

Providing Higher Educational opportunities to Deaf adults in Viet Nam through Vietnamese sign languages: 2000–2003

James Woodward, Nguyen Thi Hoa and Nguyen Tran Thuy Tien (Bien Hoa, Dong Nai, Viet Nam)



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ABSTRACT

This paper describes ‘Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching and Interpretation,’ a project begun in 2000 that has provided Deaf adults in Viet Nam with their first opportunity to access higher educational programs taught in Vietnamese sign languages and written Vietnamese. This paper describes the development and implementation of the project, the components of the project including the curriculum used in the certificate programs in sign language analysis and sign language teaching and the impact on adult Deaf students and their families. Appendices show how other countries in the region can establish similar programs at total approximate annual cost of U.S. \$50,000 for a program of 30–40 Deaf adults.

James Woodward received his Ph.D. with distinction in Sociolinguistics at Georgetown University in 1973, completing his dissertation on grammatical variation in American

Sign Language. From 1969-1995, he worked in various positions at Gallaudet University related to the linguistic and anthropological analyses of sign languages and Deaf cultures. From 1991 to 1995 he also taught Linguistics at The Chinese University of Hong Kong. From 1995 to 2000, he worked at Ratchasuda College, Mahidol University at Salaya, Thailand as Director of Research and as local director of the World Deaf Leadership Thailand Project. In 2000, he moved to Viet Nam where he works for The Dong Nai Provincial Department of Education and Training as the Director of the project described in this paper.

Nguyen Thi Hoa received her undergraduate degree in Teaching Mathematics from Ho Chi Minh Pedagogic College in 1983. From 1983 to 1990, she taught Mathematics to hearing high school students in various schools in Ho Chi Minh City. In 1990, she also began teaching Deaf students in a special elementary school in Ho Chi Minh City. From 1991-1995, she was one of only 17 teachers in Viet Nam to study in an M.A. degree in Deaf Education from the Vietnamese Special Teacher Training Course offered by Committee Two in cooperation with Ha Noi Pedagogic University. In her vacations during this program, she continued to teach Deaf elementary school students and to help train other elementary school teachers of Deaf students. After completing her M.A. in 1995, she became Vice-Principal of Hy Vong Binh Thanh elementary school for Deaf children in Ho Chi Minh City and an instructor with Ha Noi Pedagogic University. In 2000, she began working with The Dong Nai Provincial Department of Education and Training as the Associate Director of the Project described in this paper. She coordinates all aspects of the High School Program as well as teaching Mathematics and Vietnamese in the high school program.

Nguyen Tran Thuy Tien has been studying in the Project on 'Opening University Education to people in Viet Nam Through Sign Language Analysis, Teaching and Interpretation' since 2000. She has been a "straight-A" student from elementary school through her present educational level. Between 2000 and 2003, she received her Certificate in the Linguistics of Vietnamese Sign Languages, Level 1 with honors, her Certificate in the Teaching of Vietnamese Sign Languages, Level 1 with honors and she graduated with honors from Junior High School, ranking 5th in Dong Nai Province out of 1,332 students. She is now in Grade 11 and the Level 2 programs in sign language analysis and sign language teaching.

Clayton Valli was a remarkable man with remarkable talents. Fortunately for him and countless others, he grew up in a time and in a place where he had sufficient opportunities (although not easy ones) to develop his talents and potential and make substantial contributions to many aspects of

research on sign languages. Being from the United States, Clayton had the opportunity to finish junior and senior high school, to obtain university training in sign language analysis and sign language teaching, to finish university, to obtain postgraduate training and to become a university faculty member. In contrast, Deaf people in many countries have none of these opportunities, not even the opportunity of finishing junior high school. Yet, contrary to what seems to be the prevailing opinion, it does not take a great deal of money or human resources to open such opportunities to Deaf people. What it requires is a project based on good applied linguistics and anthropology tailored to fit the local situation.

