Modes of Communication

A review of systems and languages used with/by deaf people for expressing and understanding ideas

Elements of Communication

Sender
Receiver
Thought
Language encoding
Expression
Transmission
Reception
Language decoding
Thought
Parallelism
is essential
at all levels

Methods vs. Languages

- When considering communication it is important make a distinction between language and the mode in which it is expressed.
- English and American Sign are languages.
- Oralism, Auralism & Manualism are modes of communication.

**Classification of Systems**
- Communicative systems are classified roughly according to the means through which information is sent and/or received.
- Four major groups can be categorized:
  1. Primarily Manual (visual)
  2. Primarily Oral (visual)
  3. Primarily Auditory (verbal)
  4. Eclectic

**Primarily Manual**
- Primitive gestural/sign systems
• Military/ecclesiastic systems
• American (& other National) Sign Language(s)
• Manually coded English systems
• Visible English (Finger Spelling)
• Bi-lingual/Bi-cultural philosophy

Primarily Oral

Traditional oral communication through the early 20th century
Eclectic Systems

- Simultaneous Communication
- Rochester Method
- Cued Speech
- Auditory-Oral
- Verbo-tonal
- Total Communication Philosophy

Manual Language

American Sign Language

- Parallels English conceptually but has its own syntax
- Composed of patterned movements of the fingers, hands, arms, face and body
- Has fewer formal sign word-forms than English
- Has different sign compounds from English
- Omits definite and indefinite articles

Johnny Clarke sat in the front of the speeding car.

Johnny Clarke sat in front of the speeding car.
The witch turned the man into stone.
The witch turned the man into a stone.

The marines are looking for a few good men.
The marines are looking for few good men.

**American Sign Language**

- Has no copulas
- Has verb potentiality for each sign
- Has three unique features:
  - 1. Three-dimensionality
  - 2. Pronounced polarity
  - 3. Inherent dependence on tropes
- Is a synthetic rather than analytic

**Manually Coded English**

Systems designed to replicate English syntax and semantics
A Challenge to Their Creators

- English is an unusually complex language

- It has been influenced by many other languages and is quite “hybridized.”
  - Celtic, Roman, Angle, Saxon, Norman

- It is fraught with irregularities that defy easy explanation or generalization

Systematic Sign Language

- Developed in England by Richard Paget in 1951

- Based on the following principles:

  1. A gesture should represent a single English word or part of a word

  2. Gestures should follow English word order

  3. Gestures should follow English inflection

  4. Gestures should be invented to create a basic vocabulary list

Seeing Essential English (SEE1)

- Created in 1962 by David Anthony to teach retarded, deaf children

- Was controversial and awkward from its inception and led to the creation of “splinter groups” who devised their own systems

- Based on “root” signs to which other signs were affixed (prefixes & suffixes)
Seeing Essential English (SEE1)

- Had a very large number of affixes:
  - 22 adjectival suffixes, 10 personal-ending suffixes, 40 noun suffixes, 11 verbal suffixes, 35 general prefixes

- Had numerous other symbols:
  - 43 hand shapes, 2 hand positions, 6 directions for these hand positions, and a variety of hand placement explanations

Linguistics of Visual English (LOVE)

- Created in 1971 by Dennis Wampler
- Intended for use with preschoolers and kindergartners
- Based upon 2000 morphemes with approx. 10,000 meanings
- L.O.V.E. signs are intended to represent morphemes
- Drew from ASL as much as possible

Linguistics of Visual English (LOVE)

- Attempted to parallel speech rhythm
  - e.g., a three-syllable word would have a three-movement sign created

- Also became cumbersome:
  - 7 pages of special symbols including the manual alphabet & digits, 12 other hand shapes, 6 palm directions, 12 positions, five position designations, 32 kinds of movements, and eight movement designations

Signing Exact English (SEE2)

- First published by Gerilee Gustason in 1972 as a spin-off of SEE1
- Intended for young children
- Uses 70 affixes but relies on ASL signs to represent words rather than using roots
- One of the more “successful” of the MCE attempts; publications abound

**Signed English**

- Originated by Harry Bornstein in 1970 as the Gallaudet Signed English Preschool Project and based on ASL
- Uses 14 sign markers to represent English structure and some common semantic info.
  - 2 forms of the past, 2 forms of the plural, 3rd person singular, the possessive, the gerund, the comparative, the superlative, the adjectival, the adverbial, actor indicator, “having the characteristics of”, “opposite of”

**Signed English**

- Contracted words are treated as whole words
- Each word may have only one marker
  - If this is not possible, then the word is fingerspelled
- There are many educational materials (a dictionary, books & posters) available to supplement this program

**Visible English**

- Consists of shapes for the letters of the alphabet plus digits
- All words are spelled completely

