

**AN ETHNOGRAPHIC INVESTIGATION OF THE
IMPLEMENTATION OF THE BILINGUAL-BICULTURAL
APPROACH FOR EDUCATING DEAF LEARNERS FOCUSING
ON SOUTH AFRICAN SIGN LANGUAGE TEACHING AT FET
LEVEL**

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ABSTRACT

This half-thesis reports on an ethnographic investigation of the implementation of the Bilingual-Bicultural Approach for educating Deaf learners, focusing on South African Sign Language (SASL) teaching at the Further Education and Training (FET) level in a South African School for the Deaf in the Eastern Cape. The investigation occurs within the context of the introduction, in 2015, of the SASL Curriculum and Assessment Policy Statement (CAPS) by the Department of Basic Education (DBE). The SASL CAPS introduces an approach to teaching the Deaf known as the Bilingual-Bicultural Approach. This is an approach in which natural sign language (such as SASL) is taught first and used to learn a spoken language such as English for reading and writing.

Previous research on a contrastive analysis of South African English and SASL reveals that SASL is a Topic-Comment language. It is sometimes Object-Subject-Verb (OSV) or Subject-Object-Verb (SOV) while the word order of South African English is Subject-Verb-Object (SVO).

Semi-structured interviews of hearing and Deaf participants reveal serious tensions between the staff and the hearing staff because Deaf culture is not adhered to by some of the hearing staff. These tensions have a negative impact on the culture of learning and teaching at the school.

Observations of four lessons at an FET class taught by an SASL FET teacher show that in her teaching, SASL syntax is used in keeping with the principles of the Bilingual-Bicultural Approach. However, her signing is accompanied by unvoiced spoken language due to the influence of a previously used approach called Total Communication (TC). One of the learners, Lulu, who contributes considerably more often than other learners in the lesson, also shows the same influence of TC. Other learners are either withdrawn or copy signs from Lulu.

The study concludes with the recommendation that SASL be used for initiating newcomers to school as opposed to Signed English because research in bilingualism suggests that second language learners need one natural language established first before attempting to learn a second language. Teachers are recommended to immerse themselves into Deaf culture to acquire fluency. Comments from some participants suggest that teachers require vigorous training in the Bilingual-Bicultural Approach on a continuous basis.

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PREFACE

Dedication of work

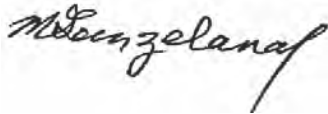
This piece of work is dedicated to my late parents, Geoffrey Lizo Mpepo (Aa Mpondozihlanjiwe! Dlamini, Zizi, Mkhonjwa, Ncokathi, Sijekula, Mangxama (my dad's clan names) and Winnifred Nomalizo Mpepo nee` Siwundla (Gasela kaMtungwa, Jiyeza kaNgolo, Sidudu somfaba esadik'abayeni, Ndlovu zidl'ekhaya ngenxa yokuswel'umalusi, Qobo ndaphukile (my mom's clan names).



Thank you for your initial motivation during my schooling years until I became intrinsically motivated. Dad, thank you for modelling punctuality. Mom, thank you for your English bedtime stories you taught us. We never knew they would take us so far.

DECLARATION

I declare that the half thesis entitled “An Ethnographic Investigation of the Implementation of the Bilingual-Bicultural Approach for educating Deaf learners focusing on South African Sign Language Teaching at FET Level” is my own original work. It has not previously been submitted at any University for a degree.



27 September 2021

.....
N.M. TUNZELANA

.....
DATE

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ACRONYMS AND ABBREVIATIONS

ASL	American Sign Language
CAPS	Curriculum Assessment Policy Statements
CMT	Curriculum Management Team
DBE	Department of Basic Education
DEG	Digital Educational Games
ECDoE	Eastern Cape Department of Education
ESL	English as a second language
FAL	First Additional Language
FET	Further Education and Training
FP	Foundation Phase
HL	Home Language
HOD	Head of Department
IP	Intermediate Phase
LEP	Limited English Proficiency
LoLT	Language of Learning and Teaching
LTSM	Learner Teacher Support Material
NCTT	National Core Training Team
RUESC	Rhodes University Ethical Standards Committee
SASL	South African Sign Language
SASL CAPS	South African Sign Language Curriculum Assessment Policy Statement
SIM COM	Simultaneous Communication
SMT	School Management Team
SP	Senior Phase
TC	Total Communication

1. INTRODUCTION

Globally, Deaf people desire full inclusion in communities through access to a natural sign language and another language used in their communities so as to function optimally in both the Deaf culture and that of the hearing people in their surroundings. In South Africa, the introduction of South African Sign Language (SASL) as a subject taught in schools for the Deaf since 2015 helps ensure inclusion and acceptance within communities of the Deaf. In this chapter the researcher locates this research in the field of Educational Linguistics, with a focus on Deaf education. Its main focus is on the implementation of the Bilingual-Bicultural Approach for teaching SASL at Further Education and Training (FET) level at a South African School for the Deaf. It also captures the contrast between SASL, which has been newly introduced as a subject and South African English which is the language of literacy also commonly used in most schools in South Africa.

The researcher starts with a brief personal background and explanation of the researcher's motivation in conducting this research in section 1.1. The researcher proceeds, in section 1.2, to define SASL. The researcher then, in section 1.3, provides reasons why the study is important, before highlighting the context of the study in section 1.4. The researcher, in section 1.5, outlines the goals of the research by way of listing four research questions that underpin the research on which the thesis is based. In section 1.6 the researcher concludes the chapter by outlining the structure of the remainder of this thesis.

1.1 Background

This research study is located within the broad field of educational linguistics. Its focus is on Deaf education and it contributes to knowledge on the implementation of the Bilingual-Bicultural Approach as an approach to teaching Deaf learners at Further Education and Training (FET) level at a South African School for the Deaf.

The interest of the researcher in this research area originates from the researcher's previous involvement with Deaf education, from 1966 to 1989, as a teacher and as a

provincial official from 1997 to 2011, responsible for curricular adaptation issues for special schools in the Eastern Cape Department of Education (ECDoE). It also stems from the researcher's subsequent involvement with the Curriculum Management Team (CMT), whose purpose was to manage the advancement and execution of SASL as a subject to be taught in schools for the Deaf. She served in a subcommittee called the National Core Training Team (NCTT) which served as a reference group for Inclusive Education. This is the team which elected those who have written the South African Sign Language Curriculum and Assessment Policy Statement (SASL CAPS). This means that the researcher influenced the drafting of the SASL CAPS and so has an interest in ensuring that it is implemented in the way envisaged by this team. A detailed report about the researcher's positionality vis-à-vis this study appears in 3.4.

1.2 Definition of SASL

SASL is a visual-spatial language. Where hearing people “make audible words using the small muscles and articulators of the mouth and throat” (Lane, Hoffmeister & Bahan 1996:78; DBE 2014b:9; DBE 2014c:64), words in SASL are delivered with hands and other non-manual articulators such as the head, face, and body, and are observed visually (De Barros & Siebörger 2016:1).

SASL has its syntactic rules, which are described in section 2.2 and section 4.3. SASL is a sign language with various dialects. It is one of the different sign languages of the world. The 150 different sign languages across the world estimated in Ethnologue (Eberhard, Simons & Fennig, 2020) is a very low estimate of the sign languages of the world.

1.3 Why the research study is important

This research study is important because most South African research on Deaf education has concentrated on the compilation of dictionaries and policy issues (Penn, Ogilvy-Foreman, Goldin & Anderson-Forbes 1993; Aarons & Akach 1998; Ganiso 2016). In contrast, this research focuses on the implementation of recent policy relating to the education of Deaf learners, which has not been extensively studied.

Since 2015, the Department of Basic Education (DBE) has mandated a new curriculum for the Deaf, called the SASL Curriculum Assessment Policy Statement (SASL CAPS) (DBE 2014), which has introduced an approach called the Bilingual-Bicultural Approach as an official approach towards teaching the Deaf in South African Schools for the Deaf. A gap has been created in academic knowledge regarding the implementation of the Bilingual-Bicultural Approach for Deaf learners.

Because of this newly introduced approach in the South African context, the researcher investigates the implementation of this approach in the Further Education and Training band at a South African School for the Deaf in the Eastern Cape Province. The researcher investigates what basic word order is used in the classroom. This research study is also an attempt to give Deaf children living within the world of Deaf culture a voice by allowing their perspectives to be reflected in an ethnographic study. The following section focuses on the context of this research.

1.4 Context of the research

This researcher's research site, South African School for the Deaf (pseudonym), started implementing the Bilingual-Bicultural Approach, which was phased in following stipulations from the DBE. This researcher's research site started phasing in the approach in the Foundation Phase (FP) (Grades R-3) and Grade 9 in 2015. The FET band started implementing the approach in phases at Grade 10 in 2016, Grade 11 in 2017 and Grade 12 in 2018. The class observed by the researcher was the second Grade 12 class examined in SASL as a subject in 2019.

The Bilingual-Bicultural Approach is regarded by many as international best practice. The case of successful implementation in Sweden and Denmark is often cited (Storbeck & Henning 1998). Appel (1984) asserts that one of the most important advantages of a Bilingual-Bicultural educational programme is “respect for heritage, language and culture which is linked with a feeling of emotional well-being of children” (Appel 1984). SASL has now attained a powerful position of being the first and the most pronounced element of Deaf culture in South Africa. This is emphasized by the inclusion of SASL in the SASL

CAPS as a language taught at Home Language (HL) level in line with the other official languages in anticipation of its officialization (DBE 2014). Parliament's Constitutional Review Committee has recommended that SASL become South Africa's twelfth official language (Reagan 2020:79).

The newly introduced Bilingual-Bicultural Approach in education for Deaf learners in the South African context is explained as “an approach in which [a natural language such as SASL] is taught first and used to learn reading and writing in a spoken language” (Moores 2008:3). Deaf Bilingual-Bicultural Education highlights a sign language as a language of teaching and builds on communal respect for similarities and differences in socio-cultural and socio-educational practices and values of Deaf and hearing people (Mason & Ewoldt 1996:293). In South Africa, it is an approach that emphasizes SASL as a language of learning and teaching (LoLT). It has been established by research that in the implementation of the Bilingual-Bicultural Approach, if a signed language is well-established as the first language, then English literacy can be achieved by means of writing without any exposure to speech-based signing (Mayer & Well 1996).

The researcher now introduces the reader to the chosen research setting, South African School for the Deaf. It is situated in a rural setting. Classrooms are arranged into wings according to the various phases. The first phase is the Foundation Phase (FP) (Grades R-3). The second phase is the intermediate phase (IP) (Grades 4-6). The third phase is the Senior Phase (SP) (Grade 7 -9), and the last phase is the FET level (Grades 10-12).

1.5 Research questions

This study was shaped by the following four research questions:

- (1) What is the socio-political and socio-educational context in which teaching and learning takes place in my chosen South African School for the Deaf?
- (2) To what extent does the school align its values and practices to suit the distinguishing values and practices of South African Deaf culture?
- (3) What does a contrastive analysis of basic word order in SASL and South African English reveal about these two systems?

- (4) What approach/set of approaches is/are manifested in the lesson data collected from the SASL FET class-teacher at this school for the Deaf?

The first and second questions are related to the title of the thesis because the Bilingual-Bicultural Approach in the context of education for Deaf learners in South Africa emphasizes SASL as a language of instruction.

The Bilingual-Bicultural Approach “builds on mutual respect for similarities and differences in socio-cultural and socio-educational experiences and values of Deaf and hearing people” (Mason & Ewoldt 1996:203). SASL is the most important feature of South African Deaf culture in the context of education for Deaf learners in South Africa. It has been elevated through the introduction of the Bilingual-Bicultural Approach. The third research question is also related to the title of the research because ‘bilingual’ refers to someone who can communicate satisfactorily in two languages which for the purposes of this title are SASL and English and the differences between these languages are most evident in their word orders. These are contrasted to highlight their differences in the structure of sentences.

The fourth question is also related to the title of the research because the implementation of the Bilingual-Bicultural Approach follows several approaches that were used previously, but now is widely regarded as the most advantageous approach to education for Deaf learners (Storbeck & Henning 1998). The reason why ethnography is the methodological choice for this study is that ethnography investigates intact cultural groups like the Deaf learners and staff members in the school to reflect on patterns of behaviour, social networks links and beliefs that this cultural group shares (Le Compte & Schunsel 1999). This is also a reason why ethnography is the best methodology with which to conduct this study. Other links with methodology are reflected in chapter 3. They are discussed together with the hallmarks of ethnography. The next section deals with the structure of this half-thesis.

1.6 Structure of the half-thesis

In the following section, chapter 2, the researcher gives a brief overview of the basic word order of SASL in section 2.2. In section 2.3, she gives an account of the approaches of Deaf education because of their impact on the development of SASL.

SASL development is explored in section 2.4 which looks at the history of the education of the Deaf in South Africa. To conclude chapter 2, the researcher summarises all topics dealt with, stating the relevance of each topic to this study.

In chapter 3, the researcher discusses ethnography, which is the methodological choice for the study. The researcher also gives a detailed discussion of her positionality vis-à-vis the study in 3.4. The chapter explains how participants were selected, how data was collected, transcribed, and analysed.

The following section (chapter 4) reports on the researcher's data analysis. This report is done in the following order: report on the analysis of interview data to get a sense of the socio-political and socio-educational context in which teaching and learning happens in South African School for the Deaf. It also reports on the extent to which Deaf culture is respected at the school. It illustrates how South African English contrasts with SASL to answer to the third research question (cf. Research Question (3) in section 1.5).

Thereafter, the researcher discusses basic word orders of SASL together with non-manual features since these are also syntactically intertwined. The researcher then reports on the analysis of the three FET SASL lessons video recorded during classroom observations, entitled 'Minimal pairs', 'Role shift', and 'Verbs'.

The researcher concludes the chapter by commenting on the extent to which the principles of the Bilingual- Bicultural Approach were kept in mind by both the teacher and the learners. In the concluding chapter (chapter 5), the researcher responds fully to the four research questions listed in section 1.5 followed by an explanation of the limitations of the research. The researcher then offers suggestions for further research. The

researcher concludes by putting forward recommendations on how the Bilingual-Bicultural Approach can be better implemented in South African schools for the Deaf.

2. REVIEW OF LITERATURE

2.1 Introduction

In this section, the researcher gives a brief overview of the basic word order of SASL in section 2.2 in preparation for a more detailed comparison of the syntax of SASL and South African English in section 4.3. A prominent type of verb construction used in sign languages is identified by Vermeerbergen, Van Herreweghe, Akach & Matabane (2007) as classifier predicates reflecting the definite location of the two elements relative to each other.

The researcher also gives an account of the history of approaches to Deaf education in section 2.3 since they impact on the development of SASL and culminated in the introduction of the Bilingual-Bicultural Approach. The Bilingual-Bicultural Approach has been extensively discussed both as a policy option and as a pedagogical approach in 2.3.4. It proved particularly successful in countries that adopted it early, such as Sweden and Denmark. The researcher also covers the history of the development of schools for the Deaf in South Africa, and their language policies during the apartheid era (1950-1990s) in section 2.4. This is because the development of SASL is strictly connected with the founding of schools for the Deaf. This history clarifies why SASL developed into various dialects, which has led to some people thinking that there are many sign languages in South Africa. The researcher uses tables to summarize the history of these schools, compiled from information from Simmons (1994) and from Aarons & Akach (1998). The researcher concludes by providing a summary of all the topics dealt with, and why it is important to include them in this section.

2.2 Basic word order of SASL

In this section the researcher provides a brief overview of the basic word order of SASL in preparation for a more detailed comparison of the syntax of SASL and South African English in section 4.3.

It is worth noting that the study reiterates and confirms earlier findings regarding the word order of SASL. This study does not extensively add anything new to this topic. The basic word order of SASL is distinctly and uniquely ordered in a certain way. Aarons & Morgan (2000; 2003) are pioneers in SASL syntactic research. Their findings conclude that SASL is a Topic-Comment language with SOV and OSV word orders. The researcher discusses this in section 4.3 below. Vermeerbergen et al (2007) is the only published study that has focused specifically on basic word orders of SASL. In the following paragraphs the researcher draws extensively from their study to describe these basic word orders. They compare the word order of the verb and its noun phrases in two different sign languages, Flemish Sign Language (VGT – Vlaamse Gebarentaal) and SASL. Their study covers the comparison of locative, non-reversible and reversible sentences.

Vermeerbergen et al (2007) elicited sentences by means of contrasted pictures. Results on basic order in locative sentences in SASL, non-reversible and reversible sentences reveal that 31 non-reversible SASL sentences specify that a depiction of the comparative locations of Subject, Object and Verb is quite fragmented in this sentence type. There are nine “SOV/vc, [nine] OSV/vc, [five] SV/vc, [one] Ovc, three SV/vcOV/vc [and four] other” (Vermeerbergen et al 2007:40) constructions. The common characteristic of them all is that verb and verb construction occur in ending location.

For locative sentences, “24 of 25 sentences have the order location – located element – locative relation. In all examples the locative relation is indicated by one or more verb constructions” (Vermeerbergen et al 2007:37). The researcher elaborates on this account significantly in section 4.3, providing examples and more detail on the basic word order of SASL. Other published sources on syntactic structure of SASL are the following: De Barros & Siebörger (2016) deal with sentential negation, which has been expanded on in 4.3, De Barros (2016) deals with WH-question formation in South African Sign Language, Huddleston (2017) deals with a preliminary look at negative constructions in South African Sign Language with specific reference to ‘Question-Answer’ clauses.

Other sources are the unpublished Training Manuals of the Department of Basic Education (DBE: 2014, 2015) respectively. These two sources also give a variety of other syntactic SASL structures relevant to the study.

2.3 Approaches to Deaf education

Approaches to Deaf education are reviewed in this section. There are four main approaches to teaching the Deaf, namely: The Manual Approach (see section 2.3.1), the Oral approach (see section 2.3.2), Total Communication (TC) (see section 2.3.3), and the Bilingual-Bicultural Approach (see section 2.3.4).

2.3.1 The Manual Approach

The founder of the Manual Approach was de l'Épée. During the French revolution of 1789 “the Deaf person was perceived as a savage” (Karacostas 1994:164). The change of the plight of the Deaf in France could be attributed to de l'Épée, “a Benedictine monk who earned his reputation through his works and to whom Deaf people worldwide pay tribute” (Karacostas 1994:163). Abbé de l'Épée started a school for the Deaf in Paris in 1760. He advocated that community education must be provided to all children, irrespective of social status. He stressed the importance of using sign language for teaching the Deaf. His input to Deaf education has earned him appreciation of the Deaf down to the present generation (Lane et al 1996). His methods quickly spread to other countries and, eventually, came to benefit the South African Deaf community.

The Manual Approach was introduced to South Africa by the Irish Dominican nuns of the Catholic church at the Dominican Grimley school for the Deaf in 1863 in Cape Town (Simmons 1994). This approach spread to the other schools that were subsequently established by the nuns, such as Wittebome and others (see Table 2.2). Even those that were established by the Dutch Reformed church used manualism (Aarons & Akach 1998), as illustrated in Tables 2.1 and 2.2 below.

There are three hallmarks of the Manual Approach. Firstly, signs are used for communication in the classroom for teaching all subjects. Secondly, signs are then

translated into writing, using the language determined by the school policy and thirdly, signs are supported by fingerspelling (Heiling, 1998). Fingerspelling is a strategy of spelling words, for which the sign is unknown or does not exist (Rioux-Maldague & Giguere 2015). DBE (2014) further asserts that it provides a manual alphabet for words which have no sign equivalent or proper nouns, acronyms, technical jargon, and initialised signs (DBE 2014). Fenn (1976) citing Moores (1974) further sees the Manual Approach as “involving fingerspelling only or Total Communication approaches which include both fingerspelling and signs” (Fenn 1976:110). For young learners, sign language support in the form of animated movies, interactive stories and Digital Educational Games (DEG) (Antunes & Rodrigues 2021) provide game-based learning.

2.3.2 The Oral Approach

The Oral Approach was strongly pioneered in Germany by Samuel Heinicke, who founded a school in Leipzig, where he introduced a pure Oral Approach, which means that no sign language is allowed (List 1994). His school became a counter-model to de l’Epée’s school. Although German-speaking Switzerland and Austria first followed the Manual Approach, they soon switched over to Samuel Heinicke’s Oral Approach to be in unity with German speaking countries. After 1880, this approach “triumphed over sign language and was called the 'German method', also known as oralism” (List 1994:220; Widell 1994:214). This approach became a form of submission to the languages of the hearing community (List 1994).

The Oral Approach was introduced to South Africa for the first time by German Dominican nuns attached to the Roman Catholic church, who founded a school in King William’s Town in 1881 (Aarons & Akach 1998).

During the apartheid era, the approach was favoured by the White education officials because they were complying with the resolutions of the congress of Milan discussed below and, as a result, SASL was stunted in their schools (Simmons 1994).

Protagonists of the Oral Approach see sign language as interfering with speech development (Heiling 1998), while protagonists of the Manual Approach see signs as naturally accessible to the Deaf, saying “as long as we have Deaf people on earth, we will have sign language” (Veditz 1913, cited by DBE 2014b:9).

The following are the five hallmarks of the Oral Approach as reported by Heiling (1998): Firstly, Deaf learners rely on lip-reading. Secondly, they make use of residual hearing using hearing-aids and other assistive devices such as cochlear implants, and other kinds of electronic equipment for amplification of sound. Thirdly, they use speech for communication. Fourthly, writing and one-handed alphabet fingerspelling complements speech and lastly, the use of signs are prohibited.

A revolutionary event in the history of Deaf education world-wide was the congress of Milan in Italy, held in 1880 (Aarons & Akach 1998:7). Most delegates at the conference were hearing educators that came from all over the world. It is widely believed and supported by Magongwa (2020), that there was a deaf participant, but he was not included in the voting process (Magongwa 2020:54). Despite the lack of representation for Deaf participants, resolutions were passed which resulted in some Deaf teachers in some countries losing their jobs (Aarons & Akach 1998).

At the Milan congress, the following resolutions were passed, with a seven-eighth majority:

“The convention considering the incontestable superiority of speech over signs, for restoring deaf-mutes to social life (and) for giving them greater facility of language, declare that the method of articulation should have preference over that of signs in the instruction and education of the deaf and dumb; Considering that simultaneous use of signs and speech has the disadvantage of injuring speech and lip-reading and precision of ideas, the convention declares that the pure oral method ought to be preferred” (Convention of Milan 1880, cited in Lane et al 1996:61).

2.3.3 Total Communication (TC) and Simultaneous Communication (SIM COM)

Total Communication (TC) is an educational approach which in its original conception involved the flexible use of signs and spoken language to accommodate individual communication needs of Deaf people and to intensify comprehension (Evans 1982). It is believed that teachers assumed that Deaf learners would identify the combination of signed and spoken communication as English if English is the preferred language in the policy of that school. They anticipated that learners would learn to speak and write English (Maxwell 1983).

The three hallmarks of Total Communication are the following: Firstly, it is the usage of residual hearing, using hearing-aids and cochlear implants which give them contact with the spoken voice. Secondly, the speaker signs and fingerspells while talking at the same time. Thirdly, writing and the one-handed manual alphabet support the use of signs and speech (Heiling 1998).

In its application in South African schools for the Black Deaf learners during the apartheid era, TC was not implemented as had been initially intended. Instead, Total Communication became a mixture of speech and signs that were deemed convenient to the individual teacher, with little regard for the strengths and weaknesses of the Deaf child (Wrigley 1996:143; Nover & Andrews 1998).

Since the Paget-Gorman system always used spoken English and signs simultaneously, the researcher believes that this practice was perpetuated by the introduction of the Paget-Gorman system which had been mandated for the Black Deaf schools by the Department of Education and Training (DET) under whose jurisdiction these schools belonged. The Paget-Gorman system conforms to the structure of English. It was devised by hearing teachers of the Deaf in Britain to simplify for themselves the teaching of English (Simmons 1994). In South Africa, the introduction of the Paget-Gorman system was mistakenly labelled TC.

After some years, the original intended use of the term Total Communication to refer to a child-centered approach no longer existed and TC is now often used to describe Simultaneous Communication (SIM COM) (Evans 1982). Simultaneous Communication is signing and speaking a preferred spoken and written language like English at the same time to facilitate classroom interaction (Strong & Charlson 1987). The three hallmarks of Simultaneous Communication are the following: Firstly, there must be clear movements of lips. Secondly, fingerspelling is used where signs are unclear. Thirdly, there is the matching of mood and attitude and use of non-manual features (NMFs) (Maxwell 1983).

When the Paget-Gorman system was implemented at schools for the Black Deaf, teachers had to translate English morphemes to suit their indigenous languages, and this created much confusion, to the detriment of the development of SASL. The system had a sign for each English morpheme. The application to South African indigenous languages became problematic for communication with the Deaf because indigenous languages have diverse syntactic structures, and the Paget-Gorman system imposed morphemes that are non-existent in indigenous languages.

When one speaks any language, for example, English, and signs at the same time, the speaker violates the grammar of both the spoken and the signed language. In most cases, a breakdown of communication results, especially for those learners who are totally deaf (Baker & Baker 1997). This is one of the reasons why SASL and English are being compared in this study. The word order that is used in the classroom is a key indicator of which approach to Deaf education is being used. An English word order used in signing tends to be the evidence of SIM COM, while a natural SASL word order is used in Bilingual-Bicultural education.

2.3.4 The Bilingual-Bicultural Approach

In this section, the researcher first discusses bilingual education as a policy option and as a pedagogical approach for linguistic minority students. The views of Nover et al (1998) on signacy within the implementation of the Bilingual-Bicultural Approach for educating Deaf learners is also discussed in this section because they introduce a very important

aspect of the Bilingual-Bicultural Approach which clarifies why this approach is called the Bilingual-Bicultural Approach. Other linguists discussed give clarity on how this approach has spread worldwide and how Deaf education has improved since its introduction in countries like Sweden and Denmark. These two countries seem to have modelled an ideal implementation strategy for the Bilingual-Bicultural Approach.

Bilingual education is an extremely common approach both as a policy option and as a pedagogical approach for linguistic minority students generally in the world. The following section draws extensively on the work of Chamot (1998), who describes this approach in detail. The Bilingual-Bicultural Approach originated from the introduction of the Bilingual Education Act in USA. Its purpose was to provide a legal framework to afford learners of limited English proficiency at elementary and secondary schools equal educational opportunities. Pedagogically, learners who struggled to express themselves in English would be taught through their native language and English would be introduced as a second language or first additional language (FAL) in all subjects to allow learners to progress without difficulty through the education systems. Some countries like the USA provide funding for similar undertakings as an incentive to encourage the districts or schools that implement such programmes (Chamot 1998).

There are three hallmarks of bilingual education. Firstly, a native language is used for teaching and learning as a means of acknowledging the value of the cultures of the learners. Secondly, respect for the cultures of learners creates an acceptable learning environment and boosts the learners' identity. Thirdly, English is introduced as a second language or first additional language to allow learners to progress smoothly through the education system.

Deaf learners also fall under the category of limited English proficiency and benefit from the Bilingual Education Act in the USA. When bilingual education is applied in the case of students who are deaf, it takes on some significantly different elements that are important to note, as is shown below in this section. Some call it the Bilingual-Bicultural Approach, others call it bilingualism and others bimodal bilingualism (Swanwick 2015). It

is also important to note that a global agreed-upon definition for the Bilingual-Bicultural Approach for educating Deaf children does not exist. Policies and practices differ noticeably across national contexts especially relating to the role and use of spoken and written language (Swanwick 2015).

The shift from earlier approaches such as the Oral Approach and TC leads to a concern not only with oracy which involves the skills of speaking and listening and literacy which refers to the skills of reading and writing, but also to signacy (Nover et al 1998). Signacy is defined as “the capacity to control the visual/signing medium of linguistic transmission in the form of signing and observing/attending skills” (Nover et al 1998:66). The receptive skills for signacy are watching and attending while its productive skill is signing (Nover et al 1998).

The following explanation of signacy draws on Nover (1998) and Nover et al (1998). These authors suggest that all teachers of Deaf learners ought to be educated about the intricacy of the acquisition, learning and development of signacy, literacy and oral skills. These skills enable Deaf learners to acquire both a signed language such as SASL and English to function bilingually and biculturally. This means that in the South African context Deaf learners should acquire SASL signacy as a foundation upon which to build and expand English literacy skills. These linguists believe that such a model maximizes Deaf learners’ “affective, cognitive and intellectual development” (Nover et al 1998:67) in a signed language such as SASL and English while expanding learners’ educational opportunities. Signacy is characterised by the dominance of a signed language and code switching.

In a South African bilingual teaching classroom, code switching can happen when a teacher writes an English text on the board and Deaf learners are required to sign the text back to the teacher in SASL or by using fingerspelling to spell words the learner is reading or writing. In other circumstances learners sign an answer to the teacher and the teacher writes the learner’s response on the board (Nover et al 1998).

As Mason & Ewoldt (1996) assert, Deaf Bilingual-Bicultural Education emphasises a signed language as a language of learning and teaching (LoLT) and builds on shared respect for similarities and differences in the socio-cultural and socio-educational practices and values of Deaf and hearing people (Mason & Ewoldt 1996). According to Mayer & Wells (1996), Bilingual-Bicultural programmes for Deaf learners were established in Europe before they were implemented in the North American context (1996:105).

According to Drasgow (1993), since the inception of deaf education in America in 1817, educators have used various language approaches and methods hoping that language instruction would facilitate the Deaf learners' acquisition of English. Stokoe (1960) described the sign language of the American Deaf manual systems by adding invented signs to include aspects of syntax and morphology. Stokoe's extraordinary work on the construction of ASL has led to a reception of signed languages as "independent linguistic systems that display the multifaceted structure illustrative of all social languages" (McBurney 2001:185).

Johnson, Liddell & Erting (1994) found that patterns of low achievement persisted more than a decade after the beginning of TC programmes in the USA, and observed that, with each passing year of school, Deaf learners were losing vital developmental ground in reading and mathematics. Johnson *et al* (1994) attribute this to two primary factors, namely: "lack of linguistic access to curricular content" and "a cycle of low expectations" (Johnson et al 1994:594).

There are guiding principles of a model programme for educating the Deaf put forward by Johnson et al (1994), with four pillars listed below.

- "A family support programme" intended to inspire parents to accept that their deaf children have the same proficiencies as their hearing contemporaries, but only need ASL as their first language at a very young age to thrive (Johnson et al 1994:596).

- “A family-infant-toddler programme”, which is intended to advance ASL skills in deaf infants and toddlers, and simplification of the development of communication skills in ASL among the parents and siblings (Johnson et al 1994:596).
- “A preschool-kindergarten programme”, where young deaf children would be taught by Deaf and Hearing teachers who would be confident in ASL and English (Johnson et al 1994:596).
- “The goals of teachers from Grade 1 to Grade 12 should be to enable the Deaf to access the same curricular content as their hearing contemporaries by using appropriate learner-teacher-support materials (LTSM) for teaching English reading and writing” (Johnson *et al* 1994:596).

