

In Thailand, the APHT Wheelchair Workshop was established in 1993; it now employs seven male workers with disabilities and their wives. It produces average 30 light-weight wheelchairs per month, including sports wheelchairs.

In the Philippines, the wheelchair production facility in Tahanang Walang Hagdanan (House with No Steps) has improved its production capacity because of the support from this project. After the last workshop in Bacolod city, organized under the project, the Bacolod Association of Disabled Persons plans to establish a wheelchair production factory with support from the Bacolod city government.

**Contact details:** Ashahi Shimbun Social Welfare Organization  
 Ashahi Shimbun Newspaper  
 Osaka Headquarters  
 2-banch, 1-chome, Nakajima,  
 Kita-ku, Osaka City 530-11  
 Japan  
 Fax: (81-6) 231-3004

Association of the Physically Handicapped of Thailand  
 73/7-8 Soi Tivanond 8, Tivanond Road, Taladkwan, Muan,  
 Nonthaburi 11000 Thailand  
 Tel: (66-2) 951-0567  
 Fax: (662) 951-0569

## CASE STUDY 8:

### **A university-level Thai Sign Language certificate programme<sup>20</sup>**

In the 1991 publication *Self-Help Organizations of Disabled Persons* (United Nations publication ST/ESCAP/1087), The National Association of the Deaf in Thailand (NADT) listed two short-term goals related to Thai Sign Language: more sign-language courses for hearing people, and a Thai Sign Language interpreter training programme. These goals are easy to understand, but less easy to achieve. Reaching the goals requires highly technical academic expertise in such areas as sign-language linguistics, second-language acquisition, second-language teaching methodology, curriculum development, materials development, theories of translation and interpretation, and methods of evaluating translation and interpretation.

While most NADT members are fluent users of Thai Sign Language, only a handful have had access to university education; no deaf person in Thailand has received formal university-level training in sign language linguistics and/or sign language teaching. So, on its own, NADT did not have and could not acquire the necessary academic knowledge and technical skills to teach Thai Sign Language professionally or to train professional Thai Sign Language interpreters. NADT decided to form a partner-

<sup>20</sup> Contributed by Dr. James Woodward, Professor of Sign Language Linguistics and Deaf Studies and Director of Research at Ratchasuda College, Mahidol University at Salaya, Thailand, in cooperation with the National Association of the Deaf in Thailand.

ship with the institutions that could provide it with the skills it needed: Gallaudet University and Ratchasuda College.

Gallaudet University, established in 1864 by an act of the United States Congress with the approval of American President Abraham Lincoln, is the world's first liberal-arts university for deaf people. It has the world's largest library on deafness and considerable expertise in the theory of sign-language teaching and interpretation.

Ratchasuda College was established in 1992, as the result of many years of discussion and planning by HRH Princess Sirindhorn and the formulation of a new law in Thailand to aid people with disabilities. It is the first and only institution in Southeast Asia dedicated to providing tertiary education to deaf people, blind people, and people with locomotor disabilities. In 1996, Ratchasuda hired a foreign sign-language linguist and a foreign deaf-studies ethnographer, to begin systematic research on Thai Sign Language grammar and on deaf culture in Thai society. Since 1996, the sign-language linguist and the ethnographer have been collaborating on research projects on an informal basis with NADT.



Deaf project director from Gallaudet University discusses the Thailand World Deaf Leadership project with NADT members and Ratchasuda College faculty members.

NADT formalized its partnership with Gallaudet and Ratchasuda in 1997, with an agreement to collaborate on a project known as the Thailand World Deaf Leadership (WDL) project. The collaboration with Gallaudet will ensure the Thai institutions' access to foreign expertise; the collaboration with Ratchasuda will ensure long-term sustainability and acceptability of the programme in Thailand.

The Thailand WDL project has three major objectives related to sign language teaching, each discussed in turn in this paper:

- (a) Establishment of a university-level programme to train deaf people as professional teachers of Thai Sign Language;
- (b) Development of a standard curriculum for teaching Thai Sign Language and of teaching materials for courses in Thai Sign Language;
- (c) Establishment of university-level courses in Thai Sign Language that will be taught by graduates of the training programme.