In Viet Nam, as late as the year 2000, Deaf people had little opportunity to go to school beyond what in the United States would be the 5th grade level (the standard for 10-11 year olds). Historically, the first school for Deaf people in Viet Nam was established during the French colonial period in 1886 in Lai Thieu (Binh Duong Province) about 35 kilometers northwest of what was then called Saigon (now Ho Chi Minh City). This school was established by a French priest, Father Armar. Around the time the school was established, a Vietnamese Deaf man named Nguyen Van Truong and a group of Vietnamese Catholic nuns went to France to learn about Deaf education and returned to Viet Nam to run the school. This school remained the only school for Deaf people in Viet Nam from 1886 until 1972. From 1886 to 1945 Deaf people from all over Viet Nam could attend this school. However, in 1945 Viet Nam was partitioned and remained partitioned until reunification and liberation in 1975 and Deaf people living in the North of Viet Nam had no opportunities to attend formal schooling from 1945-1972, since they could not travel to the school in Lai Thieu in the South of Viet Nam and since the Vietnamese government in the North had to focus its energies and finances on the struggle for the reunification of Viet Nam as one independent country.

In 1972, the first class for Deaf students was established in the capital of Ha Noi. After liberation and reunification in 1975, a school for Deaf people in Hai Phong (the second largest city in the North of Viet Nam) and a school for Deaf people in Ha Noi were established by the Vietnamese government in 1975 and 1976 respectively. The focus of these two schools was on vocational rather than academic training and the philosophy was more focused on 'care-taking' rather than on education.

In 1986, one private day school was established for Deaf people in Ho Chi Minh City. While this school used some signing similar to the signing used in the Lai Thieu residential school, the school rather quickly shifted to oral-only instruction due to the philosophy of teacher training in

Deaf education provided by a Dutch NGO which began in 1989 under the Vietnamese government's new 'open-door' policy.

Because the Dutch-sponsored teacher training program in Deaf education was the first of its kind in Viet Nam, it had a great impact on Deaf education. Existing schools switched to a focus on oralism. At the same time, people began to see the need for more academic education rather than vocational education only. Because of raised public awareness, more than 50 new schools for Deaf people were established in Viet Nam between 1989 and 2000. In general, these new schools, while more academic, only attempted to provide education to the 5th grade. The great majority of schools did not employ any signing in classroom instruction.

In 1995, one school opened a limited junior high school education, but by 2000, when the project in this paper began, the most senior students in this limited junior high school program had only reached the 7th grade.

This paper describes 'Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching and Interpretation,' a project begun in 2000 that has provided Deaf adults in Viet Nam with their first opportunity for higher educational programs taught in Vietnamese sign languages and written Vietnamese. The purpose of this project is both to improve higher educational opportunities for Deaf people in Viet Nam and to demonstrate that most countries in the region could establish indigenous tertiary educational programs for Deaf people even if the country has few financial and human resources it can call upon, no previous sign language analysis and only the most basic level of Deaf education.

Focusing on the innovative aspects of the project, the paper describes: 1) the steps in the development and implementation of the project in Viet Nam, 2) the components of the project, particularly the curriculum used in the certificate programs in sign language analysis and sign language teaching, 3) the relevance of the project to recommendations of the World Federation of the Deaf, the United Nations and UNESCAP (United Nations Economic and Social Commission for Asia and the Pacific) and 4) the impact on adult Deaf students and their families. In addition, in one of our appendices, we show how other countries in the region can establish similar programs at total approximate annual cost of U.S. \$50,000 for a program of 30-40 Deaf adults.