The following twelve guiding principles suggest the model's fundamental philosophy as proposed by Johnson et al (1994) and are included in the following summary:

Deaf children should be linguistically oriented into Deaf culture at an early stage to ensure school readiness. Proficient Deaf signers are suitable candidates for initiating young deaf preschoolers given their proficient use of the language of Deaf culture. The best preparation for a deaf child to access proper education is the early acquisition of his/her natural sign language, which, in South Africa, is SASL. The two languages that are used in the Bilingual-Bicultural Approach must be used separately: one, such as SASL, for face-to-face communication, and another, such as English, for reading and writing. The development of a deaf child's speech depends upon the validity of several suitable strategies according to the degree of hearing loss and the ability to cope. Speech should be of secondary importance. Deaf children are as normal as other children who are not deaf and should receive the same acceptance as any other child. As observed by the Commission of the Deaf in America (Johnson et al 1994:597). Deafness is a natural phenomenon. The best preparation for a Deaf child for accessing quality education in South Africa is early acquisition of SASL.

As Svartholm (1993) asserts, “In 1981, the Swedish Parliament passed a Bill stating that Deaf people need to be bilingual in order to function among themselves and in society at

large” (1993:291). The Bill meant that they must have a good command of both Swedish Sign Language (SSL) and Swedish. The government provided financial support and transport for the learners and parents to ensure ease of implementation.

According to Davies (1991), Ahlgren (1978) had been asked by the Swedish Board of Education in 1975 to conduct a study to find out if Signed Swedish facilitated acquisition of Swedish language in Deaf children. At that time Sweden had only recently emerged from oralism due to the influences of the resolutions of the congress of Milan. Signed Swedish was the only kind of manual communication considered.

No one had formally recognized that Deaf people had their own natural language. Ahlgren (1978) hired three Deaf assistants and began to videotape four families with deaf infants, two with hearing parents, who were learning Signed Swedish and two deaf parents (Ahlgren 1978, cited by Davies 1991).

The researcher attributes the success of the implementation of the Bilingual-Bicultural Approach to the positive attitude of the parents and teachers to learning the natural language of the Deaf. As Davies (1991) comments, “all parents of Deaf children now in Sweden sign. I haven’t met any for years that don’t” (Davies 1991:187). He provides an explanation of why this is so, saying that “what promotes such broad-based learning of parents is parents’ real acceptance that Swedish Sign Language is the language their children will be using for life” (Davies 1991:187). With regards to the teachers of the Deaf Davies (1991) comments that “all schools I have visited have in-service training in sign language for teachers, and many teachers have taken some intensive two-week courses at the deaf club” (Davies 1991:193).

After the recognition of the Deaf as a minority group by the Swedish government, their system of education received the following innovations, as stated by Svartholm (1993):

(i) “from the age of seven, deaf children are offered schooling in five regional schools in Sweden”, (ii) “the former boarding school system has essentially been abandoned, ...

The children live in families or together in small groups in home-like boarding houses during the weeks, travelling home for weekends and holidays”, (iii) “After the compulsory school which comprises ten years, they get further education at the National ‘Senior High school’ (Swedish ‘Gymnasium’), and (iv) “the curriculum states that not only Swedish, but also Sign Language must be the language of instruction” (Svartholm 1993:299).

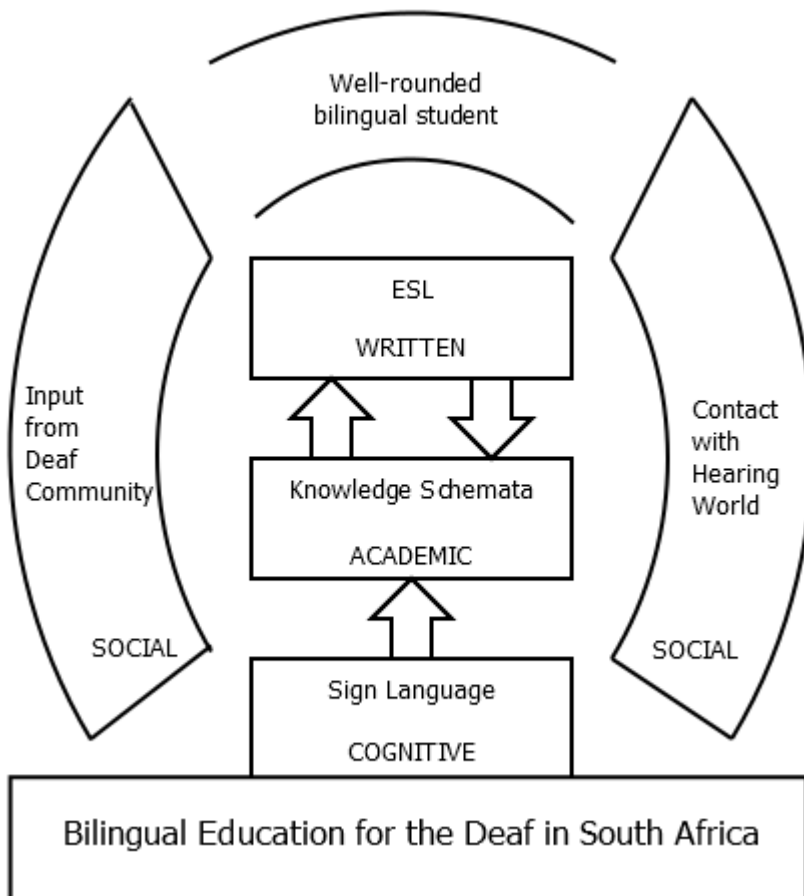
DBE seems to have based its principles of the Bilingual-Bicultural Approach on the model by Johnson et al (1994) for American schools for the schools for the Deaf in South Africa, as reflected in the SASL CAPS document (Grades R-12) (DBE 2014). However, the four pillars mentioned in this model are still outstanding in the chosen research site of this dissertation.

These pillars are pertaining to the early acquisition of SASL and involvement of parents and caregivers in hostels. Some hostel staff seemingly are struggling to communicate successfully with the Deaf learners. In an interview with a member of the school management team (SMT), the researcher was informed that learners arrive at the school with limited language input from home.

Storbeck & Henning (1998) had conducted a case study, which focuses on deaf students' mode of communication. They investigated conflicting views regarding the education of the Deaf in South Africa. Their hope was to construct an instructional model of instruction for schools for Deaf learners in South Africa. Their model is graphically represented in Figure 2.1.

In the adapted diagram, Storbeck & Henning (1998) propose that in the implementation of the Bilingual-Bicultural Approach, a bilingual well-rounded student should acquire the natural sign language at a very early age for “typical mental development”. Thereafter the child should be exposed to both the hearing and Deaf communities. Sign Language exposure would ensure academic success.

Figure 2.1: A proposed Bilingual-Bicultural model for all schools for the Deaf in South Africa. Source: Storbeck & Henning (1998:59)



They further state that additional written language such as English would also assist in academic development. Over and above this illustration these authors also saw the importance of including speech and lip-reading skills in a South African context, as some of their participants in their study still believed in the preference for speech.

The Bilingual-Bicultural Approach mandated by DBE since 2015 is an approach that is focused on the introduction of SASL as a school subject at Home Language (HL) level as well as its introduction as a language of learning and teaching (LoLT) from Grade R to Grade 12. The first additional language (FAL), which is English, is used side by side with SASL as a language of literacy, since SASL has no written form.

The SASL CAPS curriculum has a separate CAPS document for each phase, namely: Foundation Phase (Grades 0-3), Intermediate Phase (Grades 4-6), Senior Phase (Grades 7-9) and the FET phase (Grades 10-12). In the SASL CAPS document of the FET level, there are three approaches to teaching language outlined by the DBE (2014). These are “text-based, communicative and process-oriented” approaches (DBE 2014d:13). The text-based approach is explained as an approach that “explores how text work” (DBE 2014d:13).

The communicative approach suggests a learner’s “extensive exposure to the target language (SASL) and many opportunities to practise or produce the language by communicating for social or practical purposes” (DBE 2014d:13). The process-oriented approach is a process whereby “the learners engage in different stages of Observing, Signing, Visual Recording and Recording processes” (DBE 2014d:14).

The biggest difference between the Bilingual-Bicultural Approach and some of its predecessors, such as the Oral Approach and TC is that they were dependent on the basic word order of spoken languages, while in the Bilingual-Bicultural Approach, learning and teaching is done according to the basic word order of “a natural sign language” (Johnson et al 1994:597) such as SASL. It is implemented through the teaching of SASL as a subject to restore those word orders that might have been lost through the previously used approaches in South Africa.

2.4 The History of education for the Deaf in South Africa

In this section it is important to describe the history of the education of the Deaf in South Africa because “as in many countries across the world, the history of sign language is strictly connected to the expansion of schools for the Deaf” (Vermeerbergen et al 2007:26). It is strongly entangled with the history of apartheid schooling and its multifaceted language policy (Aarons & Akach 1998:6). Various racial groups had separate schools that were governed by different Departments, with each Department authorising its own approach to the education of the Deaf.

The first community school for hearing White children was founded in the Cape of Good Hope colony, now known as the Western Cape, in 1663, while a school for the Deaf was only established 200 years later. The establishment of the school for the Deaf was the initiative of Roman Catholic Irish Dominican nuns under the leadership of Bishop Grimley (Simmons 1994; Aarons & Akach 1998), as mentioned in section 2.3.1. In the following account the researcher makes use of tables to summarise the history of schools for the Deaf in South Africa.

The following illustrative summaries are taken from the accounts of Simmons (1994) and Aarons & Akach (1998). They are intended to illustrate how the education of the Deaf was fragmented in South Africa, and how, consequently, SASL was developed, with its various regional dialects. The first column on the left is for the name of the school. The next column is for the year the school was established. The next column states the location of the school. The following column indicates which racial group was accommodated. The next column indicates who established the school. The last column indicates the language policy or the approach that was used shortly after the school was founded. According to Simmons (1994), as the demand arose for more schools because of compulsory education, after 1937 and because of the laws of the apartheid regime, schools were established according to racial and ethnic groupings as illustrated below.

Table 2.1: Historically White schools for the Deaf (Aarons & Akach 1998:7-11; Simmons 1994:80-81)

Name of school	Year	Location	Race	Founder	Language Policy
Dominican Grimley	1863	Cape Town, Western Cape	Whites Non-Whites	Irish Dominican nuns of the Roman Catholic Church	Manual Approach & English
De la Bat	1881	Worcester, Western Cape	White Afrikaans speaking parents	Dutch Reformed Church	Oral Approach & Afrikaans and some manualism
A small private school	1920s	Gauteng	White English-speaking parents	Miss Jessica Davis	Manual Approach & English
Transoranje	1954	Pretoria, Gauteng	White Afrikaans-speaking parents	Dutch Reformed Church	Oral Approach, Afrikaans & some manualism
Fulton	1958	KwaZulu Natal	White English-speaking parents	Anglican Church	Oral Approach
King William's Town convent school	1881	King William's Town	White English-speaking parents	German Dominican nuns of the Catholic Church	Oral Approach
King William's Town school amalgamated with the existing private school	1934	Gauteng	White English-speaking parents	Same as above	Total Communication.
Dominican Grimley	1960	Moved to Hout Bay in Cape Town, Western Cape.	White English-speaking parents	Irish Dominican nuns of the Roman Catholic Church	Pure Oral Approach.

As Simmons (1994) asserts, “Before 1937 both White and non-White (Coloured and Indian) students were accommodated in the Grimley school” (Simmons 1994:80), but when South Africa introduced the law of compulsory education for all learners of European lineage, including deaf children, placement was designated for White people only. New schools such as Wittebome and others were established to accommodate Coloured and Indian Deaf learners, as illustrated in Table 2.2 below (Simmons 1994:80).

As Simmons (1994) asserts, “the history of education for deaf Black students goes back to 1937, when education became compulsory for all deaf children in South Africa” (Simmons 1994:81). As Aarons & Akach (1998) explain, because of homeland policy, several extra schools for the African Deaf were established throughout the country, divided according to the spoken language of each cultural group and in line with the Bantustan separate development policy (Aarons & Akach 1998:9). The following table serves as an illustration.

As Aarons & Akach (1998) assert, “not much is known about the history of the Deaf in South Africa in the period preceding colonisation” (1998:6). It is only after the establishment of the above residential schools that the Deaf developed a signed language, which in turn led to the evolution of a Deaf culture (Aarons & Akach 1998). They identified that they have a language of their own and that they could communicate with one another with greater ease than with their families (Aarons & Akach 1998).

Even though schools of the various racial groups had different official language policies, with the schools for White people assigned the Oral Approach after the Congress of Milan and the schools for Black people assigned the Paget-Gorman system, schools for the Deaf in South Africa developed their own sign language varieties (Aarons & Akach 1998). This could be attributed to the geographical location of the schools, and because of apartheid education and related social policies (Aarons & Akach 1998:11).

Table 2.2: Historically Coloured and Indian schools for the Deaf (Aarons & Akach 1998:7-11; Simmons 1994:81)

Name of school	Year	Location	Race	Founder	Language Policy
Nuwe Hoop	1933	Western Cape	Coloured	Dutch Reformed Church	Manual Approach & Afrikaans
Wittebome	After 1937	A suburb south of Cape Town, Western Cape.	Non-White children of Coloured, Indian, and Black parents	Irish Dominican nuns	Manual Approach and Afrikaans
Durban	1969	Durban KwaZulu Natal	Indian	Not specified	Not specified & English
V.N. Naik	1984	North of Durban KwaZulu Natal	Indian	Irish Dominican nuns of Wittebome	Manual Approach and English
M.C. Karbai	About 1984	Lenasia Gauteng	Indian community of Botswana, Swaziland & Lesotho	Irish Dominican nuns of Wittebome	Pure Oral Approach

Table 2.3: Historically Black Schools for the Deaf in South Africa (Aarons & Akach 1998: 7-11; Simmons 1994:81-82).

Name of school	Year	Location	Race	Founder	Language Policy
Kutlwanong	1941	Roodepoort	Black Deaf children	Johannesburg Deaf & Dumb Society	TC & SeTswana
Kutlwanong transferred	1959	Rustenburg	SeTswana Southern Sotho speaking parents	Dutch Reformed Church	TC & SeTswana but later English
Efata	1962	Mthatha, Eastern Cape	Deaf children of isiXhosa speaking parents	Dutch Reformed Church	Manual Approach then TC isiXhosa but later English
St Thomas	1962	Near Stutterheim, Eastern Cape	Deaf children of isiXhosa speaking parents	German Dominican nuns	Oral Approach then TC and isiXhosa but later English
Thiboloha	1962	Witsieshoek	Deaf children of SeSotho speaking parents	Dutch Reformed Church	TC & SeSotho but later English
Dominican	1962	Hammanskraal, Gauteng	African children	Irish Dominican nuns	TC & SeTswana but later English
Tshilidzini	1980	Shayandima, Limpopo	Children of Venda and Tsonga speaking parents	Dutch Reformed Church	TC & Venda & Tsonga but later English
Bartimea	1965	Thaba'nchu, Frere State	Children of SeTswana and SeSotho speaking parents	Dutch Reformed Church	TC & SeSotho but later English

Name of school	Year	Location	Race	Founder	Language Policy
Vuleka	1965	Nkandla, KwaZulu Natal	Deaf children of isiZulu speaking parents	Dutch Reformed Church	TC & isiZulu but later English
Noluthando	1986	Khayelitsha, near Cape Town, Western Cape	Deaf children of isiXhosa speaking parents	Dutch Reformed Church	English
Sizwile	1978	Soweto, Johannesburg, Gauteng	Deaf children of Black parents	Roman Catholic Church	TC & SeSotho, SeTswana & isiZulu but later English
Katlehong	1981	Katlehong, Gauteng	Deaf children	Department of Education & Training (DET).	TC & SeSotho, SeTswana and isiZulu but later English

Although signed languages have been stifled in education for more than a hundred years in many countries including South Africa, it could not be expelled from the lives of Deaf people (Lane et al 1996; Aarons & Akach 1998; Simmons 1994). Despite the variations that occurred in the development of SASL, research has shown that there seems to be a unified and frequently used South African Sign Language that unites Deaf people country-wide and all these area differences of SASL are tolerable as part of the richness of the language (DBE 2014a). The history of Deaf education in South Africa during the apartheid era is a distinctive sub-case that is worth exploring in detail in future research studies.

As a previous teacher of the Deaf, the researcher's school was a school for Black Deaf learners under apartheid. The school's principal favoured the Oral Approach as she had been deployed by her church organisation to come to head a school that they had established. She soon realised that not all learners could articulate speech, and she began a shift towards some manualism. When the Paget-Gorman system was mandated by the Department of Education and Training (DET), which catered for Black special

schools for the Deaf in South Africa, a dedicated teacher went to the schools for Black learners, spending two weeks at each school, to orientate teachers to the Paget-Gorman system.

Deaf learners used the system in class and abandoned it outside the classroom, seeming artificial, and incomprehensible to a Deaf child. It is therefore important to research how schools are implementing the introduced approach. The new approach advocated in SASL CAPS is bilingual because English is the principal language used in hearing culture around the school. It is used as a language of literacy, while SASL is the natural language of the Deaf taught as a Home Language and used as a LoLT.

2.5 Conclusion

Literature reveals that SASL is a Topic-Comment language with an SOV and OSV sentence structure. Frequently occurring patterns in non-reversible sentences are SOV and OSV, which clarifies that V and vc occur at the end of the sentence. This is described in section 2.2, and the researcher expands on this account of SASL's structure further in section 4.3. SASL's basic word order differs from that of English, and word order used is a key indicator of what approach to education for the Deaf is being used.

The researcher then traces the origins of SASL from the Manual Approach. The researcher regards the manual approach as the cornerstone of the Bilingual-Bicultural Approach as it promotes the use of signs for the Deaf (see section 2.3.1). A counter approach, which attempted to destroy the Manual Approach and was spread world-wide through the resolutions of the Congress of Milan in Italy in 1880 was the Oral Approach.

The Congress upheld the Oral Approach as the best method for teaching the Deaf and mandated that it be utilised in all schools for the Deaf world-wide (Lane et al 1996). The resolutions of the congress of Milan meant that the Manual Approach was done away with. As a result of this resolution, it is believed that in some countries, Deaf teachers of the Deaf lost their jobs. The approach was brought to South Africa by German Dominican nuns attached to the Roman Catholic School, who founded a school in King Williams'

Town in the Eastern Cape in 1881 (see section 2.3.2). The introduction of the Oral Approach deprived the Deaf of the use of their natural languages, which are sign languages, thereby hindering the education of the Deaf worldwide.

Total Communication (TC) is an educational approach which in its original conception involved the flexible use of signs and spoken language to back up communication needs of the Deaf and intensify comprehension (Evans 1982). The three hallmarks of Total Communication are the following. Firstly, residual hearing is used by means of hearing aids and cochlear implants which give them contact with the spoken voice. Secondly, the speaker signs and fingerspells while talking at the same time. Thirdly, writing and the one-handed manual alphabet support the use of signs and speech (Heiling 1998).

After some years TC deteriorated into Simultaneous Communication (SIM COM). Simultaneous Communication is signing and speaking a preferred language like English at the same time to facilitate classroom interaction (Strong & Charlson, 1987).

The three hallmarks of SIM COM are the following. Firstly, there needs to be clear movements of lips. Secondly, fingerspelling is used where signs are unclear. Thirdly, mood and attitude are matched with non-manual features (NMFs) (Maxwell, 1983).

The Bilingual-Bicultural Approach was introduced in South Africa in 2015 by the Department of Basic Education (DBE, 2014), as stated in the SASL CAPS document. SASL CAPS document seems to have based its content on the principles outlined by Johnson et al (1994). The researcher deals with this section extensively and includes bilingual education as a policy option as well as a pedagogical approach for linguistic minority students around the world. Nover et al and Nover's view of signacy which they define as "the capacity to control the visual/signing medium of linguistic transmission in the form of signing and observing/attending skills" (Nover et al 1997:66) is also included. These authors recommend that all teachers of Deaf learners ought to be educated about the intricacy of the acquisition, learning and development of signacy, literacy and oral skills because these skills enable Deaf learners to function bilingually and biculturally.

In section 2.4, the researcher outlines the history of Deaf Education in South Africa. This section is important because it traces the origin of SASL and how it developed into the various dialects that cause many people to believe that there are many sign languages in South Africa. This section also highlights how the apartheid regime with its different educational policies for each racial group and the wide geographical areas from school to school led to the development of these different dialects. Each school formed its dialect, but the good thing is that these dialects were mutually intelligible.

The following chapter deals with ethnography which is the methodical choice used to investigate the implementation of the Bilingual-Bicultural Approach in the Further Education and Training (FET) class at the South African School for the Deaf in the Eastern Cape Province. After the introduction of ethnography in 3.1, ethnography and its hallmarks and schools are discussed in 3.2. The research design is discussed in 3.3. The researcher's positionality vis-à-vis the study as a hearing person is dealt with in section 3.4.

Research procedures such research site entry, participant selection procedures and data collection are dealt with in section 3.5. Ethical matters are addresses in 3.6. In section 3.7 data transcription and analysis matters are addressed. 3.8 concludes the chapter and introduces the following chapter which reports on data analysis to answer the four research questions outlined in section 1.5.

3. METHODOLOGY

3.1 Introduction

The account which follows of the methodological choices made by the researcher deals with ethnography, its hallmarks, and the schools of ethnography from which the researcher draws research features and design. The researcher's own positionality vis-à-vis the study follows in 3.4, followed by research procedures, concluding with ethical as well as transcription and analysis matters.

3.2 Ethnography

Ethnography is the overarching paradigm the researcher relied on to investigate the intact cultural group (the Deaf) in the South African School for the Deaf that is focal to this study. In researching this cultural group of people, the researcher was required, as an ethnographer, to reflect on patterns of behaviour, social networks links and beliefs that this group of people shares (Le Compte & Schensul 1999).

Malinowski (1922; 1961) in the early 20th century asserts that ethnographers such as himself would spend several years living in the community under study. In the 21st century, ethnographers spend shorter periods of time in institutions locally, nationally, or globally, as the case may be (Le Compte & Schensul 1999). To accomplish high quality research, despite the brief period spent by the researcher at the research site, the researcher decided to restrict this study to an ethnographic investigation of the implementation of the Bilingual-Bicultural Approach for Deaf learners focusing on the teaching of SASL at FET level at the chosen school. The topic serves as a "lens" through which to view the Deaf community under study (Le Compte & Schensul 1999).

In what follows, the researcher discusses seven hallmarks of ethnography, all of which characterise this study. Four of these hallmarks, as outlined by Scollon (1998), and the remainder by Le Compte & Schensul (1999).

They form the basis for the research questions that are pertinent to this study. The research questions are derived from these two sources.

The hallmarks are as follows:

- (1) Fieldwork: which requires working and living in the community studied. For this reason, the researcher visited the chosen research site and engaged in face-to-face interaction with participants in the school setting.

An important factor in this approach is that the main tools of an ethnographic research are his/her eyes and ears.

- (2) Participant observation: which is about becoming a member of the community that is being observed; for this reason, the researcher studied an FET SASL teacher and her learners in her classroom and established a rapport with them. To do this the researcher made use of her previous involvement with the Deaf by using South African Sign Language that the researcher still remembered to make an introduction. The learners soon realised that the researcher could communicate with them.
- (3) Strange making: which required the researcher to treat activities observed as objects of enquiry. While some activities appeared familiar as the researcher was once a teacher of the Deaf, the researcher suspended her own knowledge and took interest in knowing what participants thought or understood about the activities they were engaged in.
- (4) Contrastive observation: which refers to the process of comparative thinking that is about Deaf and hearing cultures. Contrastive observation also references the use of different data sources that helped the researcher to arrive at sound conclusions for this study, such as perceived contrasting tensions that may exist between the Deaf staff and learners, and the hearing staff members, which may stem from challenges of the school regarding aligning its values and practices to distinguishing

values and practices of Deaf culture (see section 4.2). According to Scollon (1998), no ethnographic research is possible without a component of cultural or group contrast. That is why one of the research questions deals with contrastive analysis of SASL word orders with that of South African English word order, in section 4.3.

- (5) Use of qualitative data: this study is descriptive of the socio-political and socio-educational context in which teaching and learning takes place in the research site, as the researcher used qualitative data from semi-structured interviews from a variety of participants to investigate what is going on at the school and is also descriptive of how teaching and learning takes place at the research site using video recorded lessons.
- (6) Use of deductive, inductive, interactive and recursive data collection methods: A deductive data collection approach is deliberate (Erickson 1986). It believes that researchers bring to the field their frame of interpretation. The researcher's frame of interpretation includes the researcher's background and her previous assumptions about the education of the Deaf. Ethnography can also be considered a science in that just as with other scientific methods of doing research, it is investigative and systematic in data collection methods as an approach of building theories of culture (Le Compte & Schensul 1999).

It is inductive and deductive, because through the semi-structured interviews, the researcher has been able to deduce from participants' responses to the question "to what extent does the school align its values and practices to suit the distinguishing values and practices of South African Deaf culture?" In the case of recursion, Le Compte & Schensul (1999) see ethnography as scientific, in that the researcher begins from a speculation about a probable outcome. After interaction with participants the researcher asks questions that seek to confirm or refute the initial speculations.

An example of this speculation is that the researcher went to the research site hoping to find the values and practices of the school aligned to the values and practices of South African Deaf culture, but after the interviews, the researcher had to refute the initial speculations. In the data collection process, the researcher used ethnographic data collection methods such as: (1) documentary evidence in the form of Teacher Training Manuals, (2) video-recorded, audio-recorded interviews and (3) video-recorded classroom-observed lessons, which the researcher used deductively to find out what was happening there.

- (7) Socio-politically and historically positioned: As a result of this hallmark, one of the research questions seeks to answer what the socio-political and socio-educational context is at the chosen school. This was explored in section 2.

In what follows, the researcher discusses the schools of ethnography as this research belongs to several of them. Scollon (1998) highlights four schools of ethnography, namely (1) Anthropological, (2) Sociological (3) educational and (4) ethnography of communication. The four schools of ethnography, except for the anthropological school of ethnography, are interwoven in this study, which is why it is difficult to understand one without the other.

Anthropological ethnography was pioneered by Malinowski (1922/1961). His version is traditional as it occurred at a time when it was believed that ethnography should occur in a faraway place. Since anthropological ethnography does not have any relevance to the study, the researcher focuses on the remaining three schools of ethnography.

According to Scollon (1998) sociological ethnography often focuses on urban societies or sub-cultures. This type of ethnography differs from anthropological ethnography because of its research questions that deal with political life and political reality. Scollon (1998) asserts that many questions asked are Marxist in their theoretical orientation and have found social relations of concern.

One of the research questions posed in this study is concerned with 'what the socio-political and socio-educational context is in which teaching, and learning takes place in my chosen school for the Deaf'. This study is also inclined towards sociological ethnography as it is sociologically and historically positioned (Le Compte & Schensul, 1999). There are socio-political struggles played out in schools for the Deaf and in educational policy relating to Deaf learners. These struggles are well illustrated in Batchelor (2016), who asserts that in the implementation of the SASL CAPS there is a need for transformative and transformational leadership for the school management team (SMT) to accommodate views of the Deaf staff members. In this study, one Deaf member also reiterates similar sentiments.

According to Scollon (1998), educational ethnography can be divided into two subfields. It either focuses on education within a society, or it sees a school as its own community. This study treats the school as its own community.

It focuses on classroom observation of four lessons of an SASL FET teacher. The researcher's focus is on what basic word orders of SASL are manifested in the implementation of the Bilingual-Bicultural Approach in the SASL FET class observed in the chosen research site. These are contrasted with those of South African English, which is their language of literacy for the newly introduced SASL CAPS since SASL has no written form.

Ethnography of communication focuses on a speech community (Hymes 1972). Hymes (1972) further asserts that there is a range of cross-cultural variation when it comes to rules of speaking, although he suggests that there is insufficient research in this aspect of ethnography. Ethnography of communication is also relevant to this study as SASL developed regional variations across South Africa because of the wide-spread geographical areas among the schools of their origin. However, these dialectical variations have not affected the syntactic structure of the language of Deaf culture.

3.3 Research design

The philosophical worldview that pertains to this study is a social constructivist worldview because “it is linked with interpretivism and normally seen as an approach to qualitative research” (Creswell 2009:8). Amineh (2015) citing Merriam & Caffarella (1999) asserts that the “constructivist stance argues that learning is a process of making meaning, it is how people make a sense of their experience” (Merriam & Caffarella 1999:260).

Torre, Barbara, James & Elnicki (2006) concur with the above assertion and add that “the locus of learning in this framework is on developing meaning, achieving understanding and assigning significance to experiences” (Torre et al 2006:906). That is why the researcher collected qualitative data from the school to be able to interpret what is going on there. In the next section, the researcher highlights the researcher’s positionality as a hearing researcher vis-à-vis this study with its focus on SASL teaching as a subject.

3.4 The researcher’s positionality as a hearing researcher vis-à-vis this study

In this section the researcher first explains what positionality is. Then she discusses her own positionality as a hearing person vis-à-vis the study, especially concerning how her positionality might have impacted her data collection process, her data transcription and analysis process as well as her conclusions drawn in the study.

“Positionality can be described as at least, in part, as reflexivity. Reflexivity involves a self-scrutiny on the part of the researcher” (Bourke 2014:1-2). It is a continuous process from the beginning of a qualitative research process to the end. “It may involve a self-conscious relationship between the researcher and the role-players” (Bourke 2014:2).

During data collection, the researcher was meeting the principal of the research site for the first time on 6 March 2019. Her negotiated research site entry as a person, paved the way to her reception by the principal. See the application letter for research entry (Annexure A). This letter gave clarity needed by the principal regarding which role-players the researcher needed and what roles they were to play in the study. The principal’s acceptance of the researcher’s gate-keeper permission application influenced the staff

and the learners in a positive way. When she arrived at the school, the principal had put systems in place that she be assisted in whatever information the researcher asked for. For this reason, the researcher's positionality impacted positively on data collection.

One of the disappointments the researcher encountered was the absence of at least one member of the Deaf Federation of South Africa (DeafSA) among her participants as she had targeted one of them for an interview to gain more information on Deaf culture.

The chairperson of the Eastern Cape Provincial DeafSA excused himself from participation because of his position as a member of a monitoring body which is DeafSA. However, this did not affect the quality of her data because there were valuable contributions from other Deaf staff members and learners at the school about how Deaf culture is respected at the school.

The researcher's previous involvement with some staff members, as a member of the school management team (SMT) at the school, also influenced the data collection process. It made the data collection process interactively richer, and that is the byproduct of a form of positionality that was mutually agreeable.

When the Deaf community realised that the hearing researcher could communicate with them in SASL, they were delighted to see a hearing person using their language. To them, communicating with them in their language displays acceptability of their culture. The researcher used SASL whenever she communicated with the Deaf learners anywhere in the school premises. This added more excitement on the part of the Deaf learners and staff.

Prior to classroom observation, the researcher had already met the learners and the teacher during interviews. For that reason, she was not a stranger anymore when she observed the teacher teaching her learners. Even videorecording had been done during interviews. She had already established rapport with at least four of the six learners in the class. The two learners who had not brought consent forms from the parents to be

interviewed were not strangers either. They had been involved in the first information sharing meeting where they all volunteered to participate in the study. The letters that were sent to parents were emphatic about the fact that parents were free to give consent or not and their refusal to give consent would not impact negatively on the learner in his/her schoolwork. Those parents who did not give consent did not share their reasons and nobody followed them up because it is their right to do so.

The two learners whose parents did not give consent did not participate in interviews. During classroom observations, they were seated in positions in class where the video would not capture them, but they participated in the lessons. It was however not clear to the researcher why there was a difference between the learners' classroom participation and learners' interview responses.

During interviews these learners were very lively and interactive but in class only one learner responded readily to the teacher's questions. Others were withdrawn or looked towards Lulu, the learner who was responding in an interactive way in class, as they were seeking answers from her. The presence of the researcher in class for a prolonged period might have affected the learners' classroom participation because under normal circumstances, the learners have no strangers around when being taught.