**Objective 1. Establishment of a university-level programme to train deaf people as professional teachers of Thai Sign Language.**

The establishment of a university-level programme to train professional Thai Sign Language teachers should accomplish several goals. First, it should provide deaf people with the expertise to teach Thai Sign Language effectively and help train future interpreters. Second, it should provide deaf Thai Sign Language teachers with university credentials, so that Thai society will recognize their qualifications. Third, it should ensure that deaf people can control the teaching of their own language. Finally, it can expand educational and employment opportunities for deaf people in Thailand by focusing on issues that are of importance to the Thai deaf community.

In the context of the NADT-Gallaudet-Ratchasuda WDL program, the completion of Objective 1 will result in at least seven deaf graduates (members of NADT) per year who have been professionally trained and certified as teachers of Thai Sign Language. To accomplish this objective, NADT needed to work with Gallaudet and Ratchasuda to complete four steps, labelled here as 1a) through 1d).

**1a) Designing a series of courses that form a cohesive programme.**

Very few Thai deaf people have had any college experience, Ratchasuda does not currently have enough faculty who know Thai Sign Language to teach undergraduate general-education courses, and Thailand has no professionally trained sign-language interpreters to interpret general-education courses. For these reasons, NADT, Gallaudet and Ratchasuda agreed to start the training programme as an undergraduate certificate programme, which will eventually be transformed into a B.A. degree programme. (A similar approach was used successfully in the early stages of nursing education for hearing people in Thailand.)

NADT, Gallaudet, and Ratchasuda decided to use the core requirements for the B.A. degree in sign language teaching at Gallaudet as a model for the requirements of the undergraduate certificate programme in Thai Sign Language teaching methodology at Ratchasuda. See Annex IV for a description of the courses available in the programme.

**1b) Proposal of the training programme to the Royal Thai Government for recognition.**

NADT and Ratchasuda are preparing a formal proposal, according to officially recommended guidelines, that will allow programme graduates to be appointed as teachers of Thai Sign Language (as a second language) in the Royal Thai Government Civil Service System. They have contacted the appropriate Royal Thai Government offices for approval. Since all graduates of the programme will be deaf, deaf people will be the official teachers of Thai Sign Language in Thailand. This fact ensures that deaf people in Thailand can keep control over their own language and programmes related to it.

**1c) Selection of Thai deaf people who will study in the programme.**

The selection procedures agreed upon by NADT, Gallaudet, and Ratchasuda ensure maximum input from deaf members of NADT. Potential students for this programme must be all of the following:

- (a) at least 18 years old;
- (b) deaf;
- (c) a member of, or willing to become a member of, the National Association of the Deaf in Thailand;
- (d) highly fluent (with native or native-like proficiency) in Thai Sign Language;
- (e) extensively knowledgeable about, and participating in, a deaf community in Thailand;
- (f) committed demonstrably to a career in sign language teaching and/or research.

In addition to these six requirements, a student must have completed a certain level of education to become a civil servant in the Royal Thai Government. Normally, the minimum education levels are M-6 (completion of secondary school) for people 18 to 25 years of age and M-3 (completion of 3 years past primary school) for people over the age of 25.

Students who do not meet the educational requirement can still study in the programme for employment as teachers of Thai Sign Language outside the Royal Thai Civil Service System. Under a special initiative from the Royal Thai Government and Ratchasuda College, students entering the programme with less than an M-6 education will be given the opportunity to complete M-6 through supplemental special education classes at Ratchasuda while they are studying for the certificate programme. However, students in the certificate programme will not be forced to complete M-6 before or during their studies for the certificate.



---

*Sign language and sign language interpreters are the most essential communication means for deaf persons.*

---

Potential students for this programme will be located through NADT, the four regional associations of deaf people in Thailand, schools for deaf people, and other organizations, institutions, and individuals working with deaf people in Thailand. Applicants to the programme must perform the following:

- (a) complete an application form (including three letters of recommendation);
- (b) prepare a written or videotaped statement of why they wish to enter the programme and what they plan to do upon its completion;
- (c) pass a Thai Sign Language proficiency examination jointly administered by Ratchasuda faculty and NADT;
- (d) be accepted for admission by an ad hoc Admissions Committee at Ratchasuda, at least half of whose members must be deaf.

