**, and **Communities**

Video

Herliston Dogs Home

# Herliston Dogs Home



# Target Standards

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Students will be able to:

- Develop interpretive and interpersonal skills by utilizing the content for travel/visit/recreation/etc planning
- Demonstrate understanding of the new grammatical points and how they differ from English
- Discuss how to make the plans with other students
- Compare and contrast foreign countries to the USA

## Special Projects:

### **Example: Commercials (saintgobainglass) or Comic (wake-up)**

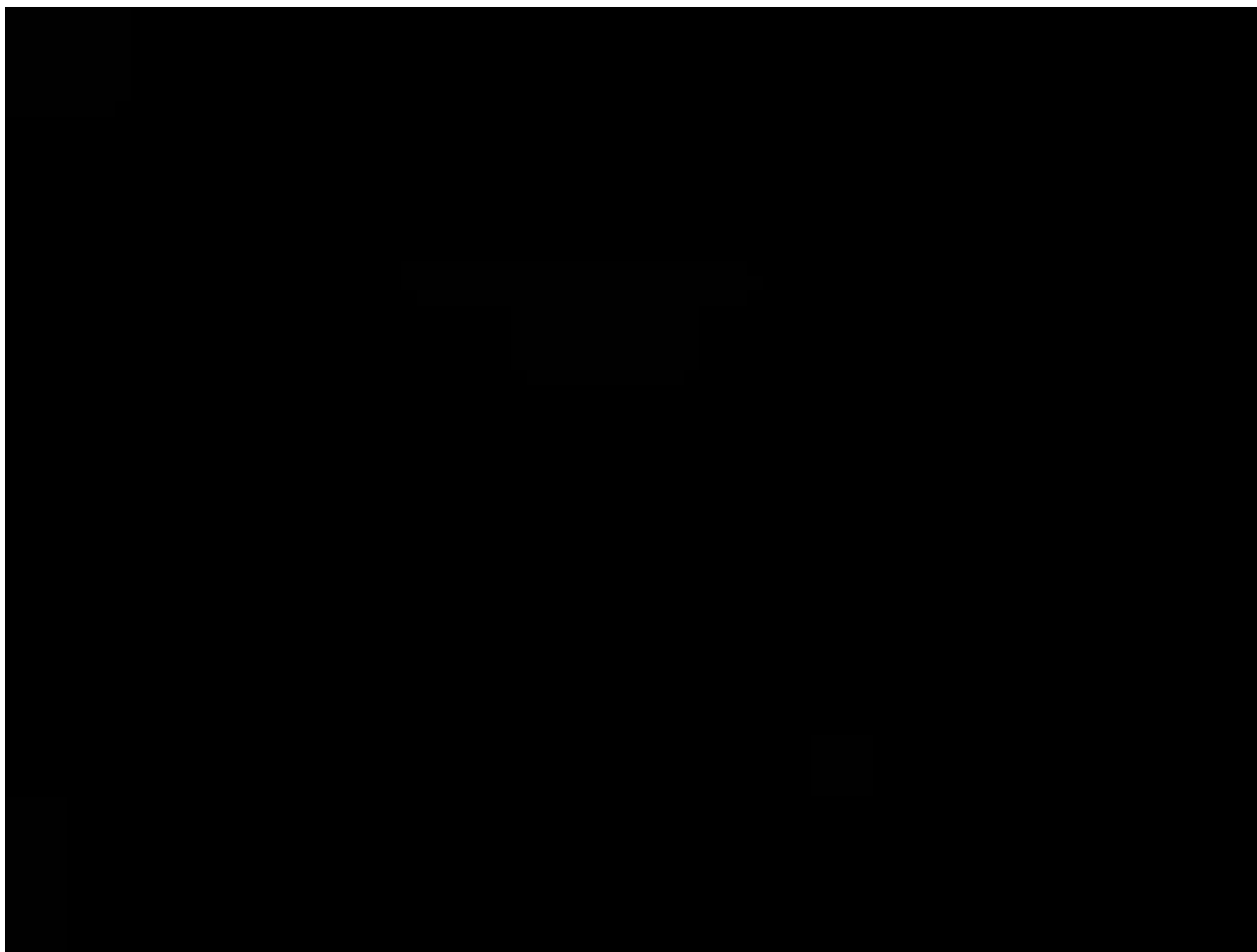
Students work in groups to create a product or service that may be of interest to people in the target culture.