Lulu, the learner who was readily participating, might have had an advantage over other learners such as having enough residual hearing to hear even spoken language to a certain extent or she might have been post-lingually deaf and had still retained her ability to articulate speech. She was the only learner that seemed to be confidently participating in all three lessons video recorded. The researcher analysed Lulu's behaviour judging from her previous experiences with one of her students in 2013-2014 when she was assisting five Deaf learners who were pursuing studies in Hospitality at King Sabatha Dalindyebo (KSD) College near Mthatha. Lulu's behaviour resembled one of them who was post-lingually Deaf but there was still residual hearing that supported her to hear to a certain extent.

The most difficult step of the research was the transcription. The researcher had never done SASL transcription before because SASL is a language without a written form. There is also limited research available on the syntactic analysis of SASL. The only resources available are those that are reflected in 4.3. Without the guidance of the supervisors, it would have been difficult to make the transcriptions of the lessons in Annexures Lessons 1, 2 and 3. A consolation was that the researcher had paired the SASL transcriptions with their English translations so that the reader could interpret the SASL sentences.

When the researcher compared the various transcriptions of other sign languages studied by Sandler & Lillo-Martin (2006), there were diversities in their transcriptions. The researcher did not have a precise standard guide that would match SASL transcriptions other than those reflected in this study in section 4.3.

Another strategy that was of assistance to the researcher, was the last interview with Teacher #0 when she was seeking clarity on the signing in the three video-recorded lessons (See Annexure I). The researcher played the video-recorded lessons and compared them with the interpretations by the teacher and what was said by the teacher was identical with what was on the teacher's blackboard summary. The teacher's interview responses were recorded in fieldnotes, which were used in the writing of section 4.3.

The researcher failed to verify her lessons from the learners' point of view. This is a limitation of the study. There was no opportunity to check the learners' interpretations of what happened in the lessons. Probably, she would have received a clearer view of the learners' perspectives if she had done this.

As a hearing person, the researcher sought to identify with what the Deaf staff members and learners were unhappy about. She was a teacher of the Deaf at the same school from 1966-1989, and the negative attitudes identified by some of the Deaf participants are still the same as those that were there during her time at the school. Thus, there is a

convergence between the research findings and the researcher's previous experience as a teacher at the school.

3.5 Research procedures

In this section the researcher outlines the research procedures followed, starting with the strategy utilised for gaining access to the research site, before discussing how participants were selected, as well as what kind of data was collected and how the researcher collected it. In the next section the researcher discusses the strategy for entry to the research site.

3.5.1 Strategy for entry to research site

From the outset, the researcher negotiated entry into the research site carefully, bearing in mind Erickson (1986:141), who warns: "good fieldwork research can be compromised from the very beginning by insufficient mediation of entry in the field setting". Before the researcher could collect data at the research site, the researcher had to receive approval from the Human Ethics sub-committee of Rhodes University (RUESC) and the Eastern Cape Department of Education (ECDoE) at Provincial and District levels.

At the school level the researcher had to apply for gatekeeper permission to undertake research at the school. When gatekeeper permission was obtained, a dedicated Head of Department (HOD) was requested to see to the research needs. This official assisted the researcher to distribute letters to prospective participants at the school, arranged venues for meetings with participants, obtained documentary evidence from the SASL FET teacher, and sent letters to parents of learners through their class teachers requesting consent for their children to participate in this study. The chosen selection procedures follow.

3.5.2 Selection procedures

The selection procedures chosen by the researcher relied on holding four meetings. The first meeting was with two SASL interpreters, held on 5 March 2019. Interpreters were crucial to the researcher's selection process as they would mediate between the

researcher and the Deaf participants, so that the decisions they would make on whether to participate in this study were well informed. Interpreters had to be informed of their role of interpreting in information sharing meetings with Deaf participants and in their interviews. In that meeting the two SASL interpreters who assisted the researcher signed confidentiality agreements.

The second meeting was held on the 6 March 2019 with Deaf staff members. Their involvement in this study was crucial as they are the custodians of Deaf culture at the school and, as such, their contribution to this study is invaluable. With the assistance of one of the interpreters, the researcher shared the purpose of the study, the activities of the research that would occur, the risks and benefits for participating and that the Deaf staff members were under no obligation to continue with the study if they later chose to opt out. Three out of the five members who attended the meeting volunteered to be interviewed, while a member of the Deaf Federation of South Africa (DeafSA) assured the researcher of his support regarding any information available in their office which this researcher might need. His reason for non-participation was that he was the chairperson of DeafSA in the Eastern Cape (EC) Province, a monitoring body which oversees the processes. As such his role would conflict if he also served as a participant.

The fourth Deaf staff member was informed by other Deaf staff members of the meeting. She asked for the same information that was shared at the meeting. The interpreter assisted the researcher to give her that information. The third meeting was held with the two SASL FET teachers in the school. Both volunteered to be interviewed and observed. One of the teachers volunteered to sign the consent form immediately (see Annexure D). She became the first choice for participant observation as the researcher required one participant for classroom observation activity.

Letters to parents requesting them to allow the researcher to observe their children in class and be interviewed were given to both teachers of the FET level who were requested to hand them to the learners on the last day of school before the vacation began and asked to bring the signed consent forms back to school after the vacation.

After the vacation four out of six learners of the FET class brought back positive consent forms from their parents (see Annexure B). The fourth meeting, held on the 9 May 2019, was a meeting for the SASL FET learners who were also addressed through one of the two SASL interpreters who had previously been working at the school. Just as had been done with the previous groups of participants, the purpose of the study, the risks and the benefits were explained to these learners.

Participants were requested to volunteer to participate but were assured they were under no obligation to do so. It was also explained that nothing would negatively impact them should they decide not to participate in the study. All six learners of that class volunteered, but the researcher decided not to interview those whose parents had not given their consent.

Through the assistance of the Head of Department of the Senior Phase, the principal also signed a consent form to be interviewed but, two days before the interviews commenced, he realised that he was not a suitable candidate for the type of questions posed in his interview schedule. He decided to delegate his responsibility to one of the Heads of Department who were available. The researcher also gave this official a consent form to fill in. The next section deals with data collection procedures.

3.5.3 Data collection procedures

For data collection procedures, the researcher followed Erickson (1986), who suggests multiple methods of data collection and participant observational fieldwork. This requires (1) careful recording of what happens in the classroom, (2) interviewing participants to elicit their perspectives on the interactions observed, and (3) collecting other kinds of documentary evidence and described each of these steps in detail. Fieldwork research on the chosen teacher's teaching, through its reflexivity, helped the researcher and the SASL FET teacher to "make the familiar strange and exciting" (Erickson 1984 cited by Erickson 1986:121). The researcher collected the following data in three stages, namely, documentary evidence, described in section 3.5.3.1, semi-structured interviews,

described in section 3.5.3.2, and classroom observation at FET level described in section 3.5.3.3.

3.5.3.1 Documentary evidence collection

The first stage of data collection was the collection of documentary evidence in the form of the SASL FET teacher's timetable. This was made available to the researcher by the Head of Department of the Senior Phase. It gave the researcher an opportunity to select in consultation with the FET SASL teacher the times suitable for classroom observation. The SASL CAPS document enabled the researcher to see the teacher's resource for her lessons. The Training Manual allowed the researcher to discover the extent to which the teacher had been trained in the new Bilingual-Bicultural Approach. There were also samples of the basic word order of English contrasted with SASL in the section of the manual on syntax.

3.5.3.2 Semi-structured interviews

The second stage focused on semi-structured interviews. Table 3.1 is a summary of the researcher's interviewees and the information sought.

The interviews were conducted in a secluded room to ensure confidentiality and, where SASL interpreters were necessary, they had signed confidentiality agreements. The interviews were also video recorded.

Table 3.1 Summary of interviewees and information sought

INTERVIEWEE	INFORMATION SOUGHT
A Head of Department of the Foundation Phase, a School Management Team (SMT) member	Staff recruitment, training, challenges and benefit of the Bilingual-Bicultural Approach, values, and practices of the school
Four Deaf staff members from different hostels and Deaf teacher assistants from different phases of the school	Insight into the Deaf culture at the school
FET SASL teacher	Understanding how the principles of the Bilingual-Bicultural Approach are being implemented, personal training needs, understanding the basic word orders of declaratives and interrogatives
Four SASL FET learners	How they believe they benefit or not from the new approach as compared to their experiences of previously used approaches

A video assistant was available to assist with video recording of all Deaf participants as the attention of the researcher was focused on the SASL interpreter and the Deaf participants. The school management team member and the FET SASL teacher were audio-recorded. Interview schedules for the participants are attached in the following annexures: For the school management team member, the interview schedule appears in Annexure H. For the FET SASL Teacher, interview schedules appear in Annexure I. For Deaf Staff members, the interview schedule appears in Annexure J. For FET learners' interview schedule in Annexure K.

3.5.3.3 Classroom observations at FET level

The third stage of the researcher's data collection was observations made in the classroom of four lessons on the 15 and 16 July 2019. The first lesson was not video recorded as it was meant to allow for establishing a rapport with the teacher and the learners, and to assess which would be the best position to capture the lessons that would be video recorded. Rapport is important as it allowed the teacher and the learners to relax and, as such, for the lessons to be authentic. Each of the lessons was 30 minutes long. Observations focused on how the principles of the Bilingual-Bicultural Approach were enacted in the lessons. Additionally, they focused on the word orders used by the teachers and the learners in declaratives, and interrogatives. Observations also noted how previously used approaches were employed along with the newly introduced approach.

The standard seating arrangement when teaching the Deaf is a semi-circle, which enables learners to see one another's facial expressions, hand shapes, and movements. The researcher positioned herself at the end of the semi-circle to have a full view of the teacher and learners. On the 15 July 2019, the first two lessons were observed. The first lesson, which was not recorded, was on 'parameters', which played a significant role in the next lesson video recorded. Parameters are the building blocks of a sign. The first recorded lesson, on 15 July 2019, was on 'minimal pairs'. The aim of this lesson was to alert the learners that it is important to sign well because, if signing is lax, a sign might be confused with another one which is almost like the one signed, and that would be confusing to the reader of the sign.

The second recorded lesson, on the 16 July 2019, on 'role-shift,' was meant to prepare learners to present work about characters in literature and essays. The last lesson, also on the 16 July 2019, was on 'verbs'. The lesson was meant to show how verbs in SASL are expressed differently from those of English. One verb could be expressed as a plain verb or as a classifier predicate – for example, 'walk'. The researcher continued with the data collection process on the 18 July 2019. The researcher interviewed the SASL FET teacher to view the video- recorded lessons with her to get clarity on what the teacher

and the learners were doing in the classroom. Questions were meant to assess which lessons the teacher found problematic to teach and the reasons for this. Transcripts of the lessons are attached (see Annexure I, Annexure 1 Lesson 1, Annexure 2 Lesson 2, and Annexure 3 Lesson 3).

3.5.4 Data collection summary

The table below summarises the type of data collected in the left-most column. The middle column describes where the data was accessed, and the right-hand column describes how the data was accessed.

Table 3.2 Summary of the type of data collected

What	Where	How
Documentary evidence, FET Time-table, SASL CAPS document, Training manual used for training the teachers.	SASL FET teacher.	Through the dedicated Head of Department.
Video recorded interviews from 4 Deaf staff members and 4 Deaf SASL FET learners.	In a secluded room of the school.	Interpreted by a SASL interpreter whose parents are Deaf and video-recorded by my video-recording assistant.
Audio-recorded interviews from a school management team (SMT) member and the SASL FET teacher for two interviews.	In a secluded office space.	A phone in flight mode to prevent incoming calls
Four lessons were observed and three were video recorded from the SASL FET class.	In the SASL FET classroom	The teacher was delivering the lessons and the video-recording assistant was recording and I was taking notes as well.

3.6 Ethical statement

Before the researcher could undertake the research, the researcher had to make several applications to various committees for ethical clearance. These were: (1) the School of Languages and Linguistics Committee (SoL Ling), (2) the Rhodes University Ethical Standards Committee (RUESC), (3) the Eastern Cape Department of Education (ECDoE), (4) the district office under which the researcher's study site falls, and (4) the principal of South African School for the Deaf for gatekeeper permission to undertake research at the school. It was only after submitting the gatekeeper permission letter from the principal to RUESC that the researcher was granted full approval to undertake research at the research site. When full approval was granted, meetings were held with prospective participants. All those who participated did so voluntarily after having received an explanation about the goals, their risks, and the benefits to the participants.

They were also informed that they were free to withdraw at any stage. The Deaf staff members were called to a meeting where they were addressed through an interpreter so that they would be fully aware of their involvement in the research, and it was emphasised that the interpreters had signed a confidentiality agreement not to share any information that they had interpreted. Times of interviews and classroom observations were negotiated amicably with participants involved, so that the researcher did not disrupt the smooth running of the school. The next section discusses data transcription and analysis matters.

3.7 Data transcription and analysis

The video recorded lessons were transcribed using a software package called Ellan 5.5. The software assisted the researcher to transcribe each of the three lessons into isolated sentences which were ideal for analysis. These sentences were glossed, that is, they were written in capital letters, since SASL has no written form. Then they were paired with their English translations, ready for comparison in the next chapter (see Annexure 1 Lesson 1, Annexure 2 Lesson 2, and Annexure 3 Lesson 3) attached.

During analysis, the researcher reflected on the documentary data obtained from the school and reported on it by means of comprehensive explanations and precise quotations from the researcher's notes and interviews. These have provided general depiction in the form of systematic charts and summary tables.

This fieldwork research is reflective in describing everyday events in the classroom (especially the teaching component) and it attempts to find the significance of the activities in the lessons, such as whether the lessons are affected by previously used approaches, and to what extent the principles of the Bilingual-Bicultural Approach are kept in mind by both the teacher and the learners throughout the lessons (Erickson 1986).

The matter of contrastive analysis of SASL and English word order systems is addressed by contrasting SASL observed in the classroom with the account provided by Vermeerbergen et al (2007) who contrast Flemish Sign Language with SASL syntax and the SASL Training Manual-Intermediate Phase and Grade 10 (DBE 2015) has been used in the texts because they give a clear account of SASL sentences. These are contrasted with the sentences from the classroom and glossed according to the conventions provided by Sandler & Lillo-Martin (2006).

3.8 Conclusion

The researcher has defined ethnography, which is the chosen research methodology, described its hallmarks, and referred to which schools of ethnography this study belongs. The researcher has outlined the research design and the researcher's own positionality vis-à-vis the study. Her background has given her sensitivity for the chief considerations and debates in Deaf education, but she has not necessarily gained fluent competency in signing. Then she discussed procedures for selecting participants, as well as data collection procedures, transcription, and analysis. The researcher has also dealt with ethical matters and transcription conventions. In the next chapter, the researcher reports on the analysis of the collected data.

4. DATA ANALYSIS

4.1 Introduction

In section 4.2 of this chapter, the researcher reports on the findings from interviews exploring the participants' perspectives, specifically those of the staff at the school. She reports using the participants' words in detail. This is one of the ethnographic elements suggested by Erickson (1986) for reporting on interview data. The researcher has used direct quotes to show the nuances in the participants' opinions and to demonstrate that there is a general trend in the attitudes of both hearing and Deaf participants, though there are with some outliers/exceptions. In section 4.3, the researcher contrasts South African English with SASL to illustrate how syntactically diverse these two systems are. The role of non-manual features (NMFs) is also highlighted to emphasize that NMFs are syntactically significant. In section 4.4, the researcher reports on three lessons captured at the research site. The first one is on 'Minimal Pairs'. The second one is on 'Role Shift' and the last one is on 'Verbs'. The researcher does this by grouping her participants into three groupings. The first grouping reports on what the teacher does in the lessons. The second grouping is a report on what Lulu does in the lessons. The last grouping is what the rest of the learners do in the lessons.

In section 4.2 the report is done in the following order. Firstly, the researcher reports on an analysis of the interview data as the responses of the participants demonstrate the socio-political and socio-educational context in which learning and teaching takes place in the researcher's chosen South African school for the Deaf. These responses cover the research question: "What is the socio-political and socio-educational context in which learning and teaching takes place in my chosen South African school for the Deaf?" It is worth mentioning that the school is in a process of recovering from a dysfunctional state because of alleged mismanagement of the previous principal. Consequently, the school is experiencing severe tension. The report also throws light on the next research question, which explores the extent to which the distinguishing values and practices of South African Deaf culture mesh with the dominant values and practices of the school.

The researcher's participants cover four different constituencies. Two groups are Deaf participants, comprising four Deaf staff members (Deaf staff member #1, #2, #3 #4), and four Deaf SASL FET learners (Learner #1 – also named Lulu in the study, Learner #2, Learner #3 and Learner #4). The other two constituencies from the hearing community are a representative of the school management team (SMT #1) and an FET SASL teacher (Teacher #0). Each constituency has its own interview schedule. For the school management team member's interview schedule, see Annexure H. For the FET SASL teacher's interview schedules see Annexure I. For the Deaf staff members' interview schedule, see Annexure J. For the learners' interview schedule, see Annexure K.

4.2 Findings from interview data

The researcher first reports on the hearing participants' perspectives, and subsequently the perspectives of the Deaf participants. Within these two groups, the researcher first describes the socio-political context, and then explores the socio-educational context. The researcher reports on the interviews in this way as the researcher wishes to show the tensions reported between the hearing and the Deaf perspectives on the school in context.

The following report on the analysis is based on the interviews from video recordings of Deaf staff members. Deaf staff members #1, #2, #3 and #4 and Learner #1, also referred to as Lulu. Lulu is a learner who stands out from others, appearing to respond to the lessons in a qualitatively different way. Other learners are Deaf learners (#2, #3 and #4).

4.2.1 Socio-political context – hearing participants' perspective

From interviews with the school management team member (SMT #1), the socio-political context in which teaching and learning takes place in this South African school for the Deaf has been portrayed as a very good environment, where about 70% of the teachers are fluent in SASL. According to SMT #1, "we respect Deaf culture. About 70% of the teachers can sign fluently.

The school plans to have signing lessons every Tuesday after lunch so that those who are not yet fluent in SASL can be trained by Deaf staff members and lead teachers who have been identified by the school for training at the national level.” On the question of the relationship between Deaf culture, the values and practices of the school, she responds as follows: “We accept learners as they are, we accommodate their disability, we respect their language. We try to make them understand lessons in the classroom”.

The hearing staff were asked to what extent the school supports Deaf learners in participating in different cultural activities. Teacher #0 says “during the June holidays, the learners participated in the Winter Games, held in Durban in Kwa-Zulu Natal, and a public speaking debate for the Deaf learners has been planned for August 2019 – a first for the Eastern Cape Department of Education”. SMT #1 who stated that their learners play games with neighbouring school teams, nationally as well as internationally and winning trophies and medals. This shows that Teacher #0 and SMT #1 view the school as trying its best to accommodate this aspect of Deaf culture.

4.2.2 Socio-educational context – hearing participants’ perspective

SMT #1 says “The school started implementing the new Bilingual-Bicultural Approach in 2015-2016 with the lower phases. The FET phase (Grades 10, 11 and 12) was the last to implement the new approach. Its introduction changed the approach to teaching the Deaf from Signed English to SASL from Grade 1 to Grade 12. SASL is taught as a subject and as a language of learning and teaching (LoLT). For the reception class or Grade R which the learners attend when they are first enrolled at school, however, they still stick to the Signed English.”

SMT #1 says, “In the previous approach, we used the same approach as the mainstream schools and the learner teacher support material (LTSM) was the same as that of mainstream schools but now... LTSM is totally different. A child who is doing it must have a laptop. They must use a laptop because sign language is not written. The child signs to the laptop and the teacher can mark at a later stage. Some learners have multiple disabilities. Some are deaf and hemiplegia and some are deaf and cerebral palsied.

LTSM is a bit of a challenge. More devices are needed according to their disabilities, and these are expensive. Laptops of learners with multiple disabilities are not easily accessible". SMT #1 also says "there is also a need for an IT specialist to assist with computer challenges and to train the more senior teachers who are not computer literate". She says, "We do curriculum adaptation by modifying the textbooks to suit the learners. We value the new curriculum and by so doing we respect the learners."

SMT #1 says, "When the learners arrive at the school without any language input from their hearing parents and siblings, the teachers introduce the learners to communicative skills through Signed English". Signed English goes against the principles of the Bilingual-Bicultural Approach as suggested by Johnson et al (1994), Bouchauveau (1994) and DBE (2014d) in the SASL CAPS Grades 10-12. SMT #1 also says "we strictly apply the SASL structure from Grade 1 onwards".

To sum up this section, it is evident that there is a positive attitude on the part of the school management to introduce the Bilingual-Bicultural Approach as mandated through the introduction of SASL CAPS. A challenge is the difficulty to obtain laptops for learners with multiple disabilities, yet these are mandatory from the Foundation Phase (FP) upwards. One of the principles of the Bilingual-Bicultural Approach is "that the first language of deaf children should be natural sign language" (Johnson et al 1994:15), which for the South African Deaf community is SASL. The introduction of Signed English at the preschool stage goes against Deaf cultural norms.

From an analyst's perspective, it seems as though the school's practice of involving Deaf teacher assistants in every classroom is an effort to mitigate this practice because Deaf teacher assistants use a sign language naturally.

4.2.3 Socio-political context – the Deaf participants' perspective

From the perspective of some Deaf staff members, however, the researcher discerned contradicting views. There is a feeling among some Deaf participants that there is a need for close co-operation between the hearing majority and the Deaf minority in the school

community. According to Deaf staff member #2, “working relations with hearing people are not perfect.

Hearing people undermine the Deaf. If I were a principal, I would ensure that we do not employ people who do not know or understand SASL and people who do not respect Deaf people”. Deaf staff member #3 adds, “We try to advocate for the needs of Deaf learners, but everything is managed by hearing people, and we are the minority. They overpower us on issues pertaining to the welfare of the Deaf. There is no love for Deaf children”. An example from the researcher’s fieldnotes is that when the support staff were not willing to report back to work when schools re-opened after the Easter holidays due to the issue of overtime payments not being resolved, Deaf staff members took over some of their duties such as cooking and providing accommodation at their own homes, assisted by teachers, so that the Grade 12 learners could return to school. This is possible because Grade 12 learners are very few.

Some of the Deaf expressed that they feel ‘colonised’ by the hearing majority. Deaf staff member #4 feels that there is a need for a Deaf principal in a school for the Deaf, although she adds that the Deaf teachers do need hearing people to assist them. Deaf staff member #4 emphasizes the importance of Deaf people in senior positions when she says, “It is important that they [the School Management Team] hire Deaf staff as well in senior positions”. Deaf staff member #1 reveals that Deaf teachers employed at the FET level have identified training needs for both the staff and the learners. They have a plan in place, which has been costed and submitted to the principal for budgetary consideration.

The Deaf teachers planned to share their values of South African Deaf culture in September 2019 as this month is recognised as set aside for Deaf awareness. While the school management team is putting a plan in place for future training, they could simply follow the plan that the Deaf teachers have already submitted to the principal but are not doing so. The proactivity of the Deaf proves that the Deaf see the urgency for transformation and have taken on a leading role in this aspect.

The comments of a Deaf learner, Lulu, about the hostel staff's signing is "Some are trying but they use old signs, and they struggle to understand Deaf learners. It becomes easier to text some of the messages". Deaf staff member #1 feels that in his opinion, even Deaf staff members and other staff members still want learners to behave in the way they, the Deaf staff members, behaved while they were still young. For example, "they force learners to go and play sport even if they do not feel like it." This was the procedure that was followed when they were young learners. Deaf staff member #1 says "This is not supposed to happen according to our culture." When asked how much they think Deaf culture is valued at the school, Lulu responds: "Some of the staff embrace it. No one at the school level introduces the new teachers to Deaf culture at present."

Responding about how well Deaf culture is respected at his space of work, Deaf staff member #1 responds as follows: "Some teachers respect it and some not. Teachers know about Deaf culture, all of them. It is a matter of respecting it or understanding how to approach it when there is something happening, even shouting at the children". He adds the following assertion:

"The way I see it is that some have a bad attitude towards Deaf culture. They do not respect Deaf children. I would not comment much about hostel staff, but I know that among the kitchen staff there are lots of bad attitudes towards our children and the way they interact with them". Deaf staff member #2 says, "Sometimes it (Deaf culture) is respected but some do not even know what it is in terms of working relations".

Deaf staff member #3 says, "The way I see it, most hearing people do not respect Deaf culture. The hearing staff want Deaf people to do according to their way". She adds "very few, very few (hearing people) accept Deaf culture". Deaf staff member #4 responds as follows: "What I hate about hearing people is that they do not understand Deaf culture.

It is better that a principal be a Deaf person for Deaf children but that does not necessarily mean that we hate hearing people. Maybe they will be here to assist the Deaf. It is very important that they hire Deaf staff as well in senior positions." It is clear from the

responses of Deaf staff member #1 that some teachers respect Deaf culture, but Deaf staff member #2, Deaf staff member #3 and Deaf staff member #4 do not see Deaf culture as being respected by most hearing people at the school.

The responses of the learners give a gloomy picture about SASL use at the hostel. For example, Lulu acknowledges hostel staff members' effort when she says, "they try." Learner #2 says "we try to teach them," which implies that they are open to teaching by the learners. Learner #3 says "Some find signing difficult. Teachers' signing is the same as that of the hostel staff."

When asked about how much they think Deaf culture is valued at the school, learners responded as follows: Lulu says "Some of the staff embrace it. No one introduces the new teachers to Deaf culture at present." Learner #2 says, "Some respect it and others not." When asked about their signing ability she says, "Some sign better than others. They use SASL in all subjects except for one teacher." Learner #3 says "The government must expose them to sign language". Learner #4 says "Some teachers understand Deaf culture".

When asked about the signing ability of the hostel staff, Learner #3 says, "Some find it difficult. We are still being treated like 'Dommy' [derived from an Afrikaans word 'dom' meaning 'stupid']. They do not understand Deaf culture". Learner #4, answering the same question, says, "there are huge problems in hostels."

From the responses of the Deaf minority, attention has not yet been paid to the training needs of the hostel staff. That could be a reason why there seems to be a deep-seated tension in this research site, especially between the hearing hostel staff and the Deaf community.

The demand for overtime payment by the hearing support staff seems to be a significant aggravating factor in exacerbating the ongoing tension. During tea-break the hearing staff were picketing outside the staffroom. The Deaf staff members did not form part of the

picketing. The hearing staff also seem to be causing tension as the Deaf hostel staff feel undermined. Learners feel unaccepted as the hearing staff refer to them as 'Dommy', thus violating one of the principles of the Bilingual-Bicultural Approach by not accepting the Deaf as fully equal and fully capable.

4.2.4 Socio-educational context – the Deaf participants' perspective

Socio-educationally, according to Deaf staff member #1, "the school is phasing in standardized signs which they use in class, as SASL developed many dialects during the apartheid era due to wide geographical distances between the schools. However, despite these differences the Deaf have no problem communicating among themselves. Signs used by the Deaf community have evolved, adding to the richness of the language". Lulu is satisfied with the changes that have been implemented in their education system as, in the past, "provinces had different signs."

Deaf staff member #4's response is the following:" I prefer the new approach, why? The old signing that was used before was not based on the formal sign language and we used lipreading but the problem with lipreading is more like abuse. But now, the children are using the standard sign language and they understand sign language and they understand English better than us. So, I prefer it (the Bilingual-Bicultural Approach)." Deaf staff member equates lipreading with abuse because lipreading is an attempt to force completely Deaf children to do something that is impossible for them to do.

The following are the responses of the learners on whether they have noticed change in the way they have been taught since 2015, how it changed and how they feel about the change: Lulu says "Not really in 2015. I was in a different school. The change happened when I arrived here. Sign language was taught. It is better now. Before, we used English. We follow the structure of sign language. We use non-manual features. Provinces had different signs but now we have some uniformity."

Learner #3 says "Yes, before, teachers were using speech. Now, they use sign language." Learner #4 says "I joined the school at Grade 10. SASL was introduced later.

We were using English, and we did not understand it. We learnt SASL from social media.” When asked how examinations are conducted for SASL, Lulu says “Learners read signed questions and their answers are video recorded.”

When asked about which of the subjects taught at the school they enjoy the most, Lulu says “Maths Literacy, why? It assists me to understand language and numbers.” Learner #2 says “My home language” (SASL). Learner #3 says “SASL, English and Hospitality”. Learner #4 says “SASL”. On the question of how much they enjoy writing in English, they respond as follows: Lulu says “Very difficult. They teach the same thing repeatedly. When exams start, we have wasted a lot of time.” Learner #2 “I do not enjoy it. I need more training.” Learner #3 says, “Writing in English is good.” Learner #4 “Yes, I enjoy it because I learn its structure.” Of the four learners, Learner #3 and Learner #4 enjoy English and Learner #1 and Learner #2 find it difficult, but they seem to see the introduction of the Bilingual-Bicultural Approach as an improvement to the way they had been taught previously.

Almost all the Deaf learners interviewed enjoy SASL more than other subjects, except Lulu, who enjoys mathematical literacy as “it assists me to understand language and numbers.” She also enjoys the implementation of the Bilingual-Bicultural Approach because: “we follow the structure of SASL, which is different from English. We also use non-manual features.” Since SASL has no written form, their assessment is done in the form of interviews and videos on laptops, although Lulu remarks that videos are time consuming as someone must assist learners with the videos.

Learner #2, when responding on how the way they have been taught has changed says: “Before, it was not good. We had six subjects. Teachers were taken to workshops for SASL and now they are using it. Some teachers struggled to use the curriculum. We understood bits of what they were saying.” Teacher #0 reveals in the interview that she needs training to become more fluent in SASL. She also says that she finds NMFs very difficult. Without the use of NMFs where they are supposed to be, the signed utterance

cannot be comprehended. She also says that the Deaf learners teach her signs so that she can use them.

4.2.5 Conclusion

Socio-politically, from the responses of the participants representing the hearing staff, there seems to be unawareness of the expectations of the Deaf minority, because, as an oppressed minority group, most of the Deaf participants are eager to see a change of the attitudes and expectations of the majority group. The hearing staff say that they respect Deaf culture, but they are unaware of what actions truly would show respect for Deaf culture.

The hearing majority, as expressed by Deaf Staff member #3, is seemingly taking control on issues affecting the Deaf, instead of involving the Deaf in decision-making processes pertaining to their affairs. That could be one of the reasons why Deaf staff member #4 is in favour of a Deaf principal for schools for Deaf learners and the appointment of Deaf staff members in senior positions. Some of the attitudes and seemingly harsh treatment from the kitchen and hostel staff may be some of the reasons why other Deaf staff members sometimes feel undermined by the hearing majority, as mentioned by Deaf staff member #1 and Deaf staff member #3. It may also be the reason why there may be tension among some hearing hostel support staff and some Deaf staff members, as mentioned by Deaf staff member #2. The perceived tensions may be affecting the education of some Deaf learners.

The support staff may also be unaware of their own behaviour. They may not be aware of the expectations of the Deaf due to an apparent lack of sensitization training. Different groups in the school appear to have different understandings of what respect for Deaf culture means. Deaf staff member #1 indicates that it is not only hearing staff members who lack respect for Deaf culture. He includes even the Deaf staff members who force learners to go and play sport even if they do not feel like it.

Socio-educationally, Deaf learners are seemingly enthusiastic about SASL as a subject and as a language of learning and teaching (LoLT) due to having been taught in Signed English, which may have caused a breakdown in communication between some learners and some of their teachers.