From seven to ten students will be accepted each year, and between five and seven of these will likely receive full financial support for the duration of the certificate programme. At least one stipend per year will be reserved for female students. All other fellowships will be open equally to men and women. (The Canadian International Development Agency's Women's Initiative Fund in Thailand has agreed to support fellowships for two Deaf women for the first class of students.)

#### ***1d) Selection of faculty members at Gallaudet to teach courses.***

The first semester of the Thai academic year overlaps with summer vacation in the United States academic year (May-August). Each year during a portion of this period, Gallaudet University will send deaf university lecturers or professors of sign language instruction, and a sign language interpreter for the deaf instructors, to Ratchasuda College. They will collaborate with Ratchasuda faculty in teaching courses on the theory and methods of sign-language instruction, and in supervising practicum courses. Gallaudet will recommend faculty members, although the final selection of visiting faculty members will be made jointly by Ratchasuda and NADT.

Gallaudet faculty will teach general information about theory and methods, and Ratchasuda faculty will relate this material to Thai Sign Language. Ratchasuda faculty, in consultation with NADT, will develop and teach courses related to the structure of Thai Sign Language, instead of existing Gallaudet courses in the structure of American Sign Language.

#### ***Objective 2. Development of a standard curriculum for teaching Thai Sign Language and of teaching materials for courses in Thai Sign Language.***

The development of a standard curriculum and teaching materials should accomplish three goals. First, it should provide teachers of Thai Sign Language with a high-quality curriculum and high-quality teaching materials. Second, it should provide NADT members with the skills necessary to continue developing Thai Sign Language teaching materials that NADT can market. Third, it should ensure that NADT will have extensive input into the development of curriculum and teaching materials for Thai Sign Language.

The completion of Objective 2 will result in a standard curriculum for a three-to-four-year teaching programme in Thai Sign Language, with a textbook and videotaped materials for each of three university courses in Thai Sign Language, one each at an introductory, intermediate and advanced level.

To accomplish Objective 2, Gallaudet and Ratchasuda faculty will work with NADT in three ways, labelled 2a), 2b), and 2c).

**2a) Teaching theory and practicum courses in curriculum and materials development.**

Students in the certificate programme are required to take one theory course and two practicum courses in curriculum and materials development related to sign language teaching. The theory course will teach students about the theory of curriculum and materials development, about previously developed curricula for teaching various sign languages, and about previously developed textbooks and other materials for teaching various sign languages. In the practicum courses, students will work with faculty on applying this theoretical knowledge to developing a standard curriculum and textbooks for a university-level Thai Sign Language programme. This two-to-four-year programme will teach Thai Sign Language as a second language at the university level.

**2b) Conducting and supervising research on the development of a standard curriculum, textbooks and other materials**

In addition to the certificate program's courses in curriculum development, Gallaudet and Ratchasuda faculty will collaborate on externally funded research projects to develop a standard curriculum and textbooks for a university-level Thai Sign Language second-language programme. Students and graduates of the programme will be employed as research assistants and/or associates in these research projects.

**2c) Producing written and videotaped versions of the curriculum, textbooks, and supplementary teaching materials.**

At the end of each year, the latest version of the curriculum, textbooks, and other teaching materials will be written in Thai and English, and will also be videotaped in Thai Sign Language for distribution in Thailand and in other countries.

**Objective 3. Establishment of university-level courses in Thai Sign Language that will be taught by graduates of the training programme.**

Objective 3 is to produce three university courses in Thai Sign Language, one at each of the introductory, intermediate and advanced levels. Ratchasuda College will hire graduates of the programme to teach these courses for university credit. NADT will also hire graduates of the programme, to staff its own sign language teaching programme.

To accomplish Objective 3, NADT will collaborate with faculty from Gallaudet and Ratchasuda to do the following:

- (a) examine the existing bibliographies and syllabi for American Sign Language courses already offered in the United States and for courses on other sign languages already offered in other countries;
- (b) synthesize the information from these existing bibliographies and syllabi into a bibliography and syllabus appropriate for Thailand;
- (c) add information obtained from the research in Thailand on Thai Sign Language to this proposed bibliography and syllabus;
- (d) have graduates from the certificate programme teach and test experimental versions of the course at Ratchasuda and NADT.