**Aural Systems**

Systems designed to maximize development of oral language listening skills

**Acoustic Method**
• Originated at the Central Institute for the Deaf by Max Goldstein in 1912
• Capitalized on residual hearing
• Was a radical concept at the time

Acoupedics
• Initiated Henk Huizing in Holland during World War II
• Refined in England & Sweden by Drs. Edith Whetnall & Erik Wedenburg
• Introduced in the U.S. by Doreen Pollack and Ciwa Griffiths
• Derives its name from a contraction of “acoustics” & “pediatrics”

Acoupedic Principles
• Early detection
• Early fitting with binaural hearing aids
• Unisensory input
• A normal learning environment
• Use of the auditory feedback mechanism
• Developmental language approach
• Parents as first models of communication
• No grouping with other deaf children

Auditory Verbal Approach
• Term which has gained popularity in the 1990s to describe the acoupedic approach

• Has become the “trademark” of a new organization known as Auditory Verbal International (AVI)

• AVI is currently developing teacher certification standards

Eclectic Systems

• Simultaneous Communication

• Rochester Method

• Cued Speech

• Auditory-Oral

• Verbo-tonal

• Total Communication Philosophy

Simultaneous Communication

• A term used to describe the concurrent use of spoken English and some form of manual communication, usually ASL or manually coded English.

Rochester Method

• Created by Zenas Westervelt in 1878 at the Rochester (NY) School for the Deaf

• Combines an oral approach with Visible English so that every word that is spoken is fully fingerspelled.

• Is not used much, if at all, today.
Cued Speech

- Devised by R. Orin Cornett at Gallaudet College in 1966 to remove the ambiguities inherent in reading lip movements.
  - Visible lip movements may have two or three different phonemic possibilities.
  - Many sounds are “invisible” to lipreaders since they are produced in the back of the mouth.

Cued Speech

- Designed to supplement lipreading through the use of 8 hand shapes (each representing 3 or 4 visually-different consonants) and 4 hand positions (each representing 3 or 4 visually-different vowels).

- The hand shapes and positions must be used in conjunction with lip movements or they are meaningless.

Verbotonal Approach

- Devised in the 1950’s by Dr. Petar Guberina at the University of Zagreb, Yugoslavia (now Croatia)

- Designed at first to help people “lose” their non-native accents. Adapted for deaf children.

- Based on incorporating full-body movements into speech and language development.

- Revived in 1995 as Rhythmic Phonetics by Kathleen Sussman for use with young children.

Total Communication

- Not a communication method.

- TC is a philosophy of education conceived in the 1969 by David Denton in Maryland.
• It is the belief that any and every method of communication (oral, aural, manual, written or read) should be used to maximize the learning potential of deaf children.

• Its practical effect during the past 25 years has been rather limited.

Modes of Communication
A. Auditory/Oral- no use of manual communication. Main form of communication is speech.

“Aural and oral terms refer to methods that rely on auditory training and speech training to develop oral language. Aural refers to hearing and oral refers to speech. The use of sign language is discouraged. Children are encouraged to use their residual hearing (hearing that is available to the child with hearing aids) to learn speech and language. Often you will see therapists or teachers talk to the child behind the child’s back or while covering their mouth. Oral methods also include training in speech reading or lip reading.” (Frazier-Maiwald 1999)

B. Cued Speech- includes eight hand-shapes and four positions of one hand on the face that are used along with speech to make different representations of syllables and words as you are able to watch visually.

“Cued speech is an oral method that uses hand cues around the mouth to tell the child what sounds are being made. For example, three cues might be cued for the word mouth (/m/ou/th). The cues do not denote any concepts or words but are strictly sounds. This method may not be available in your area.” (Frazier-Maiwald 1999)

C. American Sign Language- primary known and used by members of the Deaf community. It is also the native American language of the Deaf. American Sign Language has its own grammatical structure and there is no written form of this language.

“American Sign Language (ASL) is used by Deaf adults and children to communicate in the United States and Canada. It is a true language with its own grammar and its own social linguistic properties. The grammar and word order is different from English. Concepts are signed rather than English word. English is translated into ASL as it would be as it would be into any spoken language. One ASL sign may be used for many English words and vice versa.” (Frazier-Maiwald 1999)

D. Sign with Speech- also known as Total Communication, signing and speaking at the same time.
“Total communication generally refers to an educational philosophy that supports any method including sign language, gestures, written language, and aural/oral methods to teach language to deaf children. The term was coined in the early 1970’s by Roy Holcomb. It has become a term that means different things to different people. The sign systems that are used vary from place to place, although generally Pigeon Sing English or a Manually Coded English system is used. In most schools that call themselves total communication programs, students, teachers, and parents use both Signed English and Spoken English simultaneously.” (Frazier-Maiwald 1999)