There are some learners who enjoy other subjects more, but these learners also report having some enjoyment of SASL. Lulu also registers her dissatisfaction about there being no training for new teachers at the school given that they cannot communicate well in class.

The hearing staff members believe that they respect Deaf culture because they respect their language. SMT #1 reports that about 70% of their staff is fluent in SASL. They also have a plan in place to train the newly appointed staff members. SMT #1 representing the hearing staff also says that they have embraced the SASL CAPS curriculum, and they make the necessary adaptations so that the learners are able to understand the lessons. Their learners participate in sporting activities, competing with teams locally, provincially, nationally, and internationally. They believe that the school does its part as far as accepting Deaf culture.

Deaf participants do not think that this is the case because the hearing people make decisions about them without them. They ignore the slogan of people living with disabilities which says, "Nothing about us without us". Learners also complain that they are labelled as 'Dommy' which means 'stupid'. They see themselves as unaccepted and not loved by the hearing people in the school. They do not see themselves and their culture as respected by the hearing staff at the school. That could be the reason why Deaf staff member #4 is advocating for a Deaf principal and Deaf staff members in senior positions.

4.3 Contrasting South African English and SASL

In this section, the researcher starts with an introductory section addressing the aspects that are glaringly different or are non-existent in either of the two language systems, such as the difference in modality, the use of prepositions and determiners from unpublished sources such as De Barros (2016), and the Department of Basic Education (2015). The researcher then expands on the description of SASL syntax given in section 2.2. Since the syntactic structure does not depend on word order only, the researcher divides the subsections into two.

Under section 4.3.1, the researcher focuses on the basic word order of SASL, and under section 4.3.2 the researcher focuses on non-manual features (NMFs), which are grammatically significant in SASL but are non-existent in English. This section is important because it supplies the researcher with the guidance to report on the lesson data of all three lessons in section 4.4.

The first difference between South African English and SASL is their modality. South African English is “produced using the audio/oral channel of communication whilst [SASL is] produced via the visio / spatial channel” (De Barros 2016:5). De Barros highlights the importance of considering the SASL word order of manual signs as well as non-manual features (NMFs). These are prosodic in nature and are only unique to sign languages. One can never analyse SASL sentences successfully without including non-manual features as they are grammatically significant. SASL makes far less use of prepositions than English.

The reason for the situation is explained as follows: “It is because direction and location can be shown by the placement of nominal signs in space, by the use of a spatiality modified verb (especially depicted verbs and by using the pointing sign)” (DBE 2015:111). This proposition has the support of Vermeerbergen et al (2007), who report, in their study, that there are more prepositions in the Flemish Sign Language than in SASL. In their data there is only one example of the use of a preposition in SASL, as verb constructions are

used in place of prepositions. Verb constructions are described as “verbal predicates” (Vermeerbergen et al 2007:32).

The statement demonstrates that SASL uses fewer prepositions than some of the signed languages. Further, “although classifier predicates make up an important part of the class of verb constructions, not all [verb constructions] involve the use of classifiers”. (Vermeerbergen et al 2007:30).

Common determiners such as ‘a, an, the, this, that, these, those’, add meaning to words in English, but “SASL does not sign a, an, or the” (DBE 2015:20). In SASL a pointing sign produced with the index finger always occurs with a noun (DBE 2015). The determiners for THIS, and THAT are reported to have a strong repeated movement. The repeated movement is for emphasis. It modifies the noun because it specifies whether the noun is specific or has a more general reference, as shown in the examples below (DBE 2015:20).

(1) Specific: “English: I like the cat”.

Specific: SASL: CAT Ps. DET ME LIKE (DBE 2015:20).

(2) General: “English: I like cats”.

General: SASL: CAT ME LIKE (DBE 2015:20).

4.3.1 Basic word order of SASL

In this section the researcher is guided by Aarons & Morgan (2000), the first researchers that attempted a published syntactic study in SASL, followed by Vermeerbergen et al (2007). The only published research paper that has focused on basic word orders of SASL, they describe locative, non-reversible and reversible sentences. This researcher also discusses other articles on syntax of SASL such as De Barros and Siebörger (2016), Huddleston (2017) – who deal with negation in SASL – and De Barros (2016) when describing WH-questions.

As Aarons & Morgan (2000) assert, SASL is a Topic-Comment language. It is sometimes OSV and sometimes SOV, because in SASL, “sentences may offer a topic, or what the sentence is about, and then present a comment on that topic” (Aarons & Morgan 2000:2). See the examples of this phenomenon below.

SASL: OSV

(3)

Object	Subject	Verb
TEST	PRO-I	WRITE

South African English: SVO

Subject	Verb	Object
I	Write	a test

(DBE 2014:84)

The topic may be the object or subject of a sentence or may be embedded as in the example below.

(4)

_____top _____top

JOHN BELIEVES YESTERDAY VEGETABLE INDEX BUY SPINACH

English.

“John believes that yesterday as far as the vegetables are concerned, he bought spinach” (Aarons & Morgan 2000:2).

The example above also serves as an example of Aarons & Morgan (2000), who describe classifier predicates that are preceded by at least one element at the left edge of a sentence. SASL only allows a maximum of two topic positions in a sentence (Aarons & Morgan 2000:2). Below, the researcher discusses the perspective of Vermeerbergen et al (2007) concerning locative sentences in SASL. For locative sentences, Volterra *et al*'s

approach in Italian Sign Language (ISL) has been used to avoid the notions of ‘Subject and Object’.

This research design is preferred because it is used frequently in “sign language research so that it will yield results that are easily comparable to results found in other sign languages” (Vermeerbergen et al 2007:28). The authors (Vermeerbergen et al 2007:28) have decided to refer to constituents as ‘locative relation’, location or “located element’ instead”.

As Vermeerbergen et al (2007) observed in their data, “in SASL, all locative sentences have the location in the first position and all except one have the locative relation expressed at the end of the sentence, always by means of a vc implying the use of more classifiers” (2007:36). “A classifier predicate is a phenomenon which involves the use of a linguistic item, a complex verb frame in which the occurrence of the handshape may be seen as contributing semantic meaning and phonological agreement (Aarons & Morgan 2000: 1). Aarons & Morgan explain that SASL classifier predicates are headed by at least one noun phrase. “Locative sentences in SASL almost without exception start with the location followed by the located element and the expression of the locative relation which is almost exclusively done by means of a verb construction” (Vermeerbergen et al 2007:48). The examples shown in (5) below serve as an illustration of SASL locatives.

(5)

Location	Located element	vc: locative relation
CHAIR	CAT	“cat-on-chair”

(Vermeerbergen *et al* 2007:37)

Located element	Verb	Locative relation (preposition)	Location
The cat	Is	on	the chair

Below the researcher discusses non-reversible sentences as illustrated by Vermeerbergen *et al* (2007).

The non-reversible sentences mean that “only one of the entities in their drawings, the animate or human one is likely to be the agent of the action” (Vermeerbergen *et al* (2007:30). For the reversible sentences, “either entity could be the agent” Vermeerbergen *et al* (2007:31).

In non-reversible sentences, the “two patterns occurring most frequently are SOV and OSV which suggests that the V or vc is normally produced sentence-finally” (Vermeerbergen *et al* 2007:41).

(6) SASL non-reversible sentence

Subject	Object	Verb/vc
GIRL	CAKE	vc: eat-cake

(Vermeerbergen *et al* 2007:40)

English non-reversible sentence

Subject	Verb	Object
The girl	Eats	Cake

(7) SASL non-reversible sentence

Object	Subject	Verb/vc
Right hand: DOOR Left hand: +	Ps BOY L-hand	OPEN-DOOR / vc: “open-door”.

(Vermeerbergen *et al* 2007:40)

English non- reversible sentence

Subject	Verb	Object
The boy	Opens	The door

In non-reversible sentences, there are two patterns in sentences that are repeatedly used. These are SOV and OSV. These patterns give an assurance that in SASL the verb or verb construction occurs at the end of a sentence. Below the researcher discusses reversible sentences.

Reversible sentences are described as follows: “either entity could possibly be the agent” Vermeerbergen et al (2007:31). For reversible sentences, the same OSV order that occurs with non-reversible sentences occurs. What is important is to note that the verb occurs at the end of the sentence.

(8) SASL reversible sentence

Object	Subject	Verb
BOY LITTLE	OLD ^ WOMAN	HUG

(Vermeerbergen *et al* 2007:47)

English reversible sentence

Subject	Verb	Object
Grandmother	Hugs	The little boy

As Vermeerbergen et al (2007) points out, reversible sentences are treated separately from non-reversible sentences because it was discovered from understanding Volterra et al (1984) elicitation task, which had been used in several sign language word order studies, that “there were signers’ idiosyncratic tendencies such as personal styles that affect word orders of reversible versus non-reversible sentences” (Vermeerbergen et al 2007:32-33). An example is the split sentences which have two predicates in one sentence illustrated in (9) below.

(9) SASL reversible split sentence.

Object	Verb	Subject	Verb
BOY	LITTLE	OLD ^ WOMAN	HUG

(Vermeerbergen *et al* 2007:47)

English reversible sentence.

Subject	Verb	Object
The old woman	Hugs	The little boy

Below, the researcher also discusses the word order in WH- questions and negative sentences in SASL.

There are two types of question types that have been identified in the researcher's data, namely yes/no questions and the WH-questions. However, the researcher discusses the latter since WH-questions dominate the data collected for the study.

SASL possesses a full question paradigm of WH-questions, which includes WHAT, WHO, WHEN, HOW, WHY and WHERE, and “right periphery is the exclusive landing site for all six WH-signs” (De Barros 2016:127) as shown in 10 below.

(10) WH question

NMF: *_wh*

SASL: WEDDING DANCE HOW (De Barros 2016:126)

English: How will you dance at the wedding?

In a small number of cases, however, “based on evidence from other sign languages and general patterns in SASL, WH-sign may not be physically pronounced but functions rather as a null operator” (De Barros 2016:127). Below, the researcher discusses sentential negation in SASL. Concerning sentential negation in SASL, it has been illustrated that SASL is predominantly a SOV or OSV language, as already illustrated by Vermeerbergen et al (2007) and other researchers, in section 4.3.1.

The discovery by De Barros & Siebörger (2016) about the negative particle NOT is that it is the most used manual negation sign in SASL. Another element is a side-to-side headshake, which De Barros & Siebörger (2016) suggest “is the chief clause negator in

SASL” (De Barros & Siebörger 2016:10). These authors illustrate the statement using the example below.

(11) Headshake only

NMF: ____headshake (De Barros & Siebörger 2016:11).

WE MEET

English: “We did not meet” (SASL) (De Barros & Siebörger 2016:11).

The researcher then gives a summary of the basic word order of SASL as illustrated in the sentences above. As Aarons & Morgan (2000) suggest, SASL is a Topic-Comment language which has resulted in OSV and SOV illustrated in sentence (3).

Vermeerbergen *et al* (2007) concur with this assertion, as reflected in non-reversible sentences illustrated in sentence (5), which suggest that the verbs and verb constructions occur at the end of the sentence. Even in negation the verb occurs sentence-finally but the negation sign takes its position sentence-finally after the verb. For WH-questions, the right periphery is the exclusive position of all six WH-signs occurring simultaneously with a non-manual feature discussed below, take their position sentence-finally superseding even the verb and the negation signs. In the next section the researcher discusses non-manual features.

4.3.2 SASL Non-manual features (NMFs)

This section is devoted to the use of NMFs in SASL syntax. To achieve this, the researcher is guided by De Barros & Siebörger (2016), DBE (2014), DBE (2015) and De Barros (2016). The researcher first discusses NMFs in negation, and then discusses NMFs. As DBE (2014) declares, “non-manual features are produced by any part of the body from the waist up, other than the hands; carry grammatical meaning using movements of the eyes, eyebrows, head or shoulders and various kinds of facial expressions and of lip, cheek, and tongue movements” (DBE 2014:63) and in WH-questions.

The most common strategy for negating a sentence in sign language is through a non-manual feature using head-movement (De Barros & Siebörger 2016). There are three main forms of this head-movement. These are: a headshake, head turn and a head tilt. “The headshake appears to be the most common form and is a repeated side-to-side movement of the head rotating round the neck as an axis” (Zeshan 2004:10-11). “The side-to-side headshake is the chief clause negator in SASL” (De Barros & Siebörger 2016:1). Literature discusses many different forms of facial expressions to convey negation in various sign languages, but the focus here is on only one prominent one.

It is described as a ‘frown’, where the eyebrows are lowered, often accompanied by pursed lips, and a wrinkled nose. Although the feature is deemed to appear frequently in different contexts, it always co-occurs with another form of negation.

It is assumed that facial expressions alone in SASL are insufficient to signal negation (De Barros & Siebörger 2016). The results of the study by De Barros & Siebörger (2016) indicate that SASL employs the same four forms of negation found in other sign languages. These four negation signs are illustrated below in (12), (13), (14) and (15) below.

(12)

NMF: ___headshake

PEOPLE I MEET (De Barros & Siebörger 2016:10)

English: I did not want to meet the people.

The second one is the negative particle NOT, where the headshake spans over the verb and the manual negation sign.

(13) With the negative particle NOT

NMF: _____headshake

MOTHER SHOCK SPEAK NOT (De Barros & Siebörger 2016:10)

English: “My mother was shocked that I could not speak”.

The third one shows the negative headshake spanning over the manual sign NOTHING.

(14) The negative headshake spanning over the manual sign NOTHING

NMF: _____headshake (De Barros & Siebörger 2016:10)

MEET NOTHING

English: "We had not met at all."

The fourth one is the negative headshake spanning over the sign of negative incorporation CANNOT.

(15) "Over the sign of negative incorporation CANNOT"

NMF: _____headshake (De Barros & Siebörger 2016:10)

HEAR CANNOT

English: (I) cannot hear

Another discovery from the study by De Barros & Siebörger (2016) is "that the headshake is obligatory for negation in SASL and must co-occur with the matrix verb. If the negative particle NOT is included, it will occur after a verb" (De Barros & Siebörger 2016:11).

As Huddlestone (2017) expands research on negation from the aspect of question-answer clauses (QAC), she asserts that negative constructions in usage in SASL are more various than De Barros & Siebörger's (2016) explanation.

She continues to argue that in SASL "non-manual feature does not essentially take possibility over the matrix verb, but it seems to occur utterance-finally, with possible overlap on the last-signed element of the clause" (Huddlestone 2017:102).

In her study, Huddlestone (2017) elicited nine negative sentences from two signers, not one of which involved a manual negation marker, but all were supplemented by a non-manual negation marker, a headshake, which has been glossed as 'hs'.

(16)

NMF: _____hs (Huddlestone 2017:98)

k-i-t-a INDEX3 EAT SUGAR

“Kita does not eat sugar.”

In the online material, one negative sentence represented by one of only two occurrences of a manual negator, the headshake, occurred over the manual negator.

(17)

NMF: _hs

MARRIED NO (Huddlestone 2017:99).

“No, I’m not married.”

Three Western Cape signers used a structure identified “as a ‘polar Question Answer Clause (QAC)’” (Huddlestone 2017:99). “Question-Answer Clauses are argued to be copular clauses consisting of a silent copula of identity connecting an interrogative clause in the precopular position with a declarative clause in the post copular position” (Caponigro & Davidson 2011:323). Huddlestone (2017) found in her SASL data, “utterances that look like polar interrogatives as they are accompanied by the polar interrogative non-manual marking of raised eyebrows (glossed as ‘re’).

This [non-manual feature] is followed by a headshake (glossed as ‘hs’), which conveys negation, accompanied by lowered eyebrows (glossed as ‘le’)” (Huddlestone 2017:100). This structure is from time to time stated as ‘rhetorical question’ in the sign language community, though it varies from exact rhetorical questions, which are not used to bear new propositional information, and are characteristically articulated without being followed by their answer (Huddlestone 2017:99-100). Examples follow in (18) and (19) below.

(18)

NMF: hs

_____re le

k-i-t-a INDEX3 EAT SUGAR (Huddlestone 2017:100)

“Kita does not eat sugar.”

(19)

NMF: hs

_____re le (Huddlestone 2017:100)

LH: CI human BUY HOUSE

RH: INDEX3 MAN BUY HOUSE

“The man is not buying the house”

The findings by De Barros & Siebörger (2016) and by Huddlestone (2017) are similar on the headshake being the chief negator in SASL but differ regarding the scope of non-manual feature of negation. According to De Barros & Siebörger (2016), their data show that “the minimal scope of the side-to-side headshake was always over the matrix verb of the clause, and the maximum scope was over the verb phrase and the manual signs of negation” (2016:2).

In SASL, WH-questions are marked by a manual WH-sign and an NMF, which is characterised by the frowning of furrowed eyebrows (De Barros 2016). In her data, the WH-sign consistently appears at the final position of the clause. “Even in constructions where other clausal-final elements such as the verb appeared, the WH-sign remains the most rightward peripheral element” (De Barros 2016:14). Examples of the phenomenon appear in numbers (19) to (30). (De Barros 2016). Other characteristics of WH-questions that appear in DBE (2015) are: “Head tilted, Body forward and Shoulders raised” (DBE 2015:85).

4.3.3 Conclusion

In conclusion, the study by Vermeerbergen et al (2007) has clearly shown that SASL is an SOV or OSV language. The statement has also been illustrated by De Barros & Siebörger (2016) in their discussion of sentential negation in SASL and Huddleston (2017) concurs with their assertion. This researcher therefore concludes that SASL is an SOV or OSV language.

The contrasting of SASL with South African English is very important, because in the implementation of the newly introduced Bilingual-Bicultural Approach both SASL and English are used side by side, complementing each other, yet kept apart as their structures are different.

SASL is used for face-to-face communication, while English is a language of literacy. This is illustrated in section 4.4 in all the three lessons that the teacher presents. She records every contribution of the learners and herself so that what is signed can also be available in writing for the learners to read the English presentation of what is signed – hence the term 'bilingual'. These languages belong to two cultures, namely the culture of the hearing world and the SASL of the Deaf world, which derives the term 'bicultural'. (See Annexure 1 Lesson 1, Annexure 2 Lesson 2, Annexure 3 Lesson 3 respectively).

Other examples that seem to be WH-questions described by DBE (2015) as rhetorical questions are described by Huddleston (2017) as polar Question-Answer Clauses, where the Q-constituent is a polar interrogative, and the A-constituent is the polar answer (Huddleston 2017). In terms of their pragmatic function, QACs are used to indicate the sub-topic under discussion and the related new information that is announced in discourse (Caponigro & Davidson 2011). These QACs are identified in the researcher's data as illustrated in the utterances in section 4.4 below.

4.4 Report on the analysis of the three SASL FET lessons

This section is devoted to a report on the data analysis of the three SASL FET lessons which were video-recorded in an SASL FET class. These are entitled 'minimal pairs' (Lesson 1, section 4.4.1), 'role shift' (Lesson 2, section 4.4.2), and 'verbs' (Lesson 3, section 4.4.3). In each lesson, the researcher reports on what the teacher is doing, what Lulu, the learner who is always ready to answer questions in class, is doing, and what the other learners are doing, and what type of utterances are used by participants, using examples of sentences from the transcripts in the appendices.

For Lesson 1, utterances are sourced from Annexure 1, for Lesson 2, examples have been derived from Annexure 2, and for Lesson 3, examples have been sourced from Annexure 3. In each lesson the researcher does more contrasting of SASL and English as systems as illustrated in section 4.3. Attention is also focused on how the Bilingual-Bicultural Approach is being enacted, and whether influences from other approaches for teaching Deaf learners keep on surfacing.

The Deaf teacher assistant was on leave for all three lessons that were observed. This means that the lessons observed by the researcher may not be typical of everyday interaction in the class. However, it also gives the researcher an opportunity to observe how well the teacher can implement the Bilingual-Bicultural Approach on her own.

From the observation of the researcher, the SASL FET teacher is one of the trusted as fluent teachers at the school and the one who had been fortunate enough to attend all the national training workshops. She feels, as a hearing person, that she has not yet attained the fluency she desires. She uses the knowledge and expertise at her disposal for the level of development of the Bilingual-Bicultural Approach she knows in the South African context. The syntactic structure she uses is reflected in the training manuals that are guiding her in the lessons.

4.4.1 Lesson 1: Minimal Pairs

In a lesson before the SASL FET teacher commences with Lesson 1, she revises the five parameters of SASL for about 30 minutes. Parameters “are the five characteristics or basic parts of a sign, namely handshape, location, palm orientation, movement, and non-manual features” (DBE 2014a:63). ‘Handshape’ is a description of how the hand is shaped during the articulation of a sign. ‘Location’ is a description that indicates the space in which the sign takes place. ‘Palm Orientation’ indicates the direction in which the palm is facing when the sign is formed. ‘Movement’ is “either a path made by the hand or hands as they go from one location to another, a change in shape, a change in orientation or some combination of these” (Sandler & Lillo-Martin 2006:196).

The fifth parameter is non-manual features (NMFs). The researcher describes this parameter in detail in section 4.3.2.

The aim of that lesson is to make sure that learners can read the written English words and sign these parameters, as their role is crucial for identifying the differences and similarities on a pair of signs to discover whether the pair of signs is a minimal pair or not.

The crucial role is the reason why the teacher makes sure that learners can read the English equivalent of the signs for these parameters. If the teacher points at ‘palm orientation’, for example, the learner must sign PALM-ORIENTATION.

In the researcher's observation of the teacher presenting Lesson 1 on ‘Minimal Pairs’, the researcher identifies three parts of the lesson which to the researcher seems to be the structure illustrated below. What minimal pairs are, giving examples as illustrated in Sentence 2 and 3 pairs of signs that are not minimal pairs as illustrated in Sentence 19. One sign that can change from the positive to negative by inserting an NMF, which is a headshake as illustrated in Sentence 42.

Sentences 2 and 3

NMF: _____ *wh*

Teacher: MINIMAL-PAIR MINIMAL-PAIR MEAN WHAT

English: What does minimal pair mean?

In the above WH-question and others in this lesson, the WH-sign appears in clausal-final position as discussed in 4.3.1. For that reason, SASL syntax is used in keeping with the principles of the Bilingual-Bicultural Approach. When the researcher contrasts the WH-questions of the two languages, SASL and English, the researcher realises that the structure of SASL is in direct contrast with that of English. The WH-movement of English brings WH-phrases to the sentence initial position and is accompanied by an intonation which is a prosodic feature in Sentences 2 and 3 above.

The teacher gives examples of minimal pairs which are SIT CHAIR, and another one which is BOOK STUDY. Both examples have a difference of 'movement'. She gives other examples where the difference is 'location', which is MIND MEANING and SOUR FOOD. MIND is located on the head and MEAN is located on the chin. SOUR is located on the cheek and FOOD is located on the mouth. The teacher uses a sentence in the imperative mood, inviting the learners to give their own examples, using Sentence 7 below.

Sentence 7

NMF: _____ direct eye-contact with class

Teacher: NOW OWN EXAMPLE GIVE-ME

English: Now give me your own example.

In the next section of pairs which are not minimal pairs the teacher uses Sentence 19 below and other examples.

Sentence 19

NMF : _eyebrow raise ___*neg* ___*rh*

Teacher: CUTE GIRL MINIMAL-PAIR WHY LOCATION NMFs DIFFERENT

English: Cute and girl are not minimal pairs because of location and NMFs difference.

'CUTE is articulated with a smile and raised eyebrows. It is located on the cheek while GIRL is in front of the shoulder. Palm orientation and movement are the same. The negative particle of the SASL is not in the clause final position. SASL syntax is used in keeping with the principles of the Bilingual-Bicultural Approach. Another NMF used in the sentence is the sign for the sign over WHY glossed as (*rh*), which DBE (2015) regards as a rhetorical question, but which Huddleston (2017) regards as a QAC discussed in sections 4.3.1 and 4.3.2. Even in this sentence, SASL syntax is used in keeping with the principles of the Bilingual-Bicultural Approach. Other sentences that follow the same syntactic structure are Sentence 18. See Annexure 1 Lesson 1 attached.

The third part appears to be minimal pairs, yet the teacher does not spell out how they fit in with minimal pairs. Sentences from the teacher are definitions of minimal pairs, and those signs that are not minimal pairs as well as examples of positive signs that change to negative signs using an NMF. In these sentences SASL syntax is also used in keeping with the principles of the Bilingual-Bicultural Approach, as illustrated in sections 4.3.1 and 4.3.2. Though the side-to-side movement of the head is on its axis, it is not sentential but lexical.

At this stage of the lesson, the researcher describes an example of an exchange between the teacher and learners. The exchange is important because the teacher wants to find out whether the learners are aware of the relevance of minimal pairs in SASL, using Sentence 32 below.

Sentence 32

NMF: _____ *_wh*

Teacher: MINIMAL-PAIR IMPORTANT WHY

English: Why is a minimal pair important?

The first learner who responds is Lulu, who responds using Sentence 33 below.

Sentence 33

NMF: _____ *_rh*

Lulu: WHY PARAMETER MINIMAL-PAIR DIFFERENT HANDS

English: Why, parameters in minimal pairs are different on hands.

Lulu responds by means of a sentence structure described by DBE (2015) as already discussed in Sentence 19 above. Caponigro & Davidson suggest that the two parts of a QAC must not be separated in any way (Caponigro & Davidson 2011:325). Therefore, if Lulu would have followed the proposition of Caponigro & Davidson, she would have signed both the Q(uestion) - constituent and the A(nswer) Clause but she only signed the A(nswer) Clause.

Other learners copy her structure when responding to the same question. The teacher summed up the discussion by giving the reason for the importance of minimal pairs in sentence 35 below.

The examples of negation suggest that negation can be expressed through non-manual features not only in sentential negation, as discussed in 4.3.2, but also in lexical utterances. She invites examples after showing the learners what is required using a declarative sentence in Sentence 5 below.

Sentence 5

NMF:

Teacher: ME ONE EXAMPLE GIVE-YOU

English: I give you one example.

In this sentence the teacher uses GIVE, a directional/agreement verb in line with SASL morphology. Agreement in directional/agreement verbs involves changing the “direction of movement and/or facing of a sign to indicate the loci associated with the verb’s arguments and their number” (Sandler & Lillo-Martin 2006:29). The verb in this sentence is occupying the final position as illustrated in section 4.3.1. Movement of the hand goes towards the speaker, who is the teacher. That is the reason why ‘YOU’ is appended to the verb GIVE.

Lulu is the only learner who gives an example of a minimal pair, and explains which parameters are similar and which one is different in Sentence 17 below.

Sentence 17

NMF: _eyebrow raise

Lulu: TEA JUICE HANDSHAPE MOVEMENT NMF SAME PALM-ORIENTATION DIFFERENT

English: ‘Tea’ and ‘juice’ have the same handshape, movement and NMF but palm orientation is different.

Lulu proves beyond doubt that she understands what a minimal pair is. The way she uses language gives the impression that she could have acquired deafness post-lingually, because although she signs well, one could lipread her speaking isiXhosa, which could

be a language spoken at home. Another possibility is that she could still be having residual hearing which gives her access to spoken language. Her proficiency in signing is probably because she was at a school where signing was more advanced than that which was experienced at the research site. The school in which she was before used the Manual Approach from its inception, while the researcher's research site began by using the Oral Approach but was introduced to signing during the introduction of the Paget-Gorman system to schools for Black Deaf learners. Some of the sentence structures from Lulu are not minimal pairs – for example, in Sentence 21 below.

Sentence 21

NMF: _____*neg* *_rh*

Lulu: COFFEE MAKE MINIMAL-PAIR WHY NMF HANDSHAPE DIFFERENT

English: 'Coffee' and 'make' are not minimal pairs because they differ in handshape and NMF's.

This sentence is “made up of two parts: the first part looks like an interrogative clause conveying a question, while the second part resembles a declarative clause answering that question” (Caponigro & Davidson 2011:324), referred to as a QAC, as illustrated under section 4.3.1. Other learners also attempt to respond to some questions. When the teacher asks why minimal pairs are important, one answers the question using Sentence 34.

Sentence 34

NMF: *_rh*

Learner: WHY DIFFERENT MEANING NMF MOVEMENT SEE

English: WHY because we see different meanings in movement and NMFs

The structure of this sentence is identical to the one given by Lulu discussed under Sentence 33 above. When the teacher invites more examples in Sentence 25, one learner responds using Sentence 26 below.

Sentence 26

NMF

Learner: SLEEPOVER TEACH

English: Sleepover and teach.

The teacher assists the learners by means of leading questions about which parameters are the same and which are different. They discover that handshape and movement are the same for both signs. The only difference is location. TEACH is articulated lower than SLEEPOVER, with both palms facing down and moving towards the same sideway direction. The vocabulary SLEEPOVER is seemingly new to the teacher. She asks the learner to fingerspell the sign SLEEPOVER so that she can write it on the board.

At the end of the lesson, the teacher gives learners homework. They are required to give five minimal pairs and five pairs which are not minimal pairs to be handed in the following day. They are required to write homework down in English, which is their language of literacy. The instruction is first given in SASL to the learners and then recorded on the board as shown below.

Teacher: (writes on the board)

Give 5 examples of minimal pairs.

Give 5 examples of signs which are not minimal pairs.

Although the teacher's SASL syntax is used in keeping with the principles of the Bilingual-Bicultural Approach, her signing is mostly accompanied by speaking without voice, due to the influence of Signed English that had been used previously. Another approach that could have influenced the teacher's articulation is Simultaneous Communication, which could still be prevalent among the staff members outside the classroom. Simultaneous Communication encourages speaking and signing simultaneously. ulu's contribution is maximal while the contribution of other learners is minimal. This could be due to their lack of confidence as to whether their responses are acceptable or not, whereas their responses to interviews demonstrated confidence in what they had to say.

The procedure in the lesson is in line with the Bilingual-Bicultural Approach as it affords learners an opportunity to use their language of literacy, which is English in doing their homework. SASL as a language can be assessed either face-to-face or through video-recorded material.

4.4.2 Lesson 2: Role-shift

In this section, the researcher follows the same pattern as in the previous lesson. The researcher describes what the teacher is doing, what Lulu is doing and what the other learners are doing, in that order. On the 16 July 2019, the teacher taught two FET SASL lessons in succession. Of the two lessons, the first one is on 'role- shift', which she describes as "a single signer acting roles of two or more characters," and the second one is on 'verbs. The lesson is presented according to the following sections:

- (1) Description of the concept, role shift,
- (2) Eliciting from learners when role-shift is used, and
- (3) Consolidation of the contribution of the learners by the teacher as well as filling in of the gaps where the learners' contributions are falling short,
- (4) Actual demonstration of how role shift is done and
- (5) Giving individual learners topics to prepare and present in class, as well as discussion of the presentations after each presenter.

Schlenker (2017), in his explanation of role-shift, focuses on two specific broad properties, namely: 'Attitude role shift' and 'Action role shift'. The former follows no simple context, shifting analysis, while the latter is so iconically strong that when the signer role plays a happy character, happiness reflects on his/her face (Schlenker 2017:2). The teacher's description of role shift almost resembles 'Action role shift'. The report by Quer (2013) is described as "a strategy marking reports and quotes. [These reports look] on the surface as if the signer takes on the role of the reported person as a kind of enactment of the speech event" (Quer 2013:12).

The following are the bodily actions that the teacher emphasises for the enactment of role-shift: the signer's head-turn, shoulder-movements, body orientation, body posture, eye-gaze and other non-manual features, followed by facial expressions. These "depict the actions, utterances, thoughts, feelings, and attitudes of the characters" (DBE 2015:8). The teacher also stresses the significance of eye-gaze as it can "depict direction of the referent, the size, height and age of the referent" (DBE 2015:8). She also stresses characterisation, which means taking on the character of the referent such as showing sorrow or anger. These "can be depicted by the speed with which the signer switches roles and the forcefulness of the signing style" (DBE 2015:8).