### ***Features necessary for sign-language teacher training programmes***

Not only does the project provide the training necessary for NADT members to become professional teachers of Thai Sign Language, it also provides deaf people with university-credentials that certify them and them alone as the official teachers of Thai Sign Language. Also, built into the training programme is a curriculum and materials development component that assures NADT will have access to and control over Thai Sign Language teaching materials. Finally, by hiring graduates of the programme to teach at Ratchasuda, NADT is assured input into and quality control over the College's Thai Sign Language programs. No other national association of deaf people in the Asia-Pacific region has such input and quality control at present. For these reasons, other national associations of deaf people may wish to emulate aspects of the Thailand WDL project in their own countries. Should they wish to develop similar sign-language teacher training programmes, they must consider three factors, each discussed below:

- (a) the preparatory sign-language research required as a foundation;
- (b) the planning necessary to start such a programme;
- (c) the human, managerial, and financial resources necessary to ensure the programme's success.

### ***Preparatory sign language research***

Three basic types of formal linguistic research must be undertaken before a sign language teacher training programme can be attempted. The first type of research is a language survey to determine how many sign languages exist in the country, and how closely these languages are related. This type of survey should be carried out by a trained sign-language linguist working in cooperation with a national association of deaf people, or with local associations of deaf people if there is no national association. A typical sign-language survey might take from three months to a year to complete. Results will vary from country to country; for example, recent research shows that deaf people under the age of 50 in urban areas of Thailand use only one sign language, while, in urban areas of Viet Nam, they use at least three closely related sign languages, and perhaps more. Because of such differences, sign-language research and sign-language teacher training programmes must be developed on a country-by-country basis, tailored to fit the local situation.

In the second type of research, a trained sign-language linguist works with a national association or local associations of deaf people to create dictionaries for each of the country's sign languages. A team of five to ten deaf people working with an outside sign-language linguist and a local linguist can often finish a sign-language dictionary in one or two years. The outside sign-language linguist normally needs to be present for at least two to three months a year for such a project.

After the dictionary work is well underway, the third type of research can begin: a reference grammar of the sign language(s). Writing a reference grammar is a highly technical project, but is essential for teaching. No one can learn a language from a dictionary alone; one must have information on structuring words or signs into sentences. A team of the size mentioned for the dictionary can probably complete a reference grammar in two to three years, with the outside sign-language linguist present for four to six months a year.

Fortunately, NADT had previously worked with other organizations on preparatory sign language research, and therefore had the critical linguistic resources necessary for the teacher training project: a linguistically adequate dictionary of Thai Sign Language and an ongoing cooperative research project on the grammar of Thai Sign Language with a sign-language linguist.

### ***Planning***

Careful planning is necessary to establish a sign-language teacher training programme. The first step is to locate potential partners for the project: people who know about deaf people, sign language research and sign language teaching, and who are willing to work with associations of deaf people in the region where those associations are located. NADT selected Gallaudet because of its long-standing reputation as a university for deaf people and its relatively large number of deaf professors with M.A. and Ph.D. degrees. These professors can serve as teachers as well as academic role models for Thai deaf people who want to become teachers of Thai Sign Language. NADT selected Ratchasuda because it was dedicated to providing university education to deaf people in Asia (especially South-East Asia), was located in Thailand and could offer credentials that would be accepted in Thailand, and already had an informal working relationship with NADT in the sign-language research programme.

The second step in the planning process is to contact the potential partner organization(s) and set up a site visit of partner-organization representatives. In May 1997, NADT invited representatives from Gallaudet and Ratchasuda for a three-week site visit, during which it held daily activities related to the project. By the end of the site visit, NADT and representatives of Gallaudet and Ratchasuda had agreed on the objectives, a work plan and schedule for accomplishing the objectives, an estimation of costs necessary to complete the project, and possible sources of outside funding.

After the site visit was completed, NADT stayed in contact with the partner organizations and helped in writing a proposal. Since NADT and its partners approved the proposal, NADT has worked with Gallaudet and Ratchasuda to find the human, managerial, and financial resources necessary to ensure the success of the sign language teacher training project.