1. DEVELOPMENT AND IMPLEMENTATION OF THE PROJECT

The Vietnamese project described in this paper is based on an earlier successful project in Thailand, known as The WDL (World Deaf

Leadership) Thailand Project (see UNESCAP 1997). This Thai project was a collaborative effort of the Gallaudet-Nippon WDL program at Gallaudet University, U.S.A.; The National Association of the Deaf in Thailand; and Ratchasuda College, Thailand. The WDL Thailand Project succeeded in training, certifying and employing 23 Thai Deaf people as teachers of Thai Sign Language within a four year period. The major funder of the WDL Thailand Project, The Nippon Foundation, was pleased with its success and wished to expand the positive effects of the Thailand WDL project to other countries, especially those in the Asian-Pacific region. Therefore, a member of The Nippon Foundation who had observed the Thai project asked the local project director in Thailand, James Woodward, to produce a concept paper relating to this issue.

In the concept paper, Woodward (1999: 1) argued that the WDL Thailand Project succeeded:

because prior to the implementation of the Thai Sign Language teacher training program, Thailand had already established a strong preparatory foundation in sign language analysis and because the Thai government had already established Ratchasuda College as an institution dedicated to providing tertiary education to Deaf (and to blind) students.

This exact model, however, would not work in other countries in the area.

Most other countries in the Asian-Pacific region differ from Thailand since they do not yet have a strong preparatory foundation in sign language analysis and since the governments of these countries have not yet established university programs for Deaf people. Thus, these countries cannot simply copy Thailand's program, they must set up programs according to their own financial and human resources and such programs must be designed with particular reference to their current level of sign language analysis and of Deaf education (Woodward 1999:1).

The concept paper recommended that

countries in the Asian-Pacific region need to have a model program developed from scratch in a country that has few financial and human resources it can call upon, no previous sign language analysis, only the most basic level of Deaf education, but a strong commitment to improving educational opportunities for Deaf people (Woodward 1999: 1)

and identified Viet Nam as an ideal place for the development of the model program.

Through a series of fortuitous opportunities, Woodward had the opportunity to meet Nguyen Thi Hoa, an experienced teacher of Deaf students, who became interested in the WDL Thailand project and its possible adaptation to Viet Nam. After observing the Thai WDL Project for herself, Hoa came to believe that a similar project could be established in Viet Nam. Recalling these events in a presentation at Deaf Way II, Hoa explained the sequence of events that led to her commitment to the project.

When I first found out about James Woodward's idea to start a project in Viet Nam to train Deaf people to become teachers, I was not really sure if Deaf people could become teachers. I had never seen any Deaf professionals in my life and had been taught to think that sign languages were not real languages.

Fortunately, I had the opportunity to visit the WDL Program in Thailand and to meet the Deaf students who were training in that program, including Ms. Peoungpaka. After I saw the model in Thailand, my ideas began to change. (Hoa 2002)

After her visit to Thailand, Hoa was then instrumental in promoting such a project in Viet Nam and in locating an appropriate sponsoring agency in Viet Nam for the project. After a number of discussions in various areas in Viet Nam, the Dong Nai Department of Education and Training displayed the most interest and commitment to the idea of a model project in Viet Nam. After consultation with the People's Committee of Dong Nai, the Dong Nai Department of Education and Training agreed to administer the project if it were funded.

A final project proposal of two six-year phases was submitted to The Nippon Foundation and approval for the first six-year phase was granted. The proposal as funded by the Foundation was then formally submitted by The Dong Nai Department of Education and Training to the People's Committee of Dong Nai Province. Approval was granted by The Dong Nai People's Committee in May 2000 and the project officially began in June of 2000. Advertisements were sent throughout Viet Nam to schools for Deaf people, to other organizations working with Deaf people and to newspapers. Within a month, there were 100 applications from Vietnamese Deaf people who were excited about having the chance to finish junior and senior high school. Nguyen Thanh Son's comments are typical.

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

Even more important to the applicants was the fact that a program was actually saying that Deaf people could go to university and become teachers, exactly like hearing people.

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

But what almost every applicant stressed as most important was that they wanted to study in a program where they could learn and use a Vietnamese sign language.