Her implementation of the principles of the Bilingual-Bicultural approach are carefully followed. The teacher facilitates discussion in the lesson by means of questions. She uses both WH-questions and Yes/No questions. The WH-questions have been dealt with extensively in section 4.3.2.

When Lulu's answer reveals that she is confusing ROLE MODEL and ROLE-SHIFT, the teacher explains these concepts, stressing that these two concepts are totally different. The teacher corrects Lulu's mistake by writing on the board 'role model', far away from 'role shift', and asks the class to sign ROLE-MODEL and then to sign ROLE-SHIFT. Learners sign ROLE-MODEL, taking the example from Lulu, but cannot sign ROLE-SHIFT. The teacher demonstrates how to sign it while the learners watch. She points at the two concepts again, and learners sign both correctly. Then she wipes off 'role model' from the board. The second stage of the lesson is a revision on when ROLE-SHIFT is used by posing Sentence 7 below.

Sentence 7

NMF: _____ *wh*

Teacher: ROLE-SHIFT USE WHEN

English: When is role-shift used?

The teacher asks this question to elicit from learners when ROLE-SHIFT is used in SASL. She records their responses on the board for further discussion later in the lesson. She is consistent in keeping to the correct SASL word order when asking these WH-questions that seem to dominate her interaction with the learners. The non-manual feature typically accompanies the WH-question sign by means of a frown in Sentence 19 below.

Sentence 19

NMF: _____ *wh*

Teacher: WHEN DO ROLE-SHIFT STAND HOW

English: When you do role-shift how do you stand?

In this sentence SASL syntax is in keeping with the principles of the Bilingual-Bicultural Approach. The teacher asks Sentence 24 below.

Sentence 24

NMF: _____ *wh*

Teacher: NMF SHOW WHAT

English: What do NMFs show?

She stresses the importance of NMFs which can depict the thoughts and emotions of the referent. She further explains the importance of signing style in characterisation in Sentence 29 below.

Sentence 29

NMF:

Teacher: REMEMBER CHARACTER NOT SAME CHILD MOTHER NOT SAME DIFFERENT ROLE EXAMPLE MOTHER ANGRY AND SHOW NMFs HOW CHILD FEEL (she enacts how the mother shows anger in NMFs and signing style and how the naughty child responds) SHOW NMF MOTHER NMF CHILD.

English: Remember that characters are not the same. They are different. The child has a different role from that of the mother. The mother is angry and shows anger in NMFs. The same applies to the naughty child.

To test whether the learners understand her explanation, the teacher tests the learners by asking Sentence 30 below.

Sentence 30

NMF: _____ *wh*

Teacher: CHARACTERS DIFFERENT HOW

English: How do characters differ?

In this sentence, SASL syntax is in keeping with the principles of the Bilingual-Bicultural Approach as reflected in section 4.3.2. The teacher points at ‘head move’ on the board and asks the learners to explain why the head must move, as shown in Sentence 39 below.

Sentence 39

NMF: _____ *wh*

Teacher: (Points at ‘head move’ on the board and asks) HEAD MOVE WHY

English: Pointing at ‘head move’ on the board she asks: Why does the head move?

The teacher asks the question because “a dialogue between characters can be depicted among other things through orientation of the head moving between two people in discussion” (DBE 2015:8).

In the fourth stage of this lesson the teacher gives a short demonstration of how role-shift is enacted, using an example of a teacher and a learner who has made mistakes on her written work. She enacts role-shift, showing how the dialogue between the teacher and the learner can be enacted. Then she asks the learners to identify the characters in her role-shift, but they are unable to identify them. Pointing on her right side the teacher asks the learners to identify the character on the right in Sentence 47 below.

Sentence 47

NMF: _____ *wh*

Teacher: CHARACTER (pointing 'here' on her right with an index finger) WHO

English: Who is the character here? (Pointing to her right).

The teacher is expecting the learners to identify the learner who is being corrected by the teacher, but they are unable to identify him. In this sentence SASL syntax is in keeping with the principles of the Bilingual-Bicultural Approach. The teacher moves on to the next character on the left and asks the learners to identify the character in Sentence 52 below.

Sentence 52

NMF: _____ *wh*

Teacher: CHARACTER (pointing 'here' on the left with the index finger) WHO

English: Who is the character here? (Pointing on the left).

The learners attempt to respond to this question, but instead of giving the character requested by the teacher, they report on what actions are enacted in the teacher's role shift. In the last stage of the lesson the teacher gives each learner a topic which they are required to practise individually and then come forward to present by means of role-shift. She first signs each topic to each learner. She then writes these topics on the board as illustrated below.

Teacher: (writes on the board)
'Policeman and a drunk driver'
'Doctor and a smoking patient'
'Teacher and learner'
'Children arguing about a broken window'
'Bully demanding money from a child'
'Child asking mother to forgive him for failing exams.'

After each presentation, the teacher highlights the good points and points out the parts of the presentation that need improvement. Since this kind of presentation is part of the training that appears in the DBE (2015) training manual, this is in line with the Bilingual-Bicultural Approach.

The Bilingual-Bicultural Approach also stresses that language in senior classes must be taught in context. It is also in line with the communicative approach of the Bilingual-Bicultural Approach, as reflected in section 2.4.

Lulu's role in the lesson becomes evident from the beginning when the teacher points at 'role-shift', expecting the learners to sign it. Lulu signs ROLE-MODEL, as already reported under the teacher's role above. When the teacher asks when role-shift is used in Sentence 7, one of the learners responds to Sentence 7 with Sentence 8 below.

Sentence 8

NMF:

Learner: TWO PEOPLE OR MORE

English: Two people or more.

The teacher does not agree with the response. She further comments and asks if the dialogue between the two of them is a role-shift. Lulu contradicts the learner by signing Sentence 11 below.

Sentence 11

NMF:

Lulu: SPEAKER ONE

English: One person speaks.

The learner responds in a phrase that has a modifier ONE following the head SPEAKER. This SASL syntax is in line with the principle of the Bilingual-Bicultural Approach.

When the teacher writes on the board 'used when?', Lulu responds by signing Sentence 16 below.

Sentence 16

NMF:

Lulu: NARRATIVE CONVERSATION

English: Narrative or conversation

The contribution of all the learners are isolated signs because the teacher lists on the board instances when role-shift is used. When the teacher asks what the posture of the signer is when doing role shift, Lulu responds by signing Sentence 20 below.

Sentence 20

NMF:

Lulu: TALK FACE ONE SIDE TURN TALK FACE ANOTHER SIDE STAND STRAIGHT EYE-GAZE

English: Talk facing one side and then turn, and talk facing another side and stand straight and do eye-gaze.

In the explanation Lulu has covered many aspects of role shift that the teacher has emphasised in the lesson. The teacher further asks about the role of the NMFs in Sentence 24 below.

Sentence 24

NMF: _____ *wh*

Teacher: NMF SHOW WHAT

English: What do NMFs show?

Lulu responds to the teacher's WH-question in Sentence 24 by Sentence 25 below.

Sentence 25

NMF: Lulu: HAPPY SAD EMOTIONS

English: Happy sad emotions.

Lulu responds to an unfinished sentence that the teacher has written on the board, which is in English, which is 'NMFs show...', and Lulu completes the sentence after the teacher has paused and asks, 'WHAT?' The teacher satisfies the principle of the Bilingual-Bicultural Approach of making sure that the two languages are used side by side and yet kept apart in use. When the teacher writes on the board 'head moves' and points at it, Lulu responds and signs Sentence 26 below.

Sentence 26

NMF:

Lulu: EYES SHOULDERS HEAD MOVE CHARACTER SHOW

English: Eyes, shoulders and head move when locating characters in role shift.

The utterance is in keeping with SASL syntax because these are two sentences. The first one is EYES SHOULDERS HEAD MOVE and the second one is CHARACTER SHOW. Both verbs are at the final position of each of these sentences. Here Lulu has given a response which is in keeping with SASL syntax because both verbs are at the clause-final positions. When in Sentence 30 the teacher asked what the differences between characters are, Lulu responds with Sentence 31 below.

Sentence 31

NMF:

Lulu: MOTHER ANGRY CHILD SORRY

English: Mother is angry, and child is sorry

In the sentence above, there is another example of two sentences signed together. The first one is MOTHER ANGRY and the second one is CHILD SORRY. The sentence is in keeping with SASL syntax and fulfils the principle of the Bilingual-Bicultural Approach, which stresses the use of the natural language.

When the teacher gives topics for role shift, Lulu is given 'topic number 4', where two children are arguing about who broke a window. Although the researcher is not sure if facing the wall is in line with the principles of the Bilingual-Bicultural Approach, each of the learners, including Lulu, practises facing the wall. The researcher believes that facing the wall is a strategy to give the learners an opportunity to focus on their given topics without looking around and watching how others are preparing their topics, although the researcher is not sure if facing the wall is in line with the principles of the Bilingual-Bicultural Approach. After practising her topic, Lulu is the first to volunteer to present her topic, which is illustrated below.

Sentence 63

NMF

Lulu: BROKEN WINDOW

English: Broken window

Sentence 64

NMF:

Lulu: (imaginary Character 1 Mother): COME COME (using both hands calls imaginary children).

English: Mother calls two imaginary children saying, 'come come'.

Sentence 65

NMF: _____ *wh*

Lulu: (imaginary character 1 Mother): WHO BROKE WINDOW

English: Mother asks who broke the window?

The sentence is not in keeping with SASL syntax. It is SVO, therefore it has violated one of the principles of the Bilingual-Bicultural Approach of not using the natural sign language.

Sentence 66

NMF: _____ *neg*

Lulu: (Imaginary character 2 Child 1): ME KNOW SHE BROKE

English: I do not know. She broke it (pointing to the other child)

The sentence structure is in keeping with SASL syntax because the negative NMF sign is in its position at the end of the first sentence, as illustrated in section 4.3.2. The next sentence has the verb sentence-finally.

Sentence 67

NMF: _____ *neg*

Lulu: (Imaginary character 3 Child 2) ME KNOW WINDOW BROKE SHE BROKE

English: I do not know who broke the window. She broke it.

Sentence 68

NMF: _____ *wh*

Lulu (Imaginary character 1 Mother): YOU ACCUSE EACH-OTHER WHO WINDOW BROKE I BEAT YOU

English: You accuse each other. Who broke the window? I will beat you.

In this utterance SASL syntax is not in keeping with the principles of the Bilingual-Bicultural Approach, because the WH-sign is not in its sentence-final position.

Sentence 69

NMF: _____ *neg*

Lulu: (Imaginary character 1 Mother) YOU KNOW WHO WINDOW BROKE

English: You do not know who broke the window?

WHO in this utterance is a complementiser and not a WH-question.

Sentence 70

NMF: _____ *neg*

Lulu: (Imaginary character 2 Child 1) ME KNOW

English: I do not know.

In the sentence above the negative NMF is above the verb sentences-finally. It is indicated by means of a headshake rotating on the neck as its axis. SASL syntax is used in keeping with the Bilingual-Bicultural Approach.

Sentence 71

NMF: _____ *wh*

Lulu: (Imaginary character 1 Mother) ME BEAT- YOU WHO WINDOW BROKE

English: I will beat you. Who broke the window?

The first sentence ME BEAT-YOU is in keeping with SASL syntax because BEAT is an agreement verb which is discussed in detail in section 4.4.3 below. WHO WINDOW BROKE does not seem to be in keeping with SASL syntax.

Sentence 72

NMF: _____ *neg*

Lulu: (Imaginary Character 3 Child 2) ME KNOW

English: I do not know.

In the above sentence SASL syntax is in keeping with the principles of the Bilingual-Bicultural Approach, as illustrated in 4.3.2.

Sentence 73

NMF:

Lulu: (Imaginary Character 1 Mother) YOU BOTH TELL-LIES

English: You both tell lies.

TELL is another example of an agreement verb, which is discussed in section 4.4.3 below.

Sentence 74

NMF:

_____ *headshake*

Lulu: (Imaginary Character 1 Mother) YOU ACCUSE-EACH-OTHER NO-ONE KNOW

English: You accuse each other. No one knows. (Role shift ends).

In this utterance SASL syntax is in keeping with the principles of the Bilingual-Bicultural Approach. ACCUSE EACH OTHER is also a directional verb which has also been discussed extensively in 4.4.3 below. The last sentence, NO-ONE KNOW, has the verb clause-finally with negation headshake over the whole clause.

At the end of the presentation, the teacher asks by means of yes/no questions if Lulu has moved her shoulders and whether she has indicated the difference between tall and short referents. Lulu has succeeded to do all of them.

The teacher as well as the learners applaud Lulu because she has presented her role shift according to the guidelines that the teacher has highlighted in her presentation of the lesson.

The contribution of other learners in the lesson is the following: When the teacher asked when role-shift is used, one learner responds as illustrated in Sentence 14.

Sentence 14

NMF:

Learner: WHEN DIALOGUE

English: When doing dialogue

The teacher records 'dialogue' on the board.

Another one responds as illustrated in Sentence 15 below.

Sentence 15

NMF:

Learner: INTERVIEW

English: interviews.

All these one-word answers are recorded on the board.

When the teacher asks about the signer's posture when enacting role-shift, one learner signs Sentence 22 below.

Sentence 22

NMF:

Learner: SHOULDERS MOVE

English: Shoulders move.

The sentence is also recorded by the teacher on the board as a contribution, which is in keeping with the principles of the Bilingual-Bicultural Approach. After Lulu's presentation, three other learners present their role shifts. The first topic after Lulu is 'The Policeman and the drunk driver'.

Her presentation is one-sided as she concentrates on the role of the policeman and only shows the resistance of the drunk driver by locking his car and driving the car to the left and right, which she indicates by means of a classifier predicate, until the driver loses control of the car. Although at the end of the presentation the teacher speaks favourably

about her presentation, she points out that only the policeman is playing a role in the presentation. No performance is seen from the driver's side. See 'Annexure 2, Lesson 2' (Sentences 79-86). This shows that some learners have not fully grasped the teacher's two demonstrations and explanations of role shift.

The next presentation is 'The teacher and the learner'. The learner signs information, taking on the roles of both learner and the teacher. The teacher is demanding schoolwork from the learner and the learner has not done it. The learner tries to search for his book. Then he tries to excuse himself by telling the teacher that he left it at home by mistake. The teacher asks the class if NMFs and shoulder movements were there in the presentation. The video does not show the responses of the learners, but the researcher believes that, like Lulu, he adheres to the four most prominent properties of role shift listed by Quer (2013). See 'Annexure 2 Lesson 2' (Sentences 89-96).

The last presentation, on the 'Doctor and the patient', is short. The learner depicts the doctor telling the patient that smoking is not good for him. He must stop smoking, otherwise he will die. This learner's presentation is a clear indication that he has not grasped the concept of role shift because he depicts only the role of the doctor, with the patient excluded. The teacher points out that his presentation is only from the doctor's side. The patient has not contributed anything. See 'Annexure 2 Lesson 2' (Sentences 99-102). The teacher is consistent and mindful of word order in all her WH-questions. The WH-sign is the frowning of furrowed eyebrows as identified by De Barros (2016).

Lulu kept the discussion alive at every stage of the lesson, even when she was not correct. Her SASL word order was not always correct, as illustrated in Sentence 65, where she adhered to the English sentence structure where the WH-question is at the left-hand. The contributions of the other learners are much shorter than Lulu's. Some of them still needed attention on involving all characters in the role-shift and using the NMFs, shoulder-movement and eye-gaze.

4.4.3 Lesson 3: Verbs

The lesson as already indicated in section 4.4.2 was delivered on 16 July 2019, immediately after the lesson on role-shift. The researcher is reporting on its analysis, following the same pattern as the previous two lessons. The researcher describes what the teacher is doing, what Lulu is doing and what the other learners are doing in that order, as Lulu's role differs from that of the other learners, as does the teacher as the facilitator of learning.

The lesson on 'Verbs' in SASL is presented by the teacher according to the following sections, based on the researcher's own observation:

In Section 1 she copies the heading of the lesson and its sub-headings of categories of verbs, from her lesson notes in her file in the following order:

Plain verbs,

Directional/Indicative verbs,

Locative verbs, and

Classifier predicates.

Plain verbs are described as verbs that are slightly modified and have no movement through space to indicate information on grammar (DBE 2015:20) – for example, DRINK EAT. Indicating verbs, also known as agreement or directional verbs, have already been explained under section 4.4.1. Examples include GIVE, HELP and ASK. Locative verbs are described as another category of indicating verbs, for example THROW. When a signer signs the sentence 'LULU THROW-BALL', "the direction of the sign indicates the direction in which the ball is thrown" (DBE 2015:20).

The direction of the sign can vary depending on the meaning the signer wants to convey. Classifier predicates or depicting verbs in the SASL CAPS Training Manual for Teachers and Deaf teacher assistants are described as verbs that can give the following two types of information: "information related to action or state of being and information about

certain aspects of their meaning” for example CAR-DRIVE-BY, PERSON-WALK (DBE 2015:20-21).

In section 2, the teacher describes a verb in SASL and how different it is from that of English. She demarcated the board into two columns, namely an English side and a SASL side, so that when she explains concepts pertaining to the English verbs, she stands on the right side that depicts English, and when she explains the SASL concepts, she stands on her left side.

In section 3, she goes through all the categories of the verbs in SASL, showing the learners how they are signed and requesting them to give examples under each category, which she writes in a space she has preserved under each category. She also gives her own examples, where necessary.

In section 4, the teacher starts from the beginning of the listed categories of verbs, one by one pointing at them and requesting learners to give examples. She also adds more examples of classifier predicates, which can be signed in various ways. In section 5, she allows learners to give their own examples of verbs, and in between she adds more of her own examples. She then gives learners homework.

In the first section at the beginning of the lesson, the teacher copies the various categories of the verbs from her lesson note on the board under the heading ‘VERBS’. After that she put her lesson note away and starts interacting with the learners by means of WH-questions, which are the following: WHAT WHICH HOW WHERE. Inviting the learners to participate, she asks the question in Sentence 9 below.

Sentence 9

NMF: ___ *wh*

Teacher: VERB WHAT

English: What is a verb?

The sentence is in keeping with SASL syntax because the auxiliary verb 'is' has not been included, as it does not form part of the SASL syntax. The WH-question is at the final position of the SASL sentence, as discussed in section 4.4.2. The sentence is also in line with the Bilingual-Bicultural Approach which stresses the use of natural sign language. When learners do not answer the question, the teacher restructures the question differently, as illustrated by Sentence 15 below.

Sentence 15

NMF: _____ *wh*

Teacher: VERB MEAN WHAT

English: What does verb mean?

The structure is still in keeping with SASL, because although a verb usually takes the final position in a sentence, when there is a WH-question the WH-question supersedes this rule and takes its place at the end of the sentence, after the verb, as indicated. After the contribution of the learners of what a verb is, the teacher completes the unfinished sentence 'verb is ...' below the title of the sentence, as shown in Sentence 16 below.

Sentence 16

NMF:

Teacher: (writes and completes the sentence left unfinished 'verb is... a doing/action sign') KICK WRITE.

English: A verb is a doing/ action sign, for example, kick, write.

After describing the verb in SASL she moves to the right-hand side of the board, which she has preserved for English examples, and explains that verbs in English do not use the various categories of SASL, and that it uses words instead of signs.

In section 3 of the lesson, the teacher goes back to the various categories of the verbs she has copied on the board and points at each one consecutively, and demonstrates how they are signed – for example, PLAIN - VERB.

Below each category of the verb, the teacher has reserved enough space to write examples in preparation for the time of discussion. The teacher requests learners, using Sentence 26, to give their own examples.

Sentence 26

NMF:

Teacher: PLAIN VERB EXAMPLE GIVE-ME

English: Give me an example of a plain verb.

The sentence is in keeping with SASL syntax. The verb is at the final position of the sentence. All the verbs contributed by learners are consolidated by pointing at them and allowing learners to sign them. When the teacher points at DIRECTIONAL VERB the teacher explains how a directional verb is signed, using Sentence 36 below.

Sentence 36

NMF:

Teacher: DIRECTIONAL VERB GO FORWARD BACKWARD DIRECTION MEANING

English: A directional verb is indicated by moving a hand forward and backwards explaining the direction according to the meaning of the sign.

As Meir (1999) asserts, in sign languages predicates denoting spatial relations are iconic. "The direction of the path agreement with the thematic notions – source and goal; the path is from the source to the goal" (Meir 1999:264). The teacher illustrates this type of a verb by signing HELP-ME, directing it towards herself, and HELP-THEM towards imaginary people. She then writes 'help you', and asks learners to sign it to find out if they know which direction they must direct the sign.

She spends some time asking learners to give their own examples. When the teacher invites learners' examples of 'DIRECTIONAL VERB' one learner signs 'RIGHT'.

The teacher moves to the English side of the board and writes the following sentences: 'You are right. 2. Children's rights 3. Turn to the right.' Then she points at each of these sentences and asks learners to sign them. Then she asks the learners to identify which of the three RIGHTS is a verb. Learners identify it from 'You are right', and the teacher accepts the learner's answer even though it is not a verb.

The teacher moves on to the LOCATIVE VERBS. She invites examples from the learners and, after an example from one of them, she points out the mistake that some signers do when they sign 'a car climbing up the hill'. They start with CAR and follow with CLIMB and end up with HILL. She demonstrates the one in line with SASL syntax, using Sentence 84 below.

Sentence 84

NMF:

Teacher: HILL CAR cl: CAR (moves the hand on the imaginary arm)

English: The teacher demonstrates how to sign 'The car moves up the hill then down from the top after signing HILL on the other arm.'

To stress the idea of locative verbs she takes her lesson note and copies next to '3' LOCATIVE VERBS 'actual location, for example, Car moves up the hill. Aeroplane flying up/down. Must be clear'. The teacher moves on to classifier predicates.

Classifier predicates reflect the actual position of two elements relative to each other (Vermeerbergen et al (2007). Aarons & Morgan (2003) demonstrate that signers employ structured act in combination along with classifier predicates to form synchronised several angles on an event. The teacher asks the learners to explain a classifier predicates, using Sentence 89 below.

Sentence 89

NMF: _____ *wh*

Teacher: CLASSIFIER VERB WHAT

English: What is a classifier verb?

The above WH-question is in keeping with SASL syntax, and therefore adheres to the principles of the Bilingual-Bicultural approach. One learner gives an example of WALK, and the teacher's follow up question is Sentence 91.

Sentence 91

NMF: _____ *wh*

Teacher: SHOES TORN HAVE WALK HOW

English: If one has torn shoes how does one walk?

The teacher gives a demonstration of how one walks with a torn shoe by holding both hands in a neutral space in the centre of the body, palms facing each other and fingers pointing forward. Then she moves both hands forward while opening and closing the palms, imitating the torn shoe.

The teacher lists the following classifier verbs: SHOOT KILL RUN TALK SIGN, and learners sign varying examples according to their interpretation of that verb. She invites learners to give their examples of classifier verbs in Sentence 138.

Sentence 138

NMF:

Teacher: OWN EXAMPLE GIVE-ME

English: Give your own example.

The teacher signed this sentence using the directional verb as indicated in the explanation under directional or agreement verbs, thus fulfilling the principles of the Bilingual-

Bicultural Approach, which stresses the importance of using natural sign language, especially when teaching SASL as a subject.

In section 4 the teacher goes through all the various categories of the verbs, asking learners to sign the verbs and the categories of verbs, and requesting them to either sign the verbs already categorised or their own examples in each category. She adds more examples of verbs that can be signed as classifier predicates, such as the following: DANCE BEAT LOVE SING. Then she writes sentences such as 'I sing', 'You sing', 'They sing'.

In section 5, she asks learners to give examples from each category, such as the plain verbs, directional verbs, locative verbs, and classifier predicates. Learners enjoy classifier predicates more than other categories, as demonstrated in their confident responses. The teacher gives more examples such as the following: KICK THROW KILL RUN TALK SIGN BEAT LOVE and DANCE.

Towards the end of the lesson, she invites learners to give their own examples from any category. At the end of the lesson the teacher gives learners homework. Before she writes the above instructions on the board, she first signs it to learners so that they receive the instruction in SASL and then in their language of literacy. The teacher stresses that learners must come up with their own examples and not reproduce her examples. The next section deals with what Lulu is doing in the lesson. The written homework is illustrated below.

"Give two examples of plain verbs
Three examples of directional verbs
Three examples of locative verbs
Three examples of classifier verbs."

Lulu is prepared to give a response to every category of verbs to which learners were invited to give examples. When learners are given an opportunity to give their examples of verbs, Lulu signs Sentence 173 below.

Sentence 173

NMF:

Lulu: I- SING YOU- SING THEY- SING

English: I sing. You sing. They sing.

When signing I-SING, she signs SING against her chest. When she signs YOU-SING she signs away from her body. When she signs, THEY-SING, she signs it from left to right away from her body. The teacher does not correct Lulu. Therefore, the researcher assumes that she accepts the response. Other learners imitate her. Lulu is also creative in signing classifier verbs. She signs varieties of classifier predicates of the same verb. For example, she signs the verb CL: WALK, imitating someone walking with high-heeled shoes or walking with a torn shoe. Below, the researcher focuses on what the other learners are doing in the lesson.

When the teacher invites examples of plain verbs, one learner signs Sentence 27 below.

Sentence 27

NMF:

Learner: BRUSH -TEETH

English: Brush teeth

The teacher explains that 'brush' also refers to brushing shoes. When the teacher points at 'drink, play, brush' under the sub-heading PLAIN VERBS, all learners sign all verbs under plain verbs as shown below in Sentence 32.

Sentence 32

NMF:

Learners: DRINK, PLAY' BRUSH

English: Drink, play brush

When invited to sign classifier predicates all learners participate. Learners seem to enjoy signing classifier predicates more than the other categories of verbs, especially the verb LOVE.

4.4.4 Conclusion

In the three lessons observed, the teacher has managed SASL syntax in keeping with the principles of the Bilingual-Bicultural Approach. The dominating questions from her are the WH-questions that have already been discussed in section 4.3.2. She often speaks and signs at the same time, although she is not verbalising. This reflects the influence of Total Communication, which had previously been used in the schools for the Black Deaf in South Africa, and Signed English, which had been used shortly before the implementation of the Bilingual-Bicultural Approach. Her implementation of the Bilingual-Bicultural Approach reflects SASL supremacy and code switching which is recommended by Nover *et al* (1998).

Lulu's word order of SASL in her presentation of role shift is not always in keeping with SASL syntax, especially in the use of WH-questions. Some of her utterances resemble the English sentence structure, especially where the WH-questions occur. Lulu's NMFs are so clear that her presentation of the role shift is considered the best among other learners. The teacher and learners have applauded her. Lulu's behaviour is different from other learners. She gives an impression of someone who could have been post-lingually d/Deaf, and therefore has an advantage over others, or she still has some residual hearing that she could be using to enable her to hear spoken language to a certain extent. Although the researcher feels that she could have given others a chance to answer questions, learners seem to accept her position as their leader.

It is not easy to tell whether some of the learners are signing in keeping with the SASL syntax as their responses are either incomplete sentences or one-word answers. However, they manage to communicate naturally as SASL is their natural language. The researcher believes that, if the Deaf teacher assistant were not on leave during the researcher's classroom observation period, the behaviour of the learners would have been different. "Deaf signers who are fluent and use their language proficiently provide the best models for natural sign language acquisition and development of a social identity" (Johnson et al 1994:597). That is why the role of a Deaf teacher assistant is crucial for the teaching of SASL as a subject. In all three lessons, the SASL FET teacher has done her best to implement the principles of the Bilingual-Bicultural Approach. The teacher has a strong focus on the written word.

English is taught as an additional language and as a language of literacy since SASL has no written form. She keeps SASL and English apart but side by side in the lessons. For example, when she signs using an English sentence structure, she stands on her right side and explains the sentence accordingly. When she switches back to her left side, she uses the SASL structure of sentences. Since the Bilingual-Bicultural Approach has only recently been introduced, it is not surprising that the teacher and Lulu find themselves signing and speaking at the same time but without using their voice.

Other learners' participation is overshadowed by Lulu's participation. Lulu seems to be the only participant who seems to understand all that is being taught. Other learners are far behind Lulu. It could be because they were not exposed to SASL at an early stage. The Bilingual-Bicultural Approach was introduced to them at the FET level only two years ago. The acquisition of a natural language should have begun very early in life so that they could "take advantage of critical period effects" (Johnson et al 1994:597).

The researcher's recommendation for improving the participation of other learners could be the use of pictures or video recordings. For example, (DBE 2014: 110), which is a training manual for teachers, shows clear illustrations of minimal pairs in pictures. These could also be used in class. If possible, videos modelled by Deaf signers could be used.

Another strategy to improve participation of more learners could be to group them into small groups and give them different tasks. They would then report back to the class on the given tasks.

In the next chapter, which is the conclusion of the study, the researcher first gives full responses to each of the four research questions which are the goals of the researcher's research. Secondly, the researcher discusses the limitations of the research and suggestions for further research. Thirdly, the researcher sums up the study by putting forward recommendations on how the Bilingual-Bicultural Approach can be better implemented in South African schools.

5. CONCLUSION

5.1 Introduction

In this study, the researcher ethnographically investigates the implementation of Bilingual-Bicultural Approach for Deaf learners focusing on South African Sign Language (SASL) teaching at Further Education and Training (FET) level in a South African School for the Deaf. In this section, the researcher gives full responses to each of the four research questions in section 5.2. Secondly, the researcher discusses the limitations of the research and provides suggestions for further research in section 5.3. Thirdly, the researcher focuses on detailed recommendations for how the Bilingual-Bicultural Approach can be implemented better in schools.

5.2 Full responses to each research question

5.2.1 What is the socio-political-and socio-educational context in which teaching and learning takes place in the researcher's chosen South African School for the Deaf?

During the researcher's data collection period at the research site, the school was run by an administrator as it was recovering from being in a dysfunctional state allegedly due to the poor administration of a previous principal. Although one teacher told the researcher that the discipline and the culture of learning and teaching had improved since the administrator took over, the school seemed to be still in organisational turmoil. Although the turmoil surfaced as a lack of co-operation due to anger over the lack of overtime payment, this factor was considered a symptom of the deeper organisational problems still facing the school. There was also uncertainty as to whether the school would re-open after the Easter vacation. Failure to or a delay in re-opening the school would affect the researcher's data collection process, which took place from 6 March until 18 July 2019. The lack of co-operation of the hostel support staff had a negative effect on the education of the Deaf learners and to the researcher's data collection process. Fortunately, the schools did re-open after the Easter holidays.

In the following paragraphs, the researcher describes particularly the tensions that exist between some hearing staff and some of the Deaf staff members and learners. Interview responses reveal that some of the Deaf staff are unhappy about the way the learners are treated at the hostels and especially by the kitchen staff (see section 4.2.3). Deaf learners mention that they are referred to as 'Dommy' (derived from an Afrikaans word meaning 'stupid'), which proves that they are not respected in the same way as hearing children are.

The treatment they receive is a violation of one of the principles of the Bilingual-Bicultural Approach, which reinforces that "Deaf children are not seen as 'defective models' of normally hearing children" (Johnson et al 1994:597). That is the reason why the Deaf feel overpowered by the hearing majority (Wrigley 1996). Deaf staff member #2 expresses this sense of being overpowered by saying, "working relations with hearing people are not perfect. Hearing people undermine the Deaf. Generally, the whole system of education is ignorant about Deaf people". Deaf staff member #3 adds, "We try and advocate for the needs of Deaf learners, but everything is managed by hearing people". Deaf staff member #4 expresses a need for a Deaf principal.