### ***Human, managerial, and financial resources***

NADT needed to have the following human resources available within its own organization for the project:

- (a) Thai Sign Language-(spoken) Thai interpreter(s) for 24 to 40 hours a week;
- (b) deaf staff member(s) to work for 8 to 16 hours a week on community education, outreach, and publicity related to the project;
- (c) staff member(s) who know Thai, Thai Sign Language and some English for 32 to 40 hours a week to work as liaisons with Gallaudet and Ratchasuda on project administration, scheduling, correspondence, etc.;
- (d) at least seven deaf adult members of NADT each year who can study full-time for 18 months for the certificate (total of at least 35 Deaf people over five years);
- (e) an accountant who can write financial reports for the grant;
- (f) an overall administrator for the project.



It also needed to have contact with other organizations who could provide the following available outside resources for the project:

- (a) foreign deaf professors of Sign Language Teaching Methodology (NADT obtained them from Gallaudet);
- (b) foreign spoken-to-sign-language interpreters for the foreign professors (Gallaudet);
- (c) a Thai-English spoken language interpreter (Ratchasuda);
- (d) an expert sign-language linguist (Ratchasuda);
- (e) a local linguist interested in learning about sign-language linguistics (Ratchasuda);
- (f) Thai notetakers (Ratchasuda);
- (g) a video documenter to record the lectures and practicum courses for future use (Ratchasuda).

To obtain the necessary managerial skills, NADT has had to do the following:

- (a) organize local travel and accommodations for Gallaudet faculty who came on the site visit;
- (b) organize local and regional meetings for Gallaudet faculty to meet with deaf people throughout Thailand;
- (c) help set academic and funding priorities for the project;
- (d) assist in forming a Thai Sign Language evaluation committee for the project;
- (e) assist in forming a committee to screen applications for admission into the teacher training programme;
- (f) assist in forming an advisory committee with Ratchasuda faculty and representatives from Thai schools and government agencies;
- (g) arrange all publicity and outreach for this programme in the Thai deaf community;
- (h) decide on a budget for NADT expenses for the project;
- (i) manage the budget for the project in a separate financial account and make budget reports to organizations contributing money.

NADT has also had to work with Gallaudet and Ratchasuda to locate the financial resources needed for this project. The estimated costs for this project are from US\$ 40,000 to 50,000 for each year, with about half of this money paying the expense of bringing Gallaudet faculty to teach in Thailand and paying three sets of interpreters (American Sign Language-English, English-spoken Thai, and Thai-Thai Sign Language).

Fortunately, most of the project money for the first four years will come from the Nippon World Deaf Leadership Programme, established in 1997 by a grant from the Nippon Foundation to Gallaudet University. Additional temporary funding for expenses related to Thai deaf people will come from the Women's Initiative Fund in the Canadian International Development Agency in Thailand, from the Japanese Federation of the Deaf, and from the Ratchasuda Foundation in Thailand. After 5 years, the project must become self-sufficient, and NADT and Ratchasuda College are already working together to arrange the Thai funding to maintain this project after international funding has expired.

This programme has profound implications for the empowerment of deaf people in the Asia-Pacific region. It could serve as a model programme for other associations of deaf people in the region. For more information about developing sign language teacher training projects, contact the National Association of the Deaf in Thailand, the Deaf Studies Programme at Ratchasuda College, or the World Deaf Leadership Programme at Gallaudet University. For information about sign-language linguists working in the region served by ESCAP, please write to the Deaf Studies Programme at Ratchasuda College.

See also Annex IV. Courses for the NADT Thai Sign Language programme.

**Contact addresses:** National Association of the Deaf in Thailand  
144/9 Moo Ban Thitiporn, Pattanakarn Road,  
Suan Luang, Bangkok 10250  
Thailand  
Tel: (66-2) 717-1902 and 1903  
Fax: (66-2) 717-1904

Deaf Studies Programme  
Ratchasuda College  
Mahidol University at Salaya  
135/111-115 Puttamonthon 4th Avenue  
Salaya, Nakornprathom 73270  
Thailand

---

## D. NEW TYPES OF TRAINING AND JOB PLACEMENT

New types of vocational training/new areas of employment opportunities for people with disabilities are currently being sought by self-help organizations of people with disabilities.

Training in computer and related fields is a successful means of expanding employment opportunities for people with disabilities in Thailand. In rural India, horticulture has opened up employment as well as self-employment opportunities for people with disabilities. Those two programmes are run by people with disabilities with full support from a church (Pattaya, Thailand) and a local community (Bangalore, India).