Students sign a digital movie of their advertisement, then videotape it.

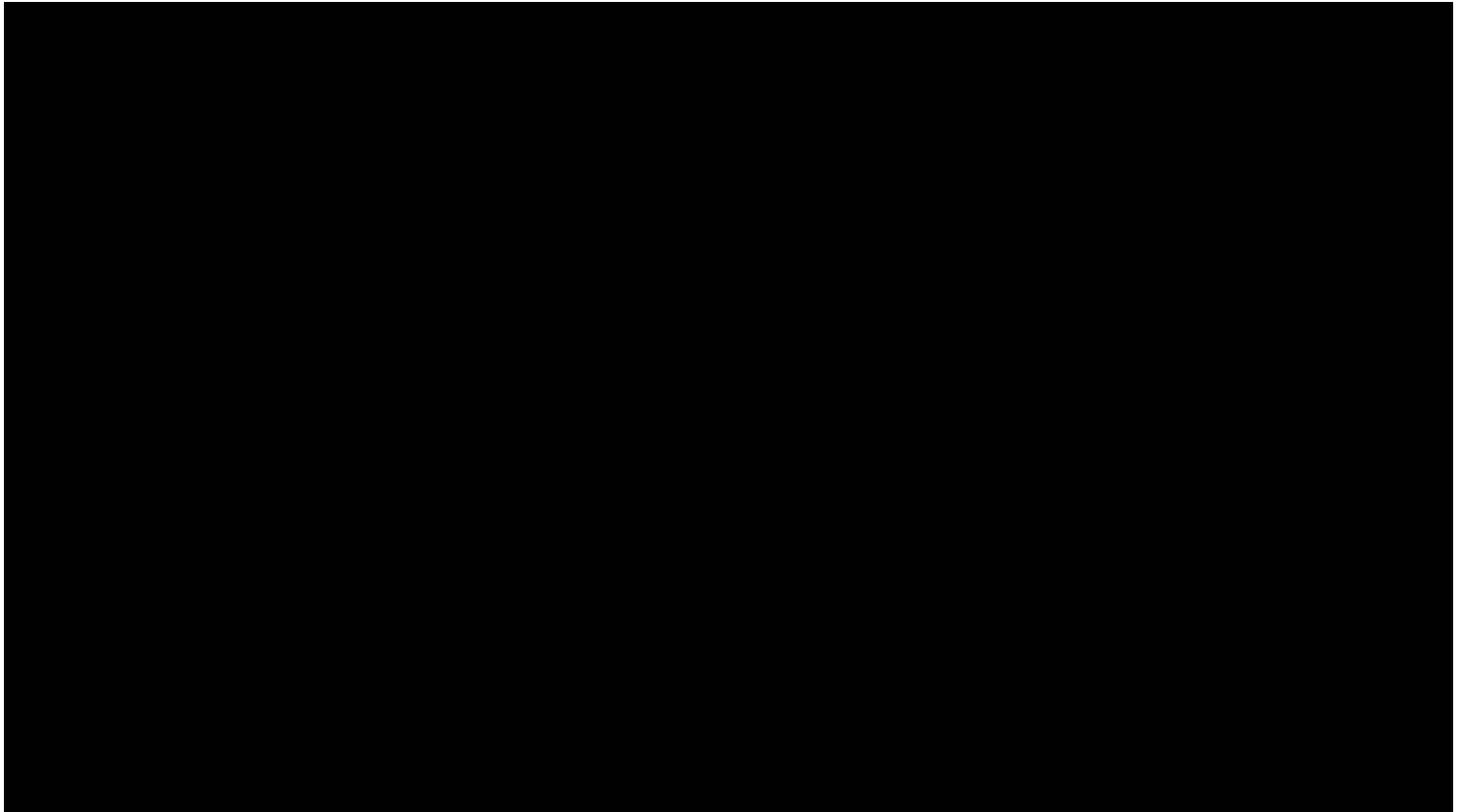
Commercials must be 1-2 minutes in length, and a product or photo of the product or service must be used.

Skills addressed: Signing in the target language (Classifiers, Mouthing, Surrogate, Finger-spelling, Voc, Facial Exp, ASL grammatical structure, 5Cs) and understanding of the target culture to create a useful product or service.

## **Example: Commercials (saintgobainglass)**



# Example: Comic (wake-up)



# Feedback

Questions?  
Comments?  
Ideas?

Thank you !!!!

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