Socio-educationally, responses from learners show that they are pleased about the introduction of SASL as one of the subjects taught, and that SASL is a language of learning and teaching (LoLT) at their school, unlike when Signed English was used prior to the implementation of the Bilingual-Bicultural Approach. Signed English yielded poor results due to a breakdown of communication between the learners and the teachers. Matric results were so poor that there was a year when all students failed matric. Now, learners report an improvement since the introduction of the Bilingual-Bicultural Approach to teaching them (see section 4.2.4).

Concerning the appointment of teaching staff who are unable to communicate with the Deaf, Deaf staff member #2 is so unhappy that she says, "If I were a principal of the school, I would never employ a teacher who does not know how to communicate with the Deaf and who has no love for the Deaf".

Lulu, the learner who gives most of the answers to the teacher in class, is concerned that when new teachers join the staff, no one at the school initiates them into the Deaf culture. SASL training happens to a selected few who are identified by the school and trained nationally for teaching SASL as a subject.

The rest of the teachers who teach other subjects with SASL as a language of learning and teaching (LoLT) are trained at their respective districts. As these training courses take place infrequently, there is a need for school level support on SASL training, especially to assist newly appointed teachers.

5.2.2 To what extent does the school align its values and practices to suit the distinguishing values and practices of South African Deaf culture?

The school management team believes that the school does align its values and practices to those of the South African Deaf culture. For example, in an interview, a school management member says, “Each classroom has a Deaf teacher assistant who initiates the newly admitted learners through Signed English. Strict SASL structure is enforced at Grade 1 onwards” (SMT #1). Signed English is not in keeping with SASL syntax. It violates Deaf culture, as shown in section 4.2.2. According to principles of the Bilingual-Bicultural Approach, signed English should not be used in communication with the Deaf. Deaf teacher assistants are regarded as the best models (Johnson et al 1994:597) to initiate preschool deaf learners because by modelling SASL they naturally enhance the self-esteem of the learners.

The hearing staff, especially the hostel staff, prefer to use Signed English when they communicate with Deaf learners as they are not fluent in SASL. The reason for this is that only the teaching staff attend official SASL departmental training courses, and training is not filtered down to the rest of the staff. As a result, the school is at its initial stages of aligning its values and practices to suit the distinguishing values and practices of South African Deaf culture.

5.2.3 What does a contrastive analysis of basic word order in South African Sign Language and South African English reveal about these two systems?

The basic word order of South African English is Subject-Verb-Object = SVO. SASL, on the other hand, is a Subject-Object-Verb or Object-Subject-Verb = SOV or OSV language. It is also a Topic-Comment language (Aarons & Morgan 2000) (see section 4.3).

SASL has no written form. In the implementation of the Bilingual-Bicultural Approach, to differentiate SASL sentence structure from English, glossing is used. Glossing is explained as the convention in sign language linguistics which, in the absence of the transcription system, is used by glossing signs with English words in upper-case letters (Sandler & Lillo-Martin 2006:6).

In the implementation of the Bilingual-Bicultural Approach, SASL needs to be complemented by English side by side. This means that, for face-to-face communication, SASL is used. What has been communicated face-to-face must be glossed using printed English words which must conform to the SASL syntax. When describing the SASL word order of manual signs, it is important also to consider grammatical features called non-manual features (NMFs). For further information about these NMFs in SASL and their syntactic features see section 4.3.2.

English uses many prepositions in the construction of locative sentences, for example 'The cat is under the car' or 'The cup is on the table'. SASL does not use prepositions. Instead, it uses verb constructions because direction and location can be shown by the placement of nominal signs in space, using spatially modified verbs as depicted verbs and using pointing signs (see section 4.3). Common determiners such as 'a, an, the', which add meaning to words in English, are not used in SASL (DBE 2015:20). Instead of the mentioned determiners, "a pointing sign produced with an index finger, always occurring with a noun is used" (DBE 2015:20). In English, it has also been observed that "when WH-phrases move, Wh-movement is virtually always to the left" (Sandler & Lillo-

Martin 2006:433), which is the sentential initial position. SASL, in contrast, has its WH-phrases sentence-finally, as illustrated in section 4.3.

5.2.4 What approach/set of approaches are manifested in the lesson data collected from the SASL FET class-teacher at this school for the Deaf?

For the three lessons observed by the researcher, the teacher mainly draws on the Bilingual-Bicultural Approach as opposed to other previously used approaches, such as Total Communication. Of the three sub-approaches of SASL CAPS for teaching of language, reflected in section 2.4.4, the SASL FET teacher uses the “communicative approach”, which “suggests that when learning a language, a learner should have extensive exposure to the target language (SASL) by communicating for social and practical purposes” (DBE 2014:13). The communicative approach is clearly demonstrated in section 4.4, especially in lesson 2 on ‘role-shift’, where learners are given an opportunity to use SASL by communicating for social and practical purposes in their individual presentations.

Since the Bilingual-Bicultural Approach has recently been introduced at the FET level, it is not surprising that the teacher and Lulu find themselves signing and speaking at the same time. This could be the influence of either Total Communication (TC) or Signed English that was used before the implementation of the Bilingual-Bicultural Approach. Fortunately for the teacher, the signing and speaking does not interfere with SASL syntax, (See Annexures 1 Lesson 1, Lesson 2 & Lesson 3). The interference with the SASL syntax occurs with Lulu when she presents her ‘role shift’ in section 4.4.2. Some of her WH-questions conform to English sentence structure. Other learners seem confused and try to imitate what Lulu does, as if they are not confident enough to respond to questions posed by the teacher.

5.3 Limitations of the research and suggestions for further research

Due to insufficient time, funds, and instability at the research site, the researcher only spent two days collecting data from classroom observation. This was despite the fact that classroom observation formed the core of the researcher's data collection strategy.

Priorities of the school, such as assessments for mid-year examinations, also contributed to lack of access to participants.

With the constraints on time and funds, the researcher could only observe one of the two SASL teachers at FET level, despite both SASL FET teachers having volunteered to participate in this study. If the researcher could have observed both, the researcher would have covered a wider scope on the implementation of the Bilingual-Bicultural Approach at the school.

The most serious limitation of all is the fact that the Deaf teacher assistant assigned to the class that the researcher observed was on leave for the whole period of the classroom observation. Deaf teacher assistants who use sign language proficiently are regarded as the “best models for natural sign language acquisition” (Johnson et al 1994:597) and enhancement of self-esteem.

The researcher was unable to observe the role of the Deaf teacher assistant in the teaching of SASL as a subject. The presence of the researcher in the classroom as a seemingly knowledgeable person could have caused the learners to shy away from participation, or possibly Lulu could have acquired deafness post-lingually. If that is so, she would have an advantage over those who are congenitally Deaf.

A suggestion for further research is that this study be replicated focusing on South African Language teaching at FET level, with the involvement of a Deaf teacher assistant playing a major role. The results of such observations could yield a broader perspective on the implementation of the Bilingual-Bicultural Approach, instead of relying on only one hearing teacher, who claims to be struggling with fluency in SASL. Another suggestion is that both teachers at the FET level be observed so that the scope of observation is broadened. Another omission on the side of the researcher is that she did not pay much attention to ‘signacy’ as a concept in her analysis.

Further research could be done on the two approaches to the implementation of the Bilingual-Bicultural Approach, extending Nover *et al's* (1998) work. The study also does not introduce anything new about the word order of SASL.

In addition, it would be helpful if two schools for the Deaf in South Africa be selected as research sites at FET level to compare the implementation of the Bilingual-Bicultural Approach in a school that was initiated through the Manual Approach as opposed to one that was initiated through the Oral Approach. Such a comparison would enable one to find out what impact the previously used approaches have on the implementation of the Bilingual-Bicultural Approach.

5.4 Recommendations on how the Bilingual-Bicultural Approach can be better implemented in schools for the Deaf

Research on bilingualism suggests that second language learners need one natural language before attempting to learn a second language. The recommendations the researcher makes in this section are made based on previous research and her findings in the study. For that reason, no Signed English should be used for initiating newcomers on arrival at a school for the Deaf, as reported by SMT #1. As Johnson et al (1994) suggest, at the preschool stage, young deaf children should be taught by Deaf and hearing teachers who are bilingual.

From Grade 1 to Grade 12, the teachers' goals should be to enable the Deaf to learn the same curricular content as their hearing counterparts, using special techniques and materials to teach English literacy. Departmental officials who are also fully equipped to support the teachers must give the schools full support to enable them to implement the Bilingual-Bicultural Approach to teaching the Deaf. For effective classroom interaction, the use of visual aids in the form of pictures and videos must always be provided to cater for the needs of all learners in the class. The sense of sight compensates for the hearing loss.

Deaf learners, teachers must be made to realise that even sign languages differ in sentence structure, just as it has been proven in the study by Vermeerbergen et al (2007) (see section 4.3).

Secondly, teachers need to know that in the implementation of the Bilingual-Bicultural Approach, both English and SASL are important, however the two languages differ in syntactic structure. SASL plays a significant role in Deaf culture as it defines who South African Deaf people. English, on the other hand has an important role as a language of literacy so that the Deaf can navigate the hearing and the Deaf world.

In SASL, the use of non-manual features (NMFs) plays a significant role. NMFs “are a fundamental feature in grammar of sign languages” (De Barros 2016:217), especially in negation, question formation and, more especially, in WH-questions. Without the NMFs, the sentence in which they are supposed to occur would be meaningless.

Just as the SASL FET teacher does in the three lessons observed and recorded, teachers need to maintain a strong focus on the written word and ask learners to sign their contributions on the board to ascertain whether they can ‘read’ the English word. At the same time, they must keep the two languages apart, yet side by side. They need to guard against speaking and signing at the same time because Total Communication was shown to have in the past “caused lack of linguistic access to curricular material” (Johnson et al 1994:594).

When training teachers of SASL, trainees must keep the mouth closed and use only signs as they are being introduced to Deaf culture (Bouchauveau 1994). Keeping the mouth closed during training would help trainees to overcome the problem of speaking and signing at the same time. Total immersion in SASL through instructional tools such as guessing games, with questions and answers devised for SASL, will help trainees to gradually lessen their dependence on Spoken English and increase their visual skills (Bouchauveau 1994). This can be done by allowing the Deaf to take a leading role in the

teaching of SASL to the staff but assisted by teachers who have undergone national SASL training, such as the SASL FET teacher observed by the researcher.

As Baker & Baker (1997) advise, teachers, teacher assistants and sign language interpreters, parents and caregivers should be sensitised to the importance of early language acquisition as they also interact with young learners. The number of Deaf staff members should also either be equal to or above the hearing staff members as they are custodians of Deaf culture, which is a requirement for promoting a healthy environment for Deaf people. In addition, in-service training for educators and Deaf assistants should focus on Deaf culture, meta-linguistic competencies, grammar aspects of SASL and SASL curriculum and methodology.

6. REFERENCES

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Annexure A: Principal's letter and consent form

Nomava Mercy Tunzelana
3 Huntley Street
Grahamstown
6139

The Principal
South African School for the Deaf
P.O. Box 0000
Wakanda
0000

Dear Principal,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am a Master's student in the Department of English Language and Linguistics at Rhodes University. I am writing to request permission to conduct research at your school. I have been a teacher of the Deaf for more than 20 years. I am interested in researching the ways in which the Bilingual-Bicultural approach to Deaf education is being implemented at schools. My research requires me to observe an SASL teacher teaching at FET level at a South African school for the Deaf. The full title of my research is "An Ethnographic Investigation of Basic Word Order in South African Sign Language Teaching at FET Level in a South African School for the Deaf".

To be able to give a clear picture of the context in which learning is taking place at your school, I would like to request permission to interview the following members of the school community:

- (i) Yourself as the school principal or your deputy principal,
- (ii) An FET-level SASL teacher,
- (iii) Learners from this teacher's class.

Members of the Deaf community from each section of the school for example one person each from the teaching assistants, from the kitchen, from the hostel, from the workshops, from home economics, and a representative of the Deaf Federation of South Africa (DEAFSA). Time to conduct the interviews will be negotiated with the staff of the school to avoid disruption to the usual programmes of the school. The venues will also be negotiated in discussion with the staff of the school. As part of my study, I would also like to request the following documents from your office:

- (i) A map of the school to enable me to give a vivid picture of the setting in, which teaching and learning is taking place at the school as well as its location.
- (ii) The SASL training manual(s) available, to ascertain how continued training is being facilitated.
- (iii) The class timetables of the FET SASL teachers, so that I am aware of the times at which the lessons take place and can avoid any unnecessary disruption of classes.

I would like permission to observe seven lessons taught by the SASL teacher I will interview, six of which I will video-record. I shall conceal the identities of all participants by using pseudonyms to ensure their anonymity. Participation in the research will be strictly on a voluntary basis, and I will ask all participants and parents of participating learners to sign consent forms indicating their agreement to participate in the research. My research has received ethical clearance from the Rhodes University Ethical Standards Committee. This can provide you with assurance that I plan to hold to the highest ethical standards in this research at all times.

I hope that you will consider my request favourably. Should you have any further questions about my research, please do not hesitate to contact me using the contact details below. Attached to this letter is a consent form which I request you please to sign and return to me at the above address or email to me at the contact details provided below.

Yours faithfully,

NM Tunzelana

Contact: mercyhots70@gmail.com / 082 083 5922

GATEKEEPER PERMISSION FORM: PRINCIPAL

I (Your name and surname),

give permission to you, Nomava Mercy Tunzelana, to undertake research at my school

as stipulated in your letter dated the of

Signed at on the.....of 20.....

Signature: Date:

Place:

Annexure B: Parents' / guardians' letter and consent form

Nomava Mercy Tunzelana
3 Huntley Street
Grahamstown
6139

Dear Parent(s) / Guardian(s),

Your child's participation in research at South African School for the Deaf

I am a Master's student at Rhodes University in the Department of English Language and Linguistics. I am intending to conduct research at My South African School for the Deaf. I wish to observe lessons in your child's South African Sign Language (SASL) class and would like to ask for your consent. I am interested in how SASL is taught in school. My aim is not to evaluate the performance of individual learners; instead, I aim to investigate how a new method of teaching the Deaf, called the Bilingual-Bicultural approach, is being used at the school.

I would like to request permission to observe your child being taught and to use a video camera to record lessons in his/her class as well as to interview him/her via an SASL interpreter to find out about his/her experiences of learning using the Bilingual-Bicultural approach. I shall preserve your child's anonymity and use pseudonyms instead of his/her real name in my thesis. If I wish to display an image of your child in my thesis or any other publication or presentation, I will first ask you for permission to do this in a separate letter. The following are the risks and benefits that are likely to occur in the classroom observation in which your child will be participating:

- (i) The risk of embarrassment and psychological harm to learners due to participating in the presence of a stranger.
- (ii) The risk of disrespecting the Deaf culture.
- (iii) Identity of the learners.

To minimize the impact of these risks:

- (i) The researcher will be a participant with them in the first lesson that will not be video recorded.
- (ii) She will also make sure that she signs all in their presence to minimize their insecurity.
- (iii) The child's identity will be protected using pseudonyms for the school, the teacher and learners.

The benefit for participation is that they will be involved in a workshop which will expose them on what was taking place when they were video-recorded and suggest improvements where necessary.

Should you have any further concerns about your child's involvement in the research, kindly contact my supervisors and myself. Their contact details are the following: Professor Ralph Adendorff (Email: r.adendorff@ru.ac.za) and Mr. Ian Siebörger (Email: ian.Sieborger@ru.ac.za). My contact details have been reflected below.

Ethical approval has been received from Rhodes University Ethical Standards Committee. The details of the contact person in the event of a query or research related harm or injury may be directed to RU Human Ethics committee for the attention of (Email: n.ober@ru.ac.za).

Participation in this research is voluntary. Non-participation will not have any adverse consequences on opportunities for your child in the school. If you do not wish your child to be observed as part of my study, then please indicate this below.

If you agree, please sign your name in the space provided.

When you have filled in the necessary information, kindly send this letter back to the school with your child when (s)he comes back from holidays.

Kind regards,

NM Tunzelana

Contact: mercyhots70@gmail.com / 082 083 5922

CONSENT FORM: Parents/Guardians

I, (Please write your name and surname).

----- give permission (tick in space)

___ do not give permission (tick in space)

(NB: Please tick the space that applies to you.)

For my child, (name and surname of the child),

to participate in Nomava Mercy Tunzelana's research.

I know this about this research project: (i) its purpose and (ii) its risks and benefits

Signature:Date:

Place:

Xhosa translation:

Nomava Mercy Tunzelana

Nomava Mercy Tunzelana
3 Huntley Street
Grahamstown
6139

Bazali / Bondli abahloniphekileyo,

Uthatho-nxaxheba lomntwana wakho kuphando nzulu lwezifundo zam

Ndingumfundi apha kwaNokholeji kwiDyunivesithi yaseRhodes kwicandelo lesiNgesi neLingwistiki. Ndingwenela ukwenza uphando-nzulu kwesa sikolo samaDeaf sibizwa ngokuba yiSouth African School for the Deaf, isikolo sabantwana abangevayo ngeendlebe. Ndingwenela ukubukela utitshala weli banga likaGrade 10/11/12 efundisa isifundo sezijekulo ke ngoku ndibhala le ncwadi nje ndicela imvume kuwe/kuni mzali/bazali.

Injongo yam asikokubavavanya ukuba baqhuba njani na koko ndingwenela ukubukela befunda ngale nkqubo intsha kuthiwa yi Bilingual-Bicultural Approach oko kukuthi bafunda ngeelwimi ezimbini neenkubeko ezimbini, ulwimi lwezijekulo zaseMzantsi-Afrika nangeSingsesi. Lenkqubo isandulukuqalwa apha eMzantsi-Afrika, iqale ngo 2015.

Ngokuzithoba ndiyacela bazali/bondli nindivumele ndingene eklasini apho umntwana wakho afundunda khona ndibuze kubantwana abakhethiweyo malunga nale nkqubo intsha ekuthiwa yi Bilingual-Bicultural Approach ukuba ibaphethe njani na. Ndizakuza ndiphethe i-video camera ukuze ezi zifundo zintandathu ndiziqokelele apho kulo video camera. Igama lomntwana wakho alizukupapashwa kwi-thesis yam. Bonke abantwana bale klasi baya kubizwa ngamagama aqwetywe nje ukuze kungaziwa ukuba bangobani na. Ukuba kunokwenzeka umfanekiso wakhe ufuneke ukuba uvele kwi-thesis okanye kwi journal kuyakunyanzeleka ndibhale kwakhona ndicele imvume entsha.

Ukuthatha inxaxheba kolu phando alisosinyanzelo. Ukuba awuthandi ukuba umntwana wakho abukelwe kolu phando, nceda ubonise kweli phepha lesivumelwano lilandelayo, kodwa ukuba uyavuma, njengoko ndinqwenela njalo, nceda utyikitye igama lakho kumgca olungiselelwe oko kweli phepha lilandelayo.

Ngombuliso omkhulu,

Owenu wenene,

NM Tunzelana

Unxibelelwano: mercyhots70@gmail.com / Ifoni:0820835922

UXWEBHU LWESIVUMELWANO NABAZALI

Mna, (nceda, bhala igama lakho nefani yakho)

_____ ndinika imvume (Faka le mark "X" xa uvuma phezu komgca.)

_____ andivumi (Faka le mark "X" xa ungavumi phezu kwalo mgca.)

(QAPHELA: Khetha umgca ube mnye. Xa uvuma khetha lo ungasentla. Xa ungavumi khetha lo ungezantsi.)

Ukuba umntwana wam, u..... (Nceda bhala

igama lomntwana nefani yakhe) athathe inxaxheba kuphando-nzulu kwizifundo zika

Nomava Mercy Tunzelana

Nceda usayine apha: Umhla:

Indawo:

Annexure C: School Management Team (SMT) member's letter and consent form

Nomava Mercy Tunzelana
3 Huntley Street
Grahamstown
6139

School Management Team member
South African School for the Deaf
P.O. Box 0000
Wakanda
0000

Dear School Management Team member from *South African School for the Deaf*

RE: INTERVIEW ABOUT THE BILINGUAL-BICULTURAL APPROACH AND DEAF CULTURE AT YOUR SCHOOL

I am a Master's student in the Department of English Language and Linguistics at Rhodes University. I am writing to request permission to interview a member of the school management team who would be willing to share with me information regarding the implementation of the Bilingual-Bicultural approach to teaching the Deaf at the school. My interest in Deaf education stems from the fact that I was a teacher of the Deaf myself for more than twenty years. I went on pension in 2011, just when preparations were underway to usher in the SASL CAPS document for the implementation of the Bilingual-Bicultural approach in schools for the Deaf.

My research topic is "An Ethnographic Investigation of Basic Word Order in South African Sign Language Teaching at FET Level in a South African School for the Deaf". My interview questions will be centred on the implementation of the Bilingual-Bicultural approach and the school's approach to Deaf culture. I shall email the questions to you

two days before the interview so that you will have enough time to think about your responses.

I would like to audio-record your responses so that I can preserve this valuable information. I will protect your identity by using a pseudonym in place of your real name. I am also going to protect the identity of your school by using a pseudonym for it. The risk of disruption to the school programmes will be minimized by having interviews during tea break and lunch hour.

The benefit of the school will be that teachers and learners will have workshops after a month of data collection on positive and negative aspects identified. English story books will be donated to the class observed so that as part of the workshop, they could tell a story to the members of the class. This is so because story telling is a prominent feature of the Deaf culture. Their Learners will also have their own separate workshop to point out good and any negative aspects as a suggestion for improvement.

I hope that you will consider my request favourably. To ease your fears about this study is that permission to do the research has been approved by Rhodes Ethical Standards Committee and the contact person is N. Obers (Email: n.nobers@ru.ac.za).

Should you have any further questions about my research, please do not hesitate to contact me using the contact details below. Attached to this letter is a consent form which I request you please to sign and return to me at the above address or email to me at the contact details provided below.

Yours faithfully,

NM Tunzelana

Mercyhots70@gmail.com / 082 083 5922

CONSENT FORM: SCHOOL MANAGEMENT TEAM MEMBER

I, (Name and surname)

consent to participate in the research undertaken by Nomava Mercy Tunzelana

for her Master's qualification.

I know this about this study: (i) its purpose, (ii) its risks and benefits. (iii)

Signature:

Date: Place:

.

Annexure D: FET SASL teacher's letter and consent form

Nomava Mercy Tunzelana
3 Huntley Street
Grahamstown
6139
17 March 2019

FET SASL Teacher
South African School for the Deaf
P.O. Box 0000
Wakanda
0000

Dear FET SASL Teacher,

RE: PERMISSION TO INTERVIEW YOU AND OBSERVE YOUR TEACHING OF FOUR SASL LESSONS

I am a Master's student in the Department of English Language and Linguistics at Rhodes University and a retired teacher of the Deaf. As part of my Master's research, I wish to observe lessons in South African Sign Language as used in an FET class. My research topic is "An Ethnographic Investigation of Basic Word Order in South African Sign Language Teaching at FET Level in a South African School for the Deaf".

I wish to video-record three of the four lessons I observe at the time of my visit. I am interested in observing the ways in which the Bilingual-Bicultural approach to teaching Deaf children is being implemented in *South African School for the Deaf*. I would like to have two interviews with you at the time of my visit.

The first one, which will occur prior to the observations, is meant for helping me understand your background before you started implementing the Bilingual-Bicultural approach to teaching the Deaf and what further training you wish to undergo in future. The second interview, which will occur after the observations, will be focused on clarifications on signs that might not have been understood during the lessons.

I would also like to view some of the lessons you have video-recorded from your class and those you are using for SASL lessons. I would like very much to make copies of some of them, preferably three or four, so that I can analyse them further.

In my thesis and other publications emanating from the research your identity will be protected. I will use a pseudonym instead of your real name. Information shared will be treated confidentially and not shared with anyone in the school before my thesis is submitted.

If you are concerned about any negative impact of the study on your career should any negative findings are exposed by the research, I would like to assure you that anything uncovered that could be negative will most probably be because of the brief exposure to the new approach and not to you personally. I will also come to your class and review the lessons observed so that other concerns may be addressed personally.

Should you have any further questions about my research, please do not hesitate to contact my supervisor Professor. Ralph Adendorff Email: (r.adendorff@ru.ac.za) Mr. Ian Siebörger Email:(Ian.sieborger@ru.ac.za) and myself using the contact details below.

Ethical approval has been received from Rhodes University Ethical Standards Committee. The details of the contact person in the event of a query or research related harm or injury may be directed to RU Human Ethics committee for the attention of (s.manqele@ru.ac.za).

Participation in this research is voluntary. Non-participation will not have any adverse consequences on opportunities in the school. If you feel at any stage before the video-recording that you are not comfortable about any aspect of the research, please let me know. If you are willing to be part of this study, please sign the attached consent form and send it back to me using the contact details provided below.

I hope that you will consider my request favourably.

Yours sincerely,

NM Tunzelana

Contact: mercyhots70@gmail.com / 082 083 5922

CONSENT FORM: FET SASL TEACHER

I, (Name and surname)

consent to participating in the research undertaken by Nomava Mercy Tunzelana for her Master's qualification.

I know the following about this research project, (i) its purpose, and (ii) its risks and benefits, (iii) that I may withdraw from the study at any time.

Signature: Date:

Place:

Annexure E: Deaf staff members' information and consent form

(The following information will be spoken by the researcher in English and signed to the Deaf staff members by the sign language interpreter in a meeting).

Dear members of the Deaf community of *South African School for the Deaf*

I am a Master's student in the Department of English Language and Linguistics at Rhodes University. I am building knowledge about the Bilingual-Bicultural method of teaching the Deaf and would like to ask for your help.

As you stress, "Nothing about us without us," I would like to invite one Deaf representative from each section of the staff to an interview with me, for example one person each from the teaching assistants, from the kitchen, from the hostel, from the workshops, from home economics, and a representative of DEAFSA.

Some of the interview questions will be about the Deaf culture and some will be about the Bilingual-Bicultural approach as you are using it to teach Deaf children. The interview will be video recorded. The names of the people to be recorded will not be revealed. You are free to suggest a name other than your own name which you would like me to identify you by in my thesis and research publications. Information shared in the interviews will be treated confidentially and not shared with anyone in the school before my thesis is submitted. The SASL interpreter has signed a confidentiality agreement.

When the study is completed, I will do a workshop at the school on my findings which you are welcome to attend. Nobody is forced to participate in this study. Non-participation will not have any adverse consequences on opportunities etc in the school. You may withdraw if you feel uncomfortable about being interviewed or video recorded. Ethical approval has been received from Rhodes University Ethical Standards Committee. The details of the contact person in the event of a query or research related harm or injury may be directed to RU Human Ethics Committee for the attention of S. Manqele Email:(s.manqele@ru.ac.za).

If you agree to form part of my study, please sign the consent form I am handing out to you now. All the information you receive about this research will be signed by the SASL interpreter and interviews will take place in SASL with the help of the interpreter.

Thank you very much for your help. If you have any questions, contact me by an SMS or WhatsApp at 082 083 5922.

CONSENT FORM: DEAF STAFF MEMBERS

I, (Name and surname)

am a member of the Deaf community at *South African School for the Deaf*. I consent to

take part in the Master's study of Nomava Mercy Tunzelana from Rhodes University.

I know the following about this study: (i) its purpose and (ii) its risks and benefits.

Signed: Date:

at

on the of 20.....

Annexure F: SASL interpreter's letter including confidentiality agreement

Nomava Mercy Tunzelana
3 Huntley Street
Grahamstown
6139
06 March 2019

SASL Interpreter
Kuvukiland Offices
Kuvukiland
1111

Dear SASL Interpreter at the Office of Kuvukiland

RE: REQUEST FOR SASL INTERPRETING SERVICES

I am a Master's student in the Department of English Language and Linguistics at Rhodes University. I intend to do research at your school. I write to request you to facilitate communication between Deaf community members I intend to interview and me. I require interpreting services in the following settings:

- In a meeting with *South African School for the Deaf* Staff members when I am explaining to them about my study and seeking a volunteer from each section of the school to be interviewed.
- When I have interviews with five Deaf staff members for about 20 minutes each.
- When I explain to the SASL class about my study
- When I interview the learners who volunteer, for about 15 minutes each.

I will inform you timeously when these activities will take place and adjust them to suit your availability. If you are willing to participate in the study, please sign the consent form attached. I am aware that there are interpreter's fees that need to be paid, which we shall discuss when you have signed the document attached to this letter.

This document includes a confidentiality agreement which I request you please to sign and return to me at the above address or email to me at the contact details provided below.

Yours faithfully,

NM Tunzelana

mercyhots70@gmail.com / 082 083 5922

CONSENT FORM AND CONFIDENTIALITY AGREEMENT: SASL INTERPRETER

I, (Name and surname),

agree to interpret for the Master's study by Nomava Mercy Tunzelana

to the best of my ability. I will not share the information that I interpret with anybody

whatsoever apart from Mrs Tunzelana. Sharing the information with other people will

be in contravention of the law and shall constitute a breach of this agreement for

which I shall be held liable.

Signature:

Date:Month: 20.....

Place:

Annexure G: FET learners' information and assent form

(Please note: This will be spoken by the researcher in English and interpreted into SASL by the sign language interpreter to ensure understanding by the learners.)

Hello

I am a Master's student at Rhodes University. I am interested in Sign Language Linguistics. I have read about the changes that have taken place in Deaf Education since 2015. I have come to ask you to take part in my research on the teaching of SASL in your class. I have chosen to come and watch you and your teacher when she/he teaches SASL as a subject.

As you are aware, SASL sentences are not formed in the same way as English. They are different. I want to see how SASL is used in your classroom. I wish to watch four lessons. I also want to take videos of these lessons. In addition, I want to collect information about the Deaf culture. I shall keep the videos that I make safe and will only share them with the people who supervise me and your names will not be disclosed. You will be given different names. You are free to suggest a name which you would like me to identify you by in my thesis and research publications.

I would also like to interview those of you who would like to volunteer to be interviewed. I would like to hear your point of view about being taught SASL as a subject and as a language of learning and teaching. I also want to understand how you feel about English as your language of literacy. Information shared in the interviews will be treated confidentially and not shared with anyone in the school before my thesis is submitted. The SASL interpreter will not tell other people in the school what you have signed. When I have finished observing SASL lessons in your class, I shall come back to have a workshop with you to discuss what we see so that you can enjoy the privilege of reviewing yourselves building knowledge. English story books will also be provided for you to read and be able to tell these stories to other Deaf learners in the classroom and out of the classroom as storytelling is part of your culture.

When I have finished my studies, the school will get a copy of my research. You can ask the principal to show it to you.

I have forms for students who are willing to be part of my study. Please write your name on the forms provided. Non-participation will not cause any problems for you in the school.

Please write your name on the forms provided.

ASSENT FORM: FET LEARNERS

I, (Name and surname), a learner at *South African School for the Deaf*, want to take part in Nomava Mercy Tunzelana's Master's study. I also understand that I am free to withdraw from the study whenever I want to. I know the following about this research project: (i) its purpose (ii) its risks and benefits.

Signature:

Date: Month: Year: 20.....

Place:

Annexure H: School Management Team member's interview schedule

I will start by introducing myself once more and will explain what my research is all about and what I would like to achieve through it. I shall refer the interviewee to the letter I will have written to him/her previously and remind him/her of my research topic.