## ANNEX IV. COURSES FOR THE NADT THAI SIGN LANGUAGE PROGRAMME

This programme is modelled on a Gallaudet University programme, but focuses on the unique structure of Thai Sign Language, as used in the Thai deaf community.

Students must complete a total of nine required courses for a total of 36 credit-hours; one credit-hour equals one hour of lecture or two hours of tutorial. Normally, students will do this by taking three courses each semester for three semesters. Each semester has 16 weeks of instruction. The minimum period of study for the certificate is three full-time semesters of study. All requirements for the certificate must be completed within three years from the date of initial registration.

A mark of \* indicates a course will be taught jointly by faculty from Gallaudet University and from Ratchasuda College; Ratchasuda faculty will teach all other courses.

Course number	Course title	Lecture hrs per week	Tutorial hrs per week	Credit
<b>First Semester</b>				
RSTS 010	Introduction to Sign Languages and Deaf Communities	3	2	4
RSTS 011	Methods of Teaching Sign Languages*	3	2	4
RSTS 012	Curriculum Design and Materials Development for Sign Language Instruction*	3	2	4
<b>Second Semester</b>				
RSTS 020	Introduction to the Structure of Thai Sign Language	3	2	4
RSTS 021	Practicum: Teaching Thai Sign Language I	1	6	4
RSTS 022	Practicum: Curriculum Design and Materials Development for Thai Sign Language Instruction I	1	6	4
<b>Third Semester</b>				
RSTS 031	Practicum: Teaching Thai Sign Language II*	1	6	4
RSTS 032	Practicum: Curriculum Design and Materials Development for Thai Sign Language Instruction II*	1	6	4
	1 Additional Elective Course	2	4	4
<b>Total</b>		<b>18</b>	<b>36</b>	<b>36</b>

## COURSE DESCRIPTIONS

### *RSTS 010 Introduction to Sign Languages and Deaf Communities*

4 Credits (3 - 2)

An introductory survey of some of the major sign languages, sign language families, and Deaf communities around the world. Universal and unique characteristics of these sign languages and Deaf communities will be discussed to give students an appreciation of the complexities involved in studying languages and cultures. Basic facts about these languages and communities will be used to introduce the students to metalinguistic terms in the fields of Linguistics, Anthropology, and Sociology that will be used in other courses in the program. (Only offered in the first semester of the academic year. Normally taken in the first semester of the program.)

### *RSTS 011 Methods of Teaching Sign Languages\**

4 Credits (3 - 2)

*(Gallaudet University SIG 641 Methods of Teaching Sign Communication)*

A study of various methods of teaching sign languages including grammar-translation, direct method, "audio-lingual" method, cognitive method, total physical response method, among others. Material development and analysis, lesson planning, the writing of course objectives, and evaluation methods will be featured. Students will have extensive practice in tutorials and will be expected to demonstrate various teaching methods in the classroom. Observation of on-going sign language courses will be included wherever possible. (Only offered in the first semester of the academic year. Normally taken in the first semester of the program. Prerequisite: current enrollment in or completion of RSTS 010.)

### *RSTS 012 Curriculum Design and Materials Development for Sign Language Instruction\**

4 Credits (3 - 2)

A survey of various curricula and materials used in sign language instruction in selected countries. Students will be taught to compare, contrast and to evaluate the information presented and to begin developing and evaluating similar materials for Thai Sign Language. Students will also be expected to present and formally discuss curricula and materials they have developed and to give constructive criticism of others' curricula and materials. (Only offered in the first semester of the academic year. Normally taken in the first semester of the program. Prerequisite: current enrollment in or completion of RSTS 010.)

### *RSTS 020 Introduction to the Structure of Thai Sign Language*

4 Credits (3 - 2)

An introduction to the "phonology", grammar, and semantics of Thai Sign Language. Information about the historical development of Modern Thai Sign

Language and about sociolinguistic variations in Thai Sign Language that are related to region, social class, age and gender will also be included. Some comparisons with the linguistic structure of Thai and with the linguistic structure of other sign languages will be offered. (Only offered in the second semester of the academic year. Normally taken in the second semester of the program. Prerequisite: completion of RSTS 010.)

*RSTS 021 Practicum: Teaching Thai Sign Language I*  
4 Credits (1 - 6)  
(Gallaudet University SIG 612 Practicum.)