When I was accepted to the project, I was happy that I could learn through sign language. In fact, I learned a lot of new things about sign languages from the project. When I came to study in the project, I met many Deaf people from Ho Chi Minh City and other places in Viet Nam. At first, I was shocked when I saw them using different sign languages. In my mind, I had thought that all Vietnamese Deaf people used the same sign language. But now I know that is not true and I have learned there are different sign languages in Viet Nam and all are good and all should be equally respected. (Nguyen Hoang Lam 2004, personal communication)

Applicants who were accepted came to study at the campus at Lac Hong University in Bien Hoa, Dong Nai until September of 2001 when the project moved to the Dong Nai Provincial Teacher Training College (Cao Dang Su Pham, Dong Nai).

2. THE COMPONENTS OF THE PROJECT

The approved project has four major components: 1) a certificate program to train Vietnamese Deaf people in sign language analysis, 2) a certificate program to train Vietnamese Deaf people in sign language teaching, 3) a general adult high school program taught in Vietnamese sign languages and written Vietnamese, 4) a sign language interpreter training program that will train hearing people to interpret for Vietnamese Deaf people in college and university programs.

Certificate program in sign language analysis

The program in sign language analysis was established because prior to the project there were no sign language dictionaries, grammatical handbooks or teaching materials for any of the sign languages in Viet Nam. The certificate program is designed to teach Deaf people in Viet Nam how to analyze their own sign languages, how to make dictionaries of sign languages in Viet Nam and how to produce grammatical handbooks for sign languages in Viet Nam. It is also a prerequisite for entering the sign language teacher training program. The program in sign language analysis has two levels, each level being the equivalent of 15 university credits (225 periods of instruction). The curriculum for each level is included in Appendix A.

Certificate program in sign language teaching

The program in sign language teaching was established because prior to the project there were no formal materials for teaching any of the sign languages in Viet Nam and no Deaf people trained how to teach their sign languages to hearing people. The certificate program is designed to train Deaf people in Viet Nam how to teach their sign languages to hearing people, especially to hearing people who want to become sign language interpreters. The program in sign language teaching is based on the Certificate Program in Teaching Thai Sign Language at Ratchasuda College but is modified specifically for teaching sign languages currently used in Viet Nam. Two American Deaf university professors, Mike Kemp and Jean Gordon, who previously taught in the WDL Thailand Project and one Deaf Thai WDL graduate, Peoungpaka Janyawong teach this program. The program in sign language teaching has two levels, each level being

the equivalent of 15 university credits (225 periods of instruction). The curriculum for each level is included in Appendix B.

Adult High School program

The adult high school program was established because prior to the project there were no special classes or schools where Deaf people had completed either junior or senior high school. The high school program is designed to allow Deaf people full entrance into college and university programs. Since almost all Deaf people in Viet Nam only have a 5th grade education, Deaf students need several years to complete all high school requirements. To facilitate relatively quick completion of high school requirements, the project is using the adult high school curriculum approved by Viet Nam's Ministry of Education and Training. In this curriculum, students can complete 3 years of course work in a 2-year period.

In addition, students are allowed, in fact, encouraged to learn in a Vietnamese sign language as well as in written Vietnamese. All hearing high school teachers in the project must complete a minimum of three months instruction in Ho Chi Minh City Sign Language before they are allowed to teach Deaf students. The use of a Vietnamese sign language in addition to written Vietnamese has allowed our students to complete a full year school curriculum in one academic year. (When they were not using a Vietnamese sign language, it took two or more years to complete one academic year.) When students talk about the program, they often use the phrase, "One year, one grade" to describe the program.

Students are also encouraged to give input into instructional strategies used by the hearing teachers. Students evaluate teachers on their effectiveness in communication as well as in teaching strategies. If a majority of students in a class feel that the teacher is ineffective due to communication or other difficulties, the teacher is replaced.