My interview questions will be the following:

1. When did your school start implementing the new Bilingual-Bicultural approach to teaching Deaf children?
2. What approaches were used prior to the introduction of the Bilingual-Bicultural approach?
3. To what extent are these approaches still being employed and in what part of the school are they being employed?
4. How do the demands placed on the school by the Bilingual-Bicultural approach compare with the demands placed on the school by other approaches that were used previously?
5. How many of your staff are fluent in SASL? What percentage of the teaching staff is fluent in SASL?
6. What plans do you have in place (if any) to increase the number of staff that are fluent in SASL?
7. What role do district, provincial, and national departmental officials play in supporting the teachers to implement the Bilingual-Bicultural approach and how often do they give support (if any)?
8. What other organisations, if any, help to support the teachers in implementing the approach?
9. What do these organisations do to support the teachers?
10. What disadvantages of the bilingual-bicultural approach have you observed in your school?
11. What do you see as the main values and practices of the school?
12. What is the relationship between Deaf culture and the values and practices of the school?
13. How involved is the school in Deaf sports like athletics, rugby, soccer netball as well as other cultural activities?

Annexure I: FET SASL teacher's interview schedules

INTERVIEW BEFORE OBSERVATION OF LESSONS

This interview is meant to elicit the background knowledge that the SASL teacher has regarding the Bilingual-Bicultural approach, and to assess the perceived further training needs of the teacher before I observe the lessons. It is also meant to assess whether some of the grammatical features I intend to observe have already explicitly been covered in her teaching or not.

1. What type of training did you undergo before coming to teach deaf children at this school, and what extra training, if any, did you receive before the Bilingual-Bicultural approach was implemented?
2. What motivated you to come and teach here?
3. Please would you outline for me the SASL lesson you have prepared for today and tell me how the lesson follows the Bilingual-Bicultural approach.
4. Of the three basic sentence types in SASL, statements, commands and questions, which do you find the most difficult to teach, and why?
5. How do you manage to get Deaf children to differentiate between the basic word orders of South African Sign Language and those of English?
6. What further training needs do you feel you now have since having started implementing the Bilingual-Bicultural approach?
7. How would you describe the relationship between Deaf Culture and the values and practices of the school?
8. How involved is the school in Deaf sports like athletics, rugby, soccer, netball as well as other Deaf cultural activities?
9. Are there any specific rules or guidelines that you would like me to follow when I observe the lessons?

INTERVIEW AFTER OBSERVATION OF LESSONS

In this interview, I want to ask the teacher questions on parts of the video clips of both his/her teaching and the learners' responses to his/her teaching. Of the six lessons I video-record, I shall choose relevant video clips seek clarity on them, for example I could say, "I have sat in on classes where you taught seven lessons. I have a few questions to ask about the word orders used in some of these lessons."

1. Which of these lessons did you find most difficult to teach? And why?
2. Point at the video and ask, "Could you explain to me why you signed this sentence this way?"
3. Point at a learner's signing and ask "Why do you think (s)he signed it in this way?"
4. Point at a learner's signing in the video and ask, "What is the word order of this sentence if you were to paraphrase it in English?"

(NB: I intend to repeat questions 2 – 4 a few times referring to different video clips which are of interest to me or which reveal phenomena that I would like to know more about)

5. How will you assess these lessons for a test or examinations?
6. How will you mark these assessments?
7. Do you know how subject advisors moderate SASL marks for your learners?
8. Please would you share with me some videos that you have recorded from past language lessons that cover basic word orders, so that I can choose some for further analysis?

At the end of the interview, I will ask the teacher if he/she will allow me to ask her clarity questions after I have viewed the videos she supplied.

Annexure J: Deaf staff members' interview schedule

Before the interview, I will greet and introduce myself to the participants in the way they greet in the Deaf culture. I will fingerspell my name and surname then tell them what my sign name is. I will also ask them to do the same.

(From this point, this interview will be conducted with the aid of an SASL interpreter).

These are the questions to be asked:

1. How well is Deaf culture respected at your place of work for example in the hostel/classroom etc.?
2. What activities of the school, if any, promote Deaf culture?
3. What are you as the Deaf community doing to promote Deaf culture?
4. When you compare the Bilingual-Bicultural approach to teaching Deaf learners with those that were used previously, for example, lipreading and speaking without signing, speaking and signing at the same time and the using signs only, which one do you prefer the most and why?
5. What makes you feel that the hearing community of the school accepts / rejects Deaf Culture?
6. If you were the principal of this school, what would you put in place to promote Deaf culture that is not there now?
7. What are the members of the Deaf community at the school doing to include the hearing community in their culture?

(Please note: The following question is an additional question for the member of DEAFSA.)

8. If you were to give a report about the promotion of Deaf Culture at your school to your national office, what would you tell the DEAFSA executive members?

Annexure K: FET learners' interview schedule

(These interviews will be conducted in SASL with the help of an SASL interpreter).

1. Have you noticed any change in the way you have been taught since 2015?
2. How has the way you have been taught changed?
3. How were you taught before the changes happened?
4. How do you feel about the changes in the way you are taught? Is the new way better or worse than the old way? Why?
5. When did you start learning Sign Language as a subject?
6. Are any of your examinations conducted in SASL? If so how are the examinations done?
7. Which of the subjects taught at your school do you enjoy the most and why?
8. Do you have sign language dictionaries so that when you have forgotten a sign you can look it up?
9. How is the signing of the hostel staff in general? Can they sign well?
10. How is the signing of the teachers in general?
11. Are the teachers teaching you in SASL for all subjects?
12. If not, what subjects are not in SASL?
13. How do you feel about the languages you are taught in? Why?
14. How much do you do enjoy writing in English, and why?
15. How much do you think Deaf culture is valued at the school, and why?

Annexure 1: Lesson 1 transcript

Legend

Line 1: Time

Line 2: Sentence number

Line 3: Non-manual-feature

Line 4: Gloss of manual signs as well as description of physical actions, such as writing on the board

Line 5: English translation

Brackets: () What the teacher does

Single quotes: "What is written on the board.

Capital letters: For signs.

Sentence: bold and numbered

NMF: italics

Teacher: underlined

Learner/s: double underlined

Lulu: dotted underlined

English: not formatted

SASL Lesson 1 – Minimal Pairs – 15/07/2019

00:03

Sentence 1

NMF: __eyebrow raise

Teacher: _____ MINIMAL-PAIR SIGN

English: That's how you sign "minimal pair".

00:09

Sentence 2

NMF: _____ wh

Teacher: (Point at the board) MINIMAL-PAIR MINIMAL-PAIR MEAN WHAT

English: What does minimal pair mean?

00:27

Sentence 3

NMF:

Teacher: (Points at 'minimal pair' on the board) MINIMAL-PAIR MINIMAL-PAIR

NMF: ___ *wh*

MEAN WHAT

English: What does a minimal pair mean?

00.33

Sentence 4

NMF: ___ *rh*

Teacher: SIGN TWO PARAMETER SAME MINIMAL-PAIR WHY ONE PARAMETER DIFFERENT

English: What does minimal pair mean? A pair of signs which are signed alike except for one different parameter.

00:59

Sentence 5

NMF: ___ *eyebrow raise*

Teacher: ME ONE EXAMPLE GIVE. GIVE MORE OK

English: I give one example. Give more alright?

01:16

Sentence 6

NMF:

Teacher: (writes on the board) MINIMAL-PAIR TWO SIGN DIFFERENT HOW ONE PARAMETER DIFFERENT, SIT CHAIR HANDSHAPE PALM- ORIENTATION SAME MOVEMENT DIFFERENT.

English: A minimal pair are two signs that differ because of one parameter

03:10

Sentence 7

NMF:

Teacher: NOW OWN EXAMPLE GIVE- ME

English: Now give your own examples

04:50

Sentence 8

NMF:

Teacher: (Teacher writes 'book + study' on the board) BOOK STUDY PARAMETERS

English: 'book' and 'study' is a minimal pair. Give the parameters.

05:31

Sentence 9

NMF:

Teacher: MOVEMENT DIFFERENT

English: Movement is different

05:53

Sentence 10

NMF:

Teacher: (Writes 'mind + meaning') MIND MEANING

English: mind and meaning

06:55

Sentence 11

NMF:

Teacher: HANDSHAPE SAME, PALM- ORIENTATION SAME, BUT LOCATION DIFFERENT.

English: Handshape is the same, palm-orientation is the same, but location is different.

07:51

Sentence 12

NMF:

Teacher: (Pointing at 'sit + chair' on the board) MOVEMENT DIFFERENT

English: The difference between 'sit and 'chair' is movement.

08:05

Sentence 13

NMF: ___ *wh*

Teacher: (writes on the board 'sour + food') SOUR FOOD DIFFERENT WHAT

English: What is the difference between sour and food

08:26

Sentence 14

NMF:

Teacher: LOCATION DIFFERENT. MORE EXAMPLES

English: Location is different. More examples.

09:09

Sentence 15

NMF:

Learner: COMMUNITY PACK

English: Community and pack.

9.18

Sentence 16

NMF:

Teacher: (writes 'community + pack NMF')

English: Writes 'community' and 'pack' as well as 'NMF'.

NMF: ___ *puffed cheek*

Teacher: HOW COMMUNITY.

English: How? 'community' using a non-manual feature.

09:52

Sentence 17

NMF: ___ *eyebrow raise*

Lulu: TEA, JUICE HANDSHAPE, MOVEMENT SAME BUT NMF DIFFERENT PALM-ORIENTATION SAME

English: 'Tea and juice' handshape, movement are the same but NMFs are different palm orientation is the same.

10:49

Sentence 18

NMF: _____ *neg* __ *eyebrow raise*

Teacher: TWO SIGNS MINIMAL- PAIR CUTE GIRL MINIMAL-PAIR PARAMETER DIFFERENT LOCATION NMF

English: The two signs are not a minimal pair for example 'cute and girl'. The different parameters are location.

11:26

Sentence 19

NMF: *_eyebrow raise* _____ *neg* *_rh*

Teacher: CUTE GIRL MINIMAL-PAIR WHY DIFFERENT LOCATION, NMFs.

English: Cute and girl are not minimal pairs because they differ in location and NMFs

11:54

Sentence 20

NMF: _____ *neg*

Teacher: (Writes on the board 'Cute + girl'). MINIMAL-PAIR, PARAMETER DIFFERENT LOCATION NMFs

English: Teacher writes on the board 'cute' and 'girl' are not a minimal pair. They differ in location and NMFs

12:00

Sentence 21

NMF: _____ *neg* __ *rh*

Lulu: COFFEE MAKE MINIMAL-PAIR WHY NMF HANDSHAPE DIFFER.

English: 'Coffee and Make' are not minimal pairs because they differ in handshape and NMF

15:28

Sentence 22

NMF: *_puffed cheeks*

Teacher: (writes on the board 'aeroplane+ fly'). AEROPLANE FLY

NMF: *neg*

Teacher: MINIMAL- PAIR TELL WHICH PARAMETER DIFFERENT.

English: 'Aeroplane and fly' are not a minimal pair. Which parameters are different?

17:59

Sentence 23

NMF:

Teacher: OWN EXAMPLE GIVE-ME

English: Give your own example.

18:03

Sentence: 24

NMF:

Teacher: INTEREST PLEASE

English: Interest please.

21:49

Sentence 25

NMF:

Teacher: EXAMPLES MORE

English: Give more examples.

21:50

Sentence 26

NMF:

Learner: SLEEPOVER TEACH

English: Sleepover and teach

23:33

Sentence 27

NMF:

Learner: AFRAID COLD DIFFERENT NMF, MOVEMENT

English: 'Afraid and cold' differ in NMF and movement.

24:36

Sentence 28

NMF:

Learner: SUN LIGHT LOCATION

English: Sun and light have different locations

24:37

Sentence 29

NMF:

Teacher: (writes on the board 'sun + light') SUN LIGHT LOCATION DIFFERENT HANDSHAPE SAME, PALM- ORIENTATION SAME NMF SAME. MORE

English: In 'sun' and 'light' location is different, the handshape is the same, palm orientation is the same and the NMFs are the same. More examples?

25:10

Sentence 30

NMF:

Learner: RABBIT COW DIFFERENT NOT MINIMAL-PAIR.

English: 'Rabbit and cow' are different. Not a minimal pair

26:07

Sentence 31

NMF:

Teacher: (Writes 'Rabbit+ cow') HANDSHAPE NMF MOVEMENT DIFFERENT, LOCATION SAME.

English: Handshape, NMF and movement are different, and location is the same.

27:05

Sentence 32

NMF: ___wh

Teacher: MINIMAL-PAIR IMPORTANT WHY

English: Why is a minimal pair important?

27:13

Sentence 33

NMF: _ rh

Lulu: WHY PARAMETERS MINIMAL-PAIR DIFFERENT HANDS

English: Why because parameters in minimal pairs are different on hands.

27:22

Sentence 34

NMF: _ rh

Learner: WHY DIFFERENT MEANING NMF MOVEMENT SEE

English: Why because there are different meanings in non-manual features and movement we see.

27:34

Sentence 35

NMF:

Teacher: (Pointing at examples of minimal pairs on the board) MINIMAL-PAIR
IMPORTANT

NMF: _rh

Teacher: WHY SIGN- LANGUAGE WHEN SIGN FAST IMPORTANT PERFECT USE
WHY PERHAPS CONFUSION IF SIGN NOT CLEAR CONFUSION EXAMPLE
AEROPLANE FLY WILL LOOK ALIKE NMF NOT THERE BUT IF PERFECT MINIMAL
PAIR THEN CLEAR SIGN WILL UNDERSTAND FULLWELL BUT IF SIGN LAX

NMF: _____ neg

Teacher: PEOPLE WILL UNDERSTAND.

English: Minimal pairs are important in sign language because when signing is fast and good there is no confusion but if signing is lax confusion happens, for example, 'aeroplane' and 'fly' will look the same if there are no NMFs to differentiate between the two signs. If perfect minimal pairs are there signs will be clear to understand but if signs are lax people will not understand.

28:30

Sentence 36

NMF:

Teacher: NOW GIVE EXAMPLE NMF DIFFERENT, SIGN SAME BUT NMF DIFFERENT

English: Now give me an example where the signs that are the same but NMF is different.

28:37

Sentence 37

NMF:

Teacher: SIGN SAME BUT NMF DIFFERENT

English: The sign is the same but the NMF is different.

28:42

Sentence 38

NMF: _____ *neg*

Teacher: SIGN ONE ADD NMF DIFFERENT MINIMAL-PAIR MINIMAL-PAIR

English: Minimal pair is one sign. Add an NMF 'NOT'. It becomes 'not a minimal-pair'

29:47

NMF:

Sentence 39

Lulu: YES NO

English: 'Yes' and 'No'

29:55

Sentence 40

NMF:

Lulu: HANDSHAPE MOVEMENT LOCATION NMF DIFFERENT

English: Handshape, movement, location is the same but NMF is different.

33:53

Sentence 41

NMF:

Teacher: (pointing at minimal pairs on the board)

NMF: ____ *neg*

WANT SIGN ONE WANT WANT

English: Give me a single sign then add an NMF to change to the negative for example want/don't want.

34:15

Sentence 42

NMF: ____ *neg*

Teacher: ACCEPT ACCEPT

English: 'accept/ don't accept'

34:21

Sentence 43

NMF: _ *neg*

Lulu: LIKE LIKE

English: like and don't like.

34:48

Sentence 44

NMF: _____ *neg*

Teacher: 'UNDERSTAND UNDERSTAND'

English: Understand/ don't understand

35:47

Sentence 45

NMF: _____ *neg*

Learner: IMPORTANT IMPORTANT

English: important/not important

35:62

Sentence 46

NMF: _____ *neg*

Learner: BEAUTIFUL BEAUTIFUL

English: beautiful/not beautiful

36:54:

Sentence 47

NMF:

Teacher: NOW HOMEWORK TEN

English: Now homework 10 sentences.

37:13

Sentence 48

NMF:

Teacher: FIVE MINIMAL- PAIRS

English: Give-me five signs which are minimal pairs.

37:14

Sentence 49

NMF _____ *neg*

Teacher: FIVE MINIMAL- PAIR.

English: Give me signs which are not minimal pairs.

37:18

Sentence 50

NMF:

Teacher: TOMORROW GIVE-ME.

English: Give these to me tomorrow.

37:37

Sentence 51

NMF:

Teacher: (writes on the board. 'HOMEWORK 15 JULY 2019')

1. 'Give 5 examples of minimal pairs'
2. 'Give examples of signs which are not minimal pairs.'

Annexure 2: Lesson 2 transcript

Legend:

Line 1: Time

Line 2: Sentence number

Line 3: Non-manual feature

Line 4: Gloss of manual signs as well as description of physical actions, such as writing on the board.

Line 5: English translation

Brackets: () what the teacher does

Single quotes: What is written on the board

Capital letters: For signs (glossing)

Sentence: bold and numbered

NMF:

Teacher: underlined

Learner/s and Character/s: double underlined

Lulu and Imaginary Character/s: dotted underlined

English: not formatted

SASL Lesson 2 – Role shift – 16/07/2019

00:04

Sentence 1

NMF:

Teacher: (points at 'role shift when used' on the board)

English: 'Role shift when used?'

00:23

Sentence 2

NMF:

Lulu: ROLE-MODEL

English: It means role model

00:38

Sentence 3

NMF:

Teacher: (Writes 'role-model' on the board away from 'role-shift'. She points at 'role-model' and allows learners to sign it.

English: She writes 'role model' on the board away from 'role-shift' and point at it for learners to sign.

00:47

Sentence 4

NMF:

Learners: ROLE-MODEL

English: Role model

00:49

Sentence 5

NMF:

Teacher: MEANING DIFFERENT SIGN DIFFERENT LEAVE- OUT ROLE- MODEL

English: The meanings and signs are different. Let us leave role model out.

01:03

Sentence 6

NMF:

Teacher: (Points at 'Role shift' again) ROLE SHIFT.

English: She points at role shift again and signs it.

01:13

Sentence 7

NMF: __wh

Teacher: ROLE-SHIFT USED WHEN

English: When is role-shift used?

01:19

Sentence 8

NMF:

Learner: TWO PEOPLE OR MORE

English: Two people or more

01:33

Sentence 9

NMF: _____ *eyes squinted*

Teacher: NOW ROLE- SHIFT YOU ME

English: Now are we doing role-shift?

01:59

Sentence 10

NMF: __ *wh*

Teacher: HOW?

English: How?

2.04

Sentence 11

NMF:

Lulu: SPEAKER ONE

English: Only one person speaks.

02:14

Sentence 12

NMF:

Teacher: (Writes on the board next to 'Used when?' '2 people but one signer'.)

English: Writes on the board next to 'Used when?' two people are represented by one signer).

02:24

Sentence 13

NMF:

Teacher: GIVE EXAMPLE WHEN ROLE- SHIFT USED

English: Give an example when role shift is used.

02:44

Sentence 14

NMF:

Learner: WHEN DIALOGUE (teacher writes on the board 'Dialogue').

English: When there is a dialogue.

02:57

Sentence 15

NMF:

Learner: INTERVIEW (teacher writes on the board 'interview').

English: Interview

03:37

Sentence 16

NMF:

Lulu: NARRATIVE.

English: Narrative

04:08

Sentence 17

NMF:

Teacher: (Writes on the board 'narrative conversation') DIALOGUE INTERVIEW
NARRATIVE CONVERSATION

04:19

Sentence 18

NMF:

Teacher: YOU WILL DO ROLE- SHIFT ONE-BY-ONE

English: You will be doing role shift one-by-one.

04:25

Sentence 19

NMF: ___ *wh*

Teacher: WHEN DO ROLE-SHIFT STAND HOW.

English: When you do role-shift, how do you stand?

04:42

Sentence 20

NMF:

Lulu: TALK FACING ONE SIDE TURN TALK FACING ANOTHER SIDE STAND STRAIGHT EYE -GAZE.

English: Talk facing one side and then turn and talk facing another and stand straight and do eye-gaze.

04:50

Sentence 21

NMF:

Lulu: EYE-GAZE (and teacher writes it on the board 'eye-gaze')

English: Eye-gaze.

05:05

Sentence 22

NMF:

Learner: SHOULDERS MOVE (Teacher writes on the board 'Shoulders move')

English: Shoulders move

05:19

Sentence 23

NMF:

Teacher: NMF SHOW (and writes it on the board 'NMF's show')

English: Show non- manual features

05:33

Sentence: 24

NMF: ___ *wh*

Teacher: NMF SHOW WHAT

English: What do NMFs show?

5:38

Sentence 25

NMF:

Lulu: NMF SHOW HAPPY SAD EMOTIONS (Teacher writes it on the board 'NMF's show emotions')

English: NMFs show emotions (such as: happy or sad)

05:55

Sentence 26

NMF:

Lulu: HEAD MOVE CHARACTER SHOW (teacher writes 'head moves' on the board. 'Character how')

English: Head moves, when showing characters and the teacher writes 'head moves' on the board. How do you show characters?

07:15

Sentence 27

NMF:

Learner: EXCHANGE ROLES (plural)

English: Characters exchange roles.

07:21

Sentence 28

NMF:

Teacher: CHARACTER IMPORTANT.

English: Characters are important.

07:23

Sentence 29

NMF: _____ *neg*

Teacher: REMEMBER CHARACTERS NOT SAME. CHILD AND MOTHER NOT SAME. DIFFERENT CHILD HAS DIFFERENT ROLE

MOTHER HAS DIFFERENT ROLE. EXAMPLE: MOTHER ANGRY AND SHOW ANGER NMF HOW CHILD FEEL (Teacher play acts how the mother shows anger in NMFs and how the child responds). SHOW NMF MOTHER NMF CHILD.

English: Remember that characters are not the same. They are different. The child has a different role from that of the mother. The mother is angry and shows anger in non-manual features and how the child responds).

08:49

Sentence 30

NMF: _ *wh*

Teacher: CHARACTERS DIFFERENT HOW

English: How do characters differ?

09:09

Sentence 31

NMF:

Lulu: MOTHER ANGRY CHILD SORRY

English: Mother is angry, and child is sorry.

09:40

Sentence 32

NMF:

Teacher: (Writes on the board 'signing style changes') Then she refers learners to the summary on the board by pointing at each word and explains.

(Dialogue): PEOPLE TWO FACING EACH OTHER SPEAKING SAME LEVEL

(Interview): INTERVIEW ONE PERSON SENIOR ANOTHER JUNIOR SEEK WORK. THEY TAKE TURNS TALK.

(Narrative): YOU TELL YOUR STORY.

Conversation): MAYBE CHILDREN CONVERSE TAKE TURNS TALK. ROLE CHILD THEN ROLE ANOTHER CHILD.

English: For dialogue two people talk to each other. They exchange roles.

For interview: One person is senior, and another one junior perhaps seeks a job. They take turns to talk

For a narrative, you relate your story.

For a conversation, may be children take turns to talk one person at a time.

11:09

Sentence 33

NMF:

Teacher: (Points at 'eye-gaze' already on the board) 'IMPORTANT'

EXAMPLE: MOTHER TALL CHILD SHORT

WHEN MOTHER SIGNS EYES LOOK- DOWN CHILD

CHILD LOOKS- UP MOTHER

English: This is important. For example, the mother is tall, and the child is short. When the mother signs eyes look down at the child and the child looks up to the mother.

11:35

Sentence 34

NMF: ___ *wh*

Teacher: (Points at 'shoulders move' and asks) SHOULDERS MOVE WHY

English: Why do shoulders move?

11:45

Sentence 35

NMF:

Learner: CHANGE ROLES

English: For changing roles

11:56

Sentence 36

NMF:

Teacher: (Points at 'NMF')

English: She points at NMF

12:01

Sentence 37

NMF: _____ *wh*

Teacher: NMF IMPORTANT, WHY

English: Why are NMFs important?

12:06

Sentence 38

NMF:

Learner: HAPPY ANGRY SHOW

English: To show happiness and anger.

12:08

Sentence 39

NMF: _____ *wh*

Teacher: (Points at 'head move' and asks) HEAD MOVE, WHY?

English: Why does the head move?

12:25

Sentence 40

NMF:

Teacher: ONE CHARACTER TALL ANOTHER SHORT.
HEAD MOVE UP DOWN.

English: Teacher explains that the head moves because one character is tall and another short.

12:31

Sentence 41

NMF:

Teacher: (Points at 'characters show' FACE SHOW CHILD SORRY MOTHER ANGRY

English: The signer must show characters clearly by the expression of the sign when one is angry and another sorry.

12:52

Sentence 42

NMF: _____ *wh*

Teacher: (Teacher points at 'signing style changes') MOTHER ANGRY HOW CHILD
FEEL SIGNING- STYLE

English: The signing style shows how the mother feels and how the child feels.

13:21

Sentence 43

NMF:

Teacher: NOW EXAMPLE TELL- ME.

English: "Now I show an example and you tell me who the characters are".

13:29

Sentence 44

NMF:

Teacher: (Teacher demonstrates role shifting using an example of a teacher and a
learner.)

(Character 1): COME SEE BOOK.

English: Come and see your book.

Sentence 45

NMF: _____

Teacher:(Character 1): (Pointing at the book) THIS WRONG UNDERSTAND

English: This is wrong, you understand?

Sentence 46

Teacher:(Character 2): YES, YES YES

English: yes, yes yes.

Teacher:(Character 1): GO CORRECT THIS

English: Go and correct this.

Teacher:(Character 2): YES, YES YES

English: Yes, yes, yes.

13:57

Sentence 47

NMF:

Teacher: WHO ROLE-PLAY CHARACTER ONE

English: Who plays the role of the first character?

14:10

Sentence 48

Lulu: BOOK SHOW MISTAKE

English: Someone holding the book and showing mistakes.

14:20

Sentence 49

NMF: _____ *wh*

Learner: SHOW WRONG WHAT

English: Shows what is wrong.

14:30

Sentence 50

NMF

Teacher: WHO ROLE- PLAYS CHARACTER ONE RIGHT

English: Who plays the role of the first character on the right?

14:32

Sentence 51

NMF:

Teacher: CHARACTER ONE RIGHT TEACHER.

English: The first character on the right is the teacher.

14:34

Sentence 52

NMF: __ *wh*

Teacher: CHARACTER LEFT WHO

English: Who is the character on the left?

14:36

Sentence 53

NMF:

Lulu: CONVERSATION

English: Conversation

14:48

Sentence 54

NMF:

Teacher: GIVE RIGHT

English: Give is right.

15:03

Sentence 55

NMF:

TEACHER: (Points at learner 1): POLICEMAN DRUNK DRIVER

PRACTICE ROLE-SHIFT

English: Pointing at the first learner she gives the topic 'Policeman and a drunk driver.

15:21

Sentence 56

NMF:

Teacher: (Points at learner 2) DOCTOR SMOKING PATIENT

English: The doctor and a smoking patient.

15:35

Sentence 57

NMF:

Teacher: (Points at learner 3) TEACHER LEARNER

TEACHER DEMANDS SCHOOLWORK LEARNER NOT FINISHED

GO PRACTISE

English: 'Teacher and a learner'. Teacher demands schoolwork and the learner has not finished. doing the work.

15:57

Sentence 58

NMF

Teacher: (Points to learner 4) TWO CHILDREN ARGUE WHO WINDOW BROKE.

English: Two children accuse each other about who broke the window. They argue.

16:09

Sentence 59

Teacher: BULLY DEMANDING MONEY ANOTHER CHILD.

English: A bully demands money from another child.

16:20

Sentence 60

NMF:

Teacher: CHILD FAILS EXAMS ASKS FORGIVENESS.

English: Child has failed examinations and asks forgiveness

18:20

Sentence 61

NMF:

Teacher: (writes topics on the board.

'1. Policeman and drunk driver'.

'2. Doctor and a smoking patient'

'3. Teacher and a learner'.

'4. Children arguing about a broken window'.

'5. Bully demanding money from a child'.

'6. Child asking mother to forgive him for failing exams'.

20:10

Sentence 62

NMF:

Teacher: (calls learners to come and present) STAND HERE.

English: Stand here.

20:50

Sentence 63

NMF:

Lulu: (comes first to present). BROKEN WINDOW.

English: Broken window.

20:52

Sentence 64

NMF

Lulu: (Imaginary Character 1 Mother): COME. COME (using both hands) CHILDREN.

English: Mother calls the two children.

20:54

Sentence 65

NMF: ___ *wh*

Lulu: (Imaginary Character 1 Mother): WHO BROKE WINDOW

English: Mother asks: Who broke the window?

20:56

Sentence 66

NMF: ___ *neg*

Lulu: (Imaginary Character 2 Child 1): ME KNOW SHE BROKE'

English: I do not know. She broke it (pointing to the other child).

21:01

Sentence 67

NMF: ___ *neg*

Lulu: (Imaginary Character 3 Child 2): ME KNOW WINDOW BROKE. SHE BROKE'

English: I do not know. she broke it.

21:03

Sentence 68

NMF: ___ *wh*

Lulu: (Imaginary Character 1 Mother): YOU ACCUSE EACH- OTHER WHO WINDOW BROKE. I BEAT YOU

English: You accuse each other. Who broke the window? I will beat you.

21:10

Sentence 69

NMF: ___ *neg*

Lulu: (Imaginary Character 1 Mother): YOU KNOW WHO WINDOW BROKE

English: You do not know who broke the window?

21:12

Sentence 70

NMF: ___ *neg*

Lulu: (Imaginary Character 2 Child 1): ME KNOW'

English: I do not know.

21:18

Sentence 71

NMF:

Lulu: (Imaginary Character 1 Mother): ME BEAT YOU WHO WINDOW BROKE.

English: I will beat you. Who broke the window?

21:19

Sentence 72

NMF: ____ *neg*

Lulu:(Imaginary Character 3 Child 2): ME KNOW.

English: I do not know.

21:23

Sentence 73

NMF:

Lulu:(Imaginary Character 1 Mother): YOU BOTH TELL-LIES

English: You both tell lies.

21:35

Sentence 74

NMF:

Lulu: (Imaginary Character 1 Mother) YOU ACCUSE EACH- OTHER. NO -ONE KNOW.

(End of role shift).

English: You accuse each other no one knows.

21:43

Sentence 75

NMF: _____ *yes/no*

Teacher: SHOULDERS MOVE THERE.

English: Did Lulu move shoulders?

21:50

Sentence 76

NMF: _____ *yes/no*

Teacher: SHOW DIFFERENCE TALL SHORT

English: Did she show the difference between tall and short?

21:53

Sentence 77

NMF:

Teacher: (clapped for Lulu.)

21:55

Sentence 78

NMF:

Teacher: ANOTHER ONE.

English: Next presenter (learner).

22:04

Sentence 79

NMF:

Learner 2: DRUNK-DRIVER POLICEMAN.

English: (The topic is: Drunk driver and the policeman).

22:09

Sentence 80

NMF:

Character 1 Learner 2: ROAD CAR CL: MOVE SIDE-TO-SIDE.

English: The car moves from side to side on the road.

22:14

Sentence 81

NMF:

Character 1 Learner 2: POLICEMAN LOOK CAR.

English: The policeman looks at the car.

22:19

Sentence 82

NMF:

Character 1 Learner 2: POLICEMAN KNOCK WINDOW.

English: Policeman knocks at the window of the car.

22:21

Sentence 83

NMF:

Character 1 Learner 2: DRIVER IGNORE POLICEMAN.

English: Driver ignores policeman.

22:26

Sentence 84

NMF:

Learner 2:(Character 2 Policeman): GET OUT YOU WILL CAUSE ACCIDENT.

English: The policeman commands the driver to get out of the car. He will cause an accident.