A beginning supervised practicum in which students will be required to observe, to team-teach, and finally to participate in actual classroom teaching under the supervision of an experienced cooperating teacher. The students will be assigned to an appropriate course level. Wherever possible a period of classroom observation will be offered preceding the student teaching. Feedback forms will be used to keep the student teachers and the practicum coordinator informed of progress throughout the course. The students will be required to attend a one-hour weekly seminar conducted by the practicum coordinator. (Only offered in the second semester of the academic year. Normally taken in the second semester of the program. Prerequisites: completion of or current enrollment in RSTS 010, RSTS 011, and RSTS 020. Permission of the instructor required.)

*RSTS 022 Practicum: Curriculum Design and Materials Development for Thai Sign Language Instruction I*  
4 Credits (1 - 6)

A beginning practicum based on RSTS 012 in which students will be required to develop their own curriculum and materials for Thai Sign Language under the supervision of an experienced cooperating teacher. The students will be assigned to develop curriculum and materials for the course level they are teaching during their teaching practicum (RSTS 021). The students will be required to attend a one-hour weekly seminar conducted by the practicum coordinator. (Only offered in the second semester of the academic year. Normally taken in the second semester of the program. Prerequisites: completion of or current enrollment in TSL 010, TSL 012, and TSL 020. Permission of the instructor required.)

*RSRS 030 Research on Sign Languages in Thailand*  
4 Credits (2 - 4)

Supervised research on Modern Thai Sign Language or on another sign language used in Thailand. Students will be required to select two limited topics of study, one for a group project and one for an individual project. The students, in consultation with and under close direction of the supervisor, will design and carry out a simple research project for each of the two research topics and will report their findings in class and in a formal presentation at the annual meeting of the National

Association of the Deaf in Thailand. The students will be required to attend two hours formal lecture/training per week in addition to carrying out the research. (Completion of TSL 010 and 020.)

*RSTS 031 Practicum: Teaching Thai Sign Language II\**

4 Credits (1 - 6)

(Gallaudet University SIG 612 Practicum.)

An intermediate supervised practicum in which students will be required to observe, to team-teach, and finally to participate in actual classroom teaching under the supervision of an experienced cooperating teacher. The students will be assigned to an appropriate course level. Wherever possible a period of classroom observation will be offered preceding the student teaching. Feedback forms will be used to keep the student teachers and the practicum coordinator informed of progress throughout the course. The students will be required to attend a one-hour weekly seminar conducted by the practicum coordinator. (Only offered in the first semester of the academic year. Normally taken in the third semester of the program. Prerequisites: completion of or current enrollment in RSTS 010, RSTS 011, RSTS 020, and RSTS 021. Permission of the instructor required.)

*RSTS 032 Practicum: Curriculum Design and Materials Development for Thai Sign Language Instruction II\**

4 Credits (1 - 6)

An intermediate practicum based on RSTS 012 and RSTS 022 in which students will be required to develop their own curriculum and materials for Thai Sign Language under the supervision of an experienced cooperating teacher. The students will be assigned to develop curriculum and materials for the course level they are teaching during their teaching practicum (TSL 031). The students will be required to attend a one-hour weekly seminar conducted by the practicum coordinator. (Only offered in the first semester of the academic year. Normally taken in the third semester of the program. Prerequisites: completion of RSTS 010, RSTS 012, RSTS 020, and RSTS 022. Permission of the instructor required.)

*RSTS 033 Methods of Evaluating Sign Language Skills\**

4 Credits (2 - 4)

(Gallaudet University SIG Evaluation and Diagnosis of Sign Language Skills)

This course will review the history of methods of evaluating sign language and study procedures used in the various methods. Students will be exposed to and gain insight and experience in conducting both diagnostic testing and proficiency testing of sign language skills. The preparation of diagnostic reports will be stressed and the students will also learn procedures of conducting Sign Language Proficiency Interviews for Thai Sign Language. The first one-third of the course will focus on theoretical aspects of testing and evaluation and the remainder of the course will provide the students an opportunity to conduct mock evaluations and to prepare

diagnostic reports. (Only offered in the first semester of the academic year. Normally taken in the third semester of the program. Prerequisites: completion of or current enrollment in RSTS 010, RSTS 011, RSTS 012, RSTS 020, and RSTS 021.)