Sign language interpretation program

Within the next two years, the project will implement a program in sign language interpretation. The sign language interpretation program needs to be established because prior to the project, no attempts at training hearing people to become sign language interpreters in Viet Nam had been made. Yet, in Viet Nam, as in most countries, proficient sign language interpreters are a prerequisite for Deaf people to succeed at college, university and as highly trained professionals let alone to achieve general

equity in a society where they are a linguistic minority.

The sign language interpretation program will train hearing people who are already skilled in Vietnamese and in one or more sign languages in Viet Nam in how to become interpreters for college and university level courses. Deaf students who complete the sign language teacher training program will help train the hearing interpreters. Most of the (Deaf) students in the program want to become teachers of younger Deaf people. After completion of high school and with adequately trained sign language interpreters, many of our students will be able to complete the course of study for teachers in the Dong Nai Teachers Training College.

3. THE PROJECT IN INTERNATIONAL CONTEXT: RECOMMENDATIONS OF THE WORLD FEDERATION OF THE DEAF, THE UNITED NATIONS AND UNESCAP

There are a number of innovations in this project, including but not limited to the acceptance of Vietnamese sign languages as one of the appropriate mediums of instruction, the training of all hearing Vietnamese and Deaf and hearing non-Vietnamese teachers in Vietnamese sign languages by the Deaf adult students, the use of foreign Deaf sign language professors (with M.A. and Ph.D. degrees) as role model instructors for adult Vietnamese Deaf students, Deaf adult student input into teaching strategies and Deaf adult evaluation of hearing teachers.

All of these innovations are due to the acceptance of a cultural rather than the medical model of Deafness. It is not surprising, therefore, that this project directly reflects many recommendations made by the World Federation of the Deaf on sign languages, Deaf cultures and Deaf education. Some of these recommendations were made by the World Federation of the Deaf as an independent representative of Deaf people worldwide and some were made as a result of its Class B membership in the United Nations and were adopted by the United Nations as recommended policy. WFD recommendations relevant to the project include:

1. "Sign languages should be the first language of Deaf persons....and each country should develop its native and indigenous sign language dictionary" (United Nations Office at Vienna, 1989: 35)
2. "Special educational programmes and schools that promote the indigenous sign language and the indigenous Deaf culture must be available to Deaf people (and) Deaf people

should be employed in such programmes and schools” (United Nations Office at Vienna, 1989: 10).

3. “Deaf people who are advanced native speakers of their national sign language should be recognized as the legitimate arbiters in the correct usage of the indigenous sign language and should hold significant positions in research efforts to develop graphic educational materials in the sign language” (World Federation of the Deaf, 1987).
4. “Early intervention in the provision of meaningful communication opportunities to Deaf children is key to their cognitive and emotional development. Pre-school options should be developed and provided to the maximum extent possible. Deaf teachers should be employed in all such programs...”(World Federation of the Deaf, 1987).
5. Governmental and non-governmental organizations should “encourage the documentation and description of Vietnamese sign language(s), (such) as dictionaries, grammatical handbooks, sign language instructional materials and the formal training of Vietnamese sign language interpreters” (UNESCAP 1996).

4. THE IMPACT ON DEAF ADULT STUDENTS, THEIR FAMILIES AND THE LOCAL COMMUNITY

Given the similarity of the recommendations made by the World Federation of the Deaf and made on behalf of the World Federation of the Deaf by the United Nations and UNESCAP to the basic principles of the project, it should not come as much of a surprise that Deaf people in Viet Nam are quite interested in this project. In the four years that the project has been in existence, over 200 applications from Deaf people have been screened for 40 student positions and each applicant has been personally interviewed by project staff. As stated in advertisements to be accepted into the program, applicants must

1. be Vietnamese citizens over the age of 17 years,
2. be Deaf or hard-of-hearing,
3. be fluent in a sign language used in Viet Nam,
4. have participated in extensive interaction with other Deaf people in Viet Nam,

5. have graduated from primary school,
6. agree to study in the program for a minimum of 6 years,
7. and commit to work in Sign Language Analysis, Sign Language