22:34

Sentence 85

NMF:

Learner 2 Character 1: CL: DRIVE DRIVE DRIVE DOOR LOCK.

English: Driver continues driving non-stop and locks the doors.

22:44

Sentence 86

NMF:

Learner 2 Character 1: DRIVER CONTINUE DRIVE CAR FALL OFF ROAD (End of role-shift).

English: The driver continues driving until the car fell off the road.

22:54

Sentence 87

NMF:

Teacher: SMALL PROBLEM POLICEMAN PLAYED SMALL ROLE.

English: Just a small problem the role of the policeman was minimal.

Teacher: (Clapped to encourage the second presenter (learner). NEXT PRESENTER

23:35

Sentence 88

Topic: 'The teacher and the learner'

23:38

Sentence 89

NMF:

Learner 3 Character 1 Teacher: ENTER CLASSROOM

English: Teacher enters the classroom.

23:43

Sentence 90

NMF: ____ *wh*

Learner:(Character 1 Teacher): WORK WHERE?

English: Teacher asks, "where is your work"?

23:44

Sentence 91

NMF:

(Character 2 Learner): TEACHER WANT WORK AFRAID.

English: The teacher wants schoolwork and I am afraid.

23:50

Sentence 92

NMF:

Learner:(Character 2 Learner): Learner): Looks for work in a heap of book and does not find it.

English: Learner looks for work in a heap of books but does not find it.

23:55

Sentence 93

NMF: ____ *wh*

(Character 1 Teacher): WORK WHERE?

English: Where is your work?

24:04

Sentence 94

NMF:

Learner:(Character 2 Learner): (Goes to the teacher).

English: Learner goes to the teacher.

24:18

Sentence 95

NMF: ____ *wh*

Learner:(Character 1 Teacher): WORK WHERE?

English: Where is your work?

24:24

Sentence 96

Learner:(Character 1 Teacher): FORGET HOME.

English: I left it at home by mistake. (End of the role shift)

24:36

Sentence 97

NMF: _____ *wh*

Teacher: (Turns to the class) MOVEMENT NMF WHERE

English: (Teacher's comment) Where are NMFs and movement?

24:44

Sentence 98

NMF:

Teacher: NEXT ONE

English: Next presenter

25:01

Sentence 99

NMF:

Learner 4: Topic: DOCTOR SMOKING PATIENT

English: Topic: Doctor and the smoking patient.

25:05

Sentence 100

NMF: _ *wh*

Learner:(Character 1 Doctor): WHY SMOKE

YOU SICK.

STOP SMOKE.

YOU COUGH.

English: Why are you smoking? You are sick. Stop smoking. You are coughing.

25:27

Sentence 101

NMF:

Learner:(Character 1 Doctor): (Tests blood pressure. Examines the patient).

English: Doctor tests blood pressure and examines the patient.

25:31

Sentence 102

NMF:

Learner:(Character 1 Doctor): YOU DIE (End of the role shift).

English: Doctor says, "You will die".

25:37

Sentence 103

NMF: _____ *wh*

Teacher: (comments) TWO CHARACTERS WHERE PATIENT ROLE

English: Did he involve all two people? Where is the role of the patient?

25:41

Sentence 104

NMF:

Teacher: SIGNING FOR PATIENT NOT THERE.

English: You have left out the role of the patient.

25:55

Sentence 105

Teacher: ALRIGHT GOOD

English: Alright good end of the lesson.

Annexure 3: Lesson 3 transcript

Legend:

Line 1: Time

Line 2: Sentence number

Line 3: Non-manual feature

Line 4: Gloss of manual signs as well as description of physical actions, such as writing on the board.

Line 5: English translation

Brackets: () What the teacher does

Single quotes: " What is written on the board.

Sentence: bold and numbered

NMF: italics

Teacher: underlined

Learner/s: double underlined

Lulu: dotted underlined

English: not formatted

SASL Lesson 3 VERBS 16-07-2019

NB: The board is divided into two sides, one for English and another for SASL. When the teacher signs according to the English structure, she stands on her right side. When she signs according to SASL structure, she stands on the left side.

00:02

Sentence 1

NMF:

Teacher: (Writes the title of the lesson on the board 'VERBS' and underlines it).

English: Teacher writes on the board 'VERBS' and underlines the title of the lesson.

00.09

Sentence 2

NMF:

Teacher: (She takes the file where the lesson note is and reads what to do next).

English: She takes the file where the lesson note is and reads what to do next.

00.20

Sentence 3

NMF:

Teacher: (Underneath the topic she writes 'Verb is')

English: Underneath the topic, she writes 'Verb is.....'.

00: 29

Sentence 4

NMF:

Teacher: (She leaves a big gap underneath 'verb is....' and writes a sub- heading as follows:

1. 'PLAIN VERBS')

English: She leaves a big space underneath 'verb is....'and writes a sub-heading as follows: 1. 'PLAIN VERBS'.

00:42

Sentence 5

NMF

Teacher: (Beneath '1. PLAIN VERBS' she leaves another gap and writes another sub- heading

'2. DIRECTIONAL/INDICATIVE VERBS')

English: Beneath '1. PLAIN VERBS' she leaves another gap and writes another sub- heading '2. DIRECTIONAL/INDICATIVE VERBS'.

01.04

Sentence 6

NMF

Teacher: (She leaves another gap and writes '3. LOCATIVE VERBS')

English: She leaves another gap and writes '3. LOCATIVE VERBS'.

01.21

Sentence 7

NMF:

Teacher: (After 'LOCATIVE VERBS' she moves to another side of the board and writes '4. CLASSIFIER VERBS')

English: After 'LOCATIVE VERBS' she moves to another side of the board and writes '4 CLASSIFIER VERBS'

01:35

Sentence 8

NMF:

Teacher: (She puts the file with the lesson note on the desk).

English: She puts the file with the lesson note on the desk.

01:38

Sentence 9

NMF: ___ *wh*

Teacher: VERB WHAT

English: What is a verb?

1:45

Sentence 10

NMF:

Lulu: MEANS DO DO DO

English: Verb is a doing word.

02:08

Sentence 11

NMF:

Teacher: YES, VERB DO EXAMPLE GIVE ME

English: Yes, a verb is a doing sign. Give an example.

02:13

Sentence: 12

NMF:

Learner: KICK

English: Kick.

02:16

Sentence 13

NMF:

Teacher: MORE

English: More examples

02:20

Sentence 14

NMF:

Lulu: RUN

English: Run

02:32

Sentence 15

NMF: __wh

Teacher: VERB MEAN WHAT MEANING SAME VOICE DIFFERENT

English: What does the verb mean? The meaning is the same, but the utterance is different.

02:49

Sentence 16

NMF:

Teacher: (writes and completes the sentence left unfinished verb is ---- a doing/action sign) KICK WRITE

English: A verb is a doing or action sign, for example, kick, write.

03:01

Sentence 17

NMF:

Teacher: NOW I MOVE ENGLISH SIDE.

English: Now I move to the English side.

03:10

Sentence 18

NMF:

Teacher: VERB WORD ENGLISH MEANING KICK WRITE

English: Verbs in English are words for example 'kick. write'.

03.21

Sentence 19

NMF:

Teacher: (Now the teacher moves to the SASL side on her left side).

English: She moves to the SASL side on her left,

03:23

Sentence 20

NMF:

Teacher: SASL VERB ACTION SIGN NOT WORD SIGN

English: In SASL a verb is an action sign not word but a sign.

03:33

Sentence 21

NMF:

Teacher: (Points at Plain verbs) DIFFERENT VERB PLAIN VERB BELOW

English: The teacher points at the heading 'PLAIN VERB' and explains that the space below the sub-heading is reserved for plain verbs.

03:40

Sentence 22

NMF:

Teacher: (Points at 'DIRECTIONAL VERBS') DIRECTIONAL VERB

English: She points at 'DIRECTIONAL VERBS' and signs it.

03:43

Sentence 23

NMF:

Teacher: (Points at 'INDICATIVE VERBS') INDICATIVE VERB

English: Pointing at 'INDICATIVE VERBS' she shows how to sign it.

03:50

Sentence 24

NMF:

Teacher: (Points at 'LOCATIVE VERB') LOCATIVE VERB

English: She points at 'LOCATIVE VERB' and signs it

03: 55

Sentence 25

NMF:

Teacher: (Points at 'CLASSIFIER VERB') CLASSIFIER VERB

English: She points at 'CLASSIFIER VERB' and signs it.

04:04

Sentence 26

NMF:

Teacher: PLAIN VERB EXAMPLE GIVE ME

English: The teacher asks the class to give an example of a plain verb.

04:26

Sentence 27

NMF:

Learner: BRUSH (TEETH)

English: Brush teeth.

04:35

Sentence 28

NMF: ____ *wh*

Teacher: WHICH

English: Which brush?

05:02

Sentence 29

NMF:

Teacher: (Writes 'Brush' on the board)

English: She writes 'brush' on the board.

05:07

Sentence 30

NMF: ___ *wh*

Teacher: (Points at 'Brush') VERB BRUSH SHOES BRUSH TEETH WHICH

English: 'Brush' means brushing shoes and brushing teeth. Which one is the verb?

05:51

Sentence 31

NMF:

Teacher: (points at the verbs 'Drink, Play and Brush' for the learners to sign).

English: Pointing at the verbs 'drink', 'play' and 'brush' she allows learners to sign.

05: 54

Sentence 32

NMF:

Learners: DRINK PLAY BRUSH

English: Learners sign 'drink play and brush'.

06:04

Sentence 33

NMF:

Teacher: (Points at the sub-heading 'DIRECTIONAL/INDICATIVE') EXAMPLE

English: She points at the sub-heading 'DIRECTIONAL/INDICATIVE' and asks for examples'

05:52

Sentence 34

NMF:

Teacher: (Points at plain verbs on the board and asks learners) SIGN.

English: The teacher points at the plain verbs and asks learners to give signs for them.

06:04

Sentence 35

NMF:

Teacher: (Points at 'DIRECTIONAL VERBS') EXAMPLE GIVE. She demonstrates that a directional verb moves towards a direction to clarify its meaning.

English: She points at 'DIRECTIONAL VERBS' and asks for an example. She shows that the hand moves to a direction to clarify the meaning.

06:25

Sentence 36

NMF:

Teacher: DIRECTIONAL VERB GO FORWARD BACKWARD DIRECTION MEANING

English: She explains what a directional verb is shown by moving a hand forwards and backwards explaining that the sign moves to the direction according to the meaning of the sign.

06:29

Sentence 37

NMF:

Teacher: (Writes on the board examples of a directional verbs 'Help me. Help them. She points at herself for 'Help me') HELP- ME. HELP- THEM

English: She writes on the board examples of directional verbs 'help me' 'Help them' and sign them.

06:56

Sentence 38

NMF: __wh

Teacher: Asks the class pointing at 'help me') SIGN HOW

English: The teacher asks the class pointing at 'help me' How do you sign it?

06:59

Sentence 39

Teacher: HELP- ME (moving the sign HELP towards herself) explains that the sign moves to the direction of the signer.

English: The teacher explains by demonstrating that 'HELP ME' moves to the direction of the one who signs.

07: 04

Sentence 40

NMF:

Teacher: (She points at 'Help them' and asks for the sign).

English: The teacher asks for the sign for 'Help them' from the class.

07:09

Sentence 41

NMF:

Lulu and another learner: HELP THEM (towards the direction of other people).

English: Lulu and another learner sign 'help them' moving the sign towards the direction of other people.

07:13

Sentence 42

NMF:

Teacher: (Writes on the board 'Help you')

English: She writes on the board 'Help you'.

07:20

Sentence 43

NMF:

Teacher: (turns to the class and points at 'Help you' for learners to sign)

English: She turns to the class and points at 'Help you' for learners to sign.

07:24

Sentence 44

NMF:

Lulu: HELP- YOU (referring to one person)

English: Help you

07:32

Sentence 45

NMF:

Another learner: HELP -YOU (referring to many people).

English: Learner signs 'Help you' which refers to many people.

07:38

Sentence 46

NMF:

Teacher: HELP YOU PERSON ONE HELP YOU PEOPLE MANY DIRECTIONS
IMPORTANT.

English: She signs 'help you for both one person and towards many people stressing that direction is very important.

07:40

Sentence 47

NMF:

Teacher: SIGN MANY PEOPLE SIGN MOVE CIRCULAR DIRECTION BUT ONE
MOVES TOWARDS PERSON VERY IMPORTANT.

English: She explains that for many people the sign moves in a circular direction but for one person it moves towards that person and that is very important.

07:50

Sentence 48

NMF:

Teacher: (Pointing at 'DIRECTIONAL VERBS') EXAMPLE

English: Pointing at 'DIRECTIONAL VERBS' the teacher invites more examples.

08:02

Sentence 49

NMF:

Teacher: ANOTHER EXAMPLE GIVE- ME.

English: Give me another example.

08:08

Sentence 50

NMF:

Lulu: GIVE- THEM.

English: Lulu signs 'give them'.

08:23

Sentence 51

NMF:

Teacher: (Writes 'give them' on the board).

English: She writes give 'them' on the board.

08:36

Sentence 52

NMF:

Teacher: (Points at 'give me').

English: She points at 'give me'

08:38

Sentence 53

NMF:

Teacher: GIVE- ME DIRECTION ME.

English: Give me is directed to me.

08:44

Sentence 54

NMF:

Teacher: (Points at 'Give them') GIVE-THEM TOWARDS MANY PEOPLE

English: She points at 'give them' and explains that the sign is directed to many people.

08:51

Sentence 55

NMF:

Teacher: Points at 'Give you' GIVE YOU.

English: Teacher points at 'Give you' and signs showing that giving is directed towards 'you' the receiver.

09:04

Sentence 56

NMF:

Learner: ASK ME.

English: Ask me.

09:12

Sentence 57

NMF:

Teacher: (Writes 'ask me, ask them, ask you' on the board')

English: The teacher writes Ask me, ask them, ask you.

s09: 49

Sentence 58

NMF:

Lulu: TELL.

English: Lulu signs 'tell'.

09:59

Sentence 59

NMF:

Teacher: (Points and explains 'INDICATIVE/DIRECTIONAL VERBS' again) GIVE ME
GIVE YOU GIVE THEM

English: Points and explains that indicative/directional verbs go towards the person towards which the verb is referring.

10:20

Sentence 60

NMF:

Teacher: MORE EXAMPLES GIVE ME.

English: Give more examples.

10:40

Sentence 61

NMF:

Learner: RIGHT.

English: Correct.

10:43

Sentence 62

NMF: _frown

Teacher: RIGHT VERB.

English: Is 'RIGHT' a verb?

10:50

Sentence 63

NMF: ___wh

Teacher: (Writes on the board 'right, right,') RIGHT RIGHT VERB WHICH

English: (Teacher writes on the board 'right' and 'right') gives two signs one meaning 'correct' and one for the 'right' of a child and asks which one is a verb.

11:10

Sentence 64

NMF:

Teacher: (moves to the English side of the board and writes three sentences with different meanings of 'Right': 1. You are right. 2. Children's rights 3. Turn to the right).

English: She moves to the English side of the board and writes 'You are right', 'Children's rights' and 'turn to the right'

11:37

Sentence 65

NMF:

Teacher: (Points at three similar words 'right' She asks learners to sign them).

English: She points at the words 'right' 'rights' and right in each sentence for learners to sign.

11:40

Sentence 66

NMF:

Teacher: (Points at 'You are right' and asks them to sign.).

English: She points at 'You are right' and asks them to sign 'right')

11:51

Sentence 67

NMF:

Learners: RIGHT.

English: 'Right'

12:23

Sentence 68

NMF:

Teacher: (Points at 'Children's right)

English: She points at 'children 's right'

12:25

Sentence 69

NMF:

Learners: RIGHT

English: 'right'

12:32

Sentence 70

NMF:

Teacher: NOT VERB.

English: Not a verb

12:38

Sentence 71

NMF: ___frown

Teacher: (Pointing at 'You are right' she asks) VERB

English: She points at 'You are right' and asks, "Which one is verb?"

12: 41

Sentence 72

NMF:

Teacher: OK WE KEEP RIGHT.

English: O.K. we keep 'right'

12:50

Sentence 73

NMF:

Teacher: (Points at 'LOCATIVE VERB') EXAMPLES GIVE ME

English: Teacher points at 'LOCATIVE VERB' sub-heading and invites examples from the class.

12:55

Sentence 74

NMF:

Lulu and another learner: FIX FIX FIX

English: Fix Fix Fix

13.04

Sentence 75

NMF:

Teacher: (Pointing at 'DIRECTIONAL VERBS 'examples) THESE MY EXAMPLES HELP ME.

English: Pointing at 'DIRECTIONAL VERBS examples she tells the class that those are her examples.

13:25

Sentence 76

NMF:

Teacher: MORE EXAMPLES NOT MINE.

English: More examples but not mine.

13:32

Sentence 77

NMF:

Learner: FOR

English: For

13:45

Sentence 78

NMF: _ *frown*

Teacher: (Writes 'For' on the board and asks) 'FOR' VERB.

English: The teacher writes 'for' on the board and asks is 'FOR' a verb?

14:52

Sentence 79

NMF:

Teacher: Points at 'LOCATIVE VERBS') LOCATIVE VERBS.

English: Teacher points at 'LOCATIVE VERBS' sub-heading and give the sign 'locative verbs.'

15:07

Sentence 80

NMF:

Lulu: 'WALK'

English: Walk

15: 08

Sentence 81

NMF: _ *wh*

Teacher: WALK HOW

English: How do you walk?

15:27

Sentence 82

NMF:

Teacher: HILL CAR CLIMBING UP. She shows the mistake that people do when they sign CAR CLIMBING UP HILL the wrong way. They start with CAR and follow with CLIMB and end up with HILL.

English: She points out the mistake that signers do when they sign the locative such as 'car climbing up the hill. They sign 'car' then 'climbing up the hill'

15:29

Sentence 83

NMF:

Teacher: (Shows how to correctly sign) CAR CLIMBING UP HILL DOWN HILL.

English: She shows the class how to sign 'the car climbing up the hill down the hill.'

15:31

Sentence 84

NMF:

Teacher: (Demonstrates the correct way. You first sign) 'HILL' then 'CAR'. Change the car into a B- hand palm facing down and move the flat hand on the imaginary hill formed on the other hand. If you continue to the top you go down on the other side of the hill).

English: (Teacher demonstrates how to sign the) "car moving up the hill and down from the top"

15:40

Sentence 85

NMF: ___ *wh*

Teacher: (Shows the wrong way of signing) CAR HILL UP NO SHOW LOCATION WHERE

English: Demonstrates the wrong way of signing the car going up the hill. "You do not sign car hill up. Show where it is located".

16:08

Sentence 86

NMF: ___wh

Teacher: (asks) IF PERSON VERB SIGN HOW

English: If it is a human being walking how do you sign the verb?

17:28

Sentence 87

NMF:

Teacher: (Takes her file with the lesson note and write on the board next to '3. LOCATIVE VERBS' actual location for example 'Car moves up the hill'. Aeroplane flying up/down.

Must be clear'.

English: She takes her file with the lesson note and writes on the board next to '3. LOCATIVE VERBS' 'actual location for example Car moves up the hill Aeroplane flying up/down. Must be clear'

18:28

Sentence 88

NMF:

Teacher: (Puts the file down).

English: She puts the file down.

18:30

Sentence 89

NMF: ___wh

Teacher: CLASSIFIER VERBS WHAT

English: Teacher asks what is a classifier verb?

18:41

Sentence 90

NMF:

Lulu: WALK

English: Walk.

18:50

Sentence 91

NMF: — *wh*

Teacher: SHOES TORN HAVE WALK HOW

English: If a person has torn shoes how does one walk?

18:59

Sentence 92

NMF:

Lulu: WALK WALK WALK (with torn shoes using both B-hands palms facing down and forward). Another learner imitates Lulu. WALK WALK WALK.

English: With both B-hands palms facing down hands move alternating forward with exaggerated movements.

19:30

Sentence 93

NMF:

Teacher: CL: WALK SHOES TORN Teacher held both B-hands palms facing each other pointing forward. Then she opens and closes the hands moving forward.

19:35

Sentence 94

NMF:

Lulu: CL: WALK (Gives another demonstration of someone wearing high-heeled shoes. She used D-hand finger pointing down. She alternates the hands moving them forward).

English: Lulu gives a sign of someone walking with high-heeled shoes.

20:10

Sentence 95

NMF:

(Teacher asks) MOTOR-BIKE

English: How would you sign a motorbike?

20:18

Sentence 96

NMF: __ puffed cheeks

Lulu: MOTORBIKE

English: Lulu signs a motorbike with puffed cheeks

20:22

Sentence 97

NMF:

Lulu: MOTORBIKE

English: Lulu repeats the sign for motorbike.

20:30

Sentence 98

NMF:

Teacher (asks) B- HAND

English: What about a B-hand palm facing down?

20:51

Sentence 99

NMF:

Lulu and another learner: MOTORBIKE (B-hand palm facing down then moving forward).

English: Lulu and another learner sign 'Motorbike' using a B-hand facing down then moving forward.

20:54

Sentence 100

NMF: __ puffed cheeks

Lulu: CL: MOTORBIKE

English: Motorbike

21:01

Sentence 101

NMF

Teacher: MORE CLASSIFIER VERBS.

English: More classifier verbs.

21:04

Sentence 102

NMF:

Teacher: (Points at all sub- headings of verbs taught one by one for learners to read)

English: She points at all subheadings of verbs one by one for learners to read.

21:10

Sentence 103

NMF

Learners: PLAIN VERBS LOCATIVE VERBS DIRECTIONAL/INDICATIVE VERBS
CLASSIFIER VERBS

English: Plain verbs, locative verbs, directional/indicative verbs and classifier verbs

21:21

Sentence 104

NMF:

Teacher: (requests) ALL VERB EXAMPLE GIVE. OWN EXAMPLE GIVE ME.

English: Give me examples from all verb categories and give your own examples.

21:34

Sentence 105

NMF:

Teacher: (Points at 'LOCATIVE VERBS 'on the board and asks) EXAMPLE.

English: Example.

21:41

Sentence 106

NMF:

Teacher: (Points at 'DIRECTIONAL/INDICATIVE VERBS on the board and asks)

EXAMPLE

English: She points at 'directional/indicative verbs' on the board and asks for examples.

21:50

Sentence 107

NMF:

Teacher: (Points at ('LOCATIVE VERBS sub-heading') GIVE EXAMPLE.

English: Give examples of locative verbs.

21:53

Sentence 108

NMF:

Teacher: (Points at 'CLASSIFIER VERBS 'sub-heading) GIVE ME.

English: Points at classifier verb sub-heading and asks for examples.

21.56

Sentence 109

NMF:

Teacher (Points at PLAIN VERBS sub-heading) GIVE ME.

English: Points at plain verbs sub-heading and requests an example.

22:00

Sentence 110

NMF:

Lulu: KICK

English: Kick.

22:21

Sentence 111

NMF:

Teacher: (Writes on the board 'throw' and asks the learners to sign it).

English: She writes on the board 'throw' and asks learners to sign it.

22:37

Sentence 112

NMF:

Learners: CL: 'THROW' (in different ways. One signs with one hand and another with both hands.)

English: Learners sign 'throw' in different ways

23:24

Sentence 113

NMF:

Teacher: (Writes 'shoot' on the board).

English: She writes 'shoot' on the board.

23:32

Sentence 114

NMF:

Teacher: (Writes 'kill' on the board).

English: She writes 'kill' on the board.

23:39

Sentence 115

NMF:

Teacher: (Writes 'run' on the board).

English: She writes 'run' on the board.

23:46

Sentence 116

Teacher: (Writes 'talk' on the board).

English: She writes 'talk' on the board.

23:58

Sentence 117

NMF:

Teacher: (Writes 'sign' on the board).

English: She writes 'sign' on the board.

24:05

Sentence 118

NMF:

Teacher: (Draws the attention of the learners to the list of verbs she has written on the board and asks the learners to sign each of the verbs she points at).

English: She draws the attention of the learners to the list of verbs she has written on the board and asks learners to sign each of the verbs she points at.

24:19

Sentence 119

NMF:

Learners: SHOOT.

English: Shoot

24:26

Sentence 120

NMF:

Teacher: (points at 'kill' and learners sign).

English: She points at 'kill' and learners sign.

24:35

Sentence 121

NMF:

Lulu: STAB while other learners sign KILL (like cutting the throat).

English: Lulu signs stab while others sign KILL (like cutting the throat).

24:39:

Sentence 122

NMF:

Lulu: CL: KILL (stabbing several times in the air).

English: Lulu signs a classifier verb 'kill'.

24:40

Sentence 123

NMF:

Teacher: (Points at 'run').

English: She points at 'run.'

24:43

Sentence 124

NMF:

Learner: RUN.

English: 'run'.

24:47

Sentence 125

NMF:

Another learner: RUN (joining the previous signer).

English: 'Run'.

25.02

Sentence 126

NMF:

Lulu: CL: RUN (as if she is a galloping horse).

English: Lulu signs another classifier verb 'run' as if it is a galloping horse.

25:11

Sentence 127

NMF:

Teacher: (points at 'talk')

English: She points at 'talk'

25:18

Sentence 128

NMF:

Lulu: TALK

English: 'Talk'

25:20

Sentence 129

NMF:

Other learners: TALK (but differently from Lulu).

English: Talk

25:29

Sentence 130

NMF:

Teacher: (Points at 'sign')

English: She points at 'sign'.

25:31

Sentence 131

NMF:

Lulu: SIGN

English: 'sign'.

25:38

Sentence 132

NMF:

Another learner: SIGN

English: Another learner 'sign'.

25:55

Sentence 133

NMF:

Teacher: (Points at 'talk') CLASSIFIER VERB

English: She points at 'talk' and asks learners to sign talk as a classifier verb.

26:17

Sentence 134

NMF:

Learners: TALK

English: Talk.

26:26

Sentence 135

NMF:

Teacher: Points at 'shoot' and asks them to sign the verb as a classifier.

English: She points at 'shoot' and asks them to sign the verb as a classifier.

26:30

Sentence 136

NMF:

Learners: CL: SHOOT (but differently)

English: Learners 'shoot' differently.

26:37

Sentence 137

NMF:

Lulu: SHOOT CAR.

English: Shoot at car.

26:43

Sentence 138

NMF:

Teacher: GIVE OWN EXAMPLE

English: Give your own examples.

26:59

Sentence 139

NMF:

Lulu: FEED (baby).

English: Feed.

27:07

Sentence 140

NMF:

Teacher: Writes on the board 'feed'

English: She writes on the board 'Feed'

27:15

Sentence 141

NMF:

Teacher: (Points at 'PLAIN VERB' on the board) EXAMPLE

English: She points at 'PLAIN VERB' on the board and requests examples.

27:18

Sentence 142

NMF:

Teacher: (Points at 'DIRECTIONAL VERB' and requests) EXAMPLE

English: She points at 'DIRECTION VERB' and requests examples.

27:23

Sentence 143

NMF:

Learner: TEASE (but the teacher does not notice him).

English: Tease but teacher could not notice him.

27:35

Sentence 144

NMF:

Teacher: Points at 'drink' and allow learners to sign it.

English: She points at 'drink'

28:10

Sentence 145

NMF:

Learner: TEASE again.

English: Learner repeats signing 'tease'.

28:19

Sentence 146

NMF:

Learner: (Fingerspells) TEASE.

English: Fingerspells 'tease'

28:25

Sentence 147

NMF:

Teacher: (Writes on the board 'tease').

English: She writes on the board 'tease'

28:46

Sentence 148

NMF:

Lulu and other learners: TEASE

English: Lulu and other learners: 'tease'.

28:58

Sentence 149

NMF:

Teacher: (Writes 'beat' on the board).

English: She writes 'beat' on the board.

29:05

Sentence 150

NMF:

Teacher (Points at 'beat') SIGN.

English: She points at 'beat' and asks learners to sign.

29:09

Sentence 151

NMF:

Lulu: CL: BEAT (vigorously several times)

English: Classifier beat.

29:25

Sentence 152

NMF:

Teacher: Asks learners to sign 'beat' pointing at the sub-heading 'CLASSIFIER VERBS'.

English: She asks learners to sign 'beat' as a Classifier verb.

29:31

Sentence 153

NMF:

Lulu: CL: 'BEAT' (in a different style from the first one).

English: Lulu signs beat as a Classifier.

29:38

Sentence 154

NMF:

Teacher: (Writes on the board 'love').

English: She writes on the board 'love'

29:44

Sentence 155

NMF:

Teacher: VERB GIVE ME.

English: Give me a verb

29:50

Sentence 156

NMF

Learner: LOVE.

English: Love

29:51

Sentence 157

NMF:

Learner: LOVE (with arms crossing against the chest).

English: Learner signs 'love' with arms crossing against the chest.

29:54

Sentence 158

NMF:

Learners: 'I LOVE YOU' (directed towards other learners).

English: Learners sign 'I love you' directed towards other learners

30:02

Sentence 159

NMF:

Learners: I- LOVE- YOU.

English: All learners sign 'I love you'.

30:13

Sentence 160

NMF:

Lulu: HATE (towards imaginary people)

English: Lulu directs 'hate' towards imaginary people

30:19

Sentence 161

NMF:

Teacher: (Points at 'CLASSIFIER VERB' sub-heading).

English: She points at the 'classifier verb' sub-heading

30:25

Sentence 162

NMF:

Lulu: HATE (towards herself).

English directs the 'hate' sign towards herself

30:31

Sentence 163

NMF: ____ *wh*

Teacher: WHICH VERB HATE.

English: Which category of the verb is 'hate'

30:41

Sentence 164

NMF ____ *wh*

Teacher: (Points at categories of verbs on the board) HATE WHICH

English: Pointing at categories of verbs on the board 'to which category of the verb does 'hate' belong?

31:03

Sentence 165

NMF:

Teacher: (writes 'dance' on the board).

English: She writes 'dance' on the board.

31:16

Sentence 166

NMF:

Teacher: (points at various verbs on the board and learners sign them.)

English: She points at various verbs already on the board for the learners to sign.

31:18

Sentence 167

NMF:

Teacher: (writes) 'sing' on the board).

English: She writes 'sing' on the board.

31:28

Sentence 168

NMF:

Lulu: SING

English: Lulu signs 'Sing'

31:37

Sentence 169

NMF:

Teacher: (writes 'I sing')

English: She writes 'I sing'.

31:40

Sentence 170

NMF:

Learners: I SING

English: Learners sign 'I sing'.

31:43

Sentence 171

NMF:

Teacher: (writes 'You sing')

English: She writes 'you sing'.

31:46

Sentence 172

NMF:

Teacher: (writes) 'They sing'

English: She writes 'They sing'.

31:54

Sentence 173

NMF:

Lulu: I SING YOU SING THEY SING.

English: Lulu signs 'I sing', 'You sing' 'They sing'.

32:11

Sentence 174

NMF:

Teacher: HOMEWORK GIVE DIFFERENT VERB

PLAIN VERB TWO DIRECTIONAL VERB THREE LOCATIVE VERB THREE

CLASSIFIER VERB THREE.

English: For homework, give different verbs: Two plain verbs, three directional verbs, three locative verbs and three classifier verbs.

33:00

Sentences 175

NMF:

Teacher: (writes on the board

'HOMEWORK'

1. 'Give two examples of plain verbs'
2. 'three examples of directional verbs'
3. 'three examples of locative verbs'
4. 'three examples of classifier verbs'

English: She writes the above sentences on the board.

NB: Teacher: REMEMBER OWN EXAMPLES MY EXAMPLES NO OWN EXAMPLES

English: Remember to give your own examples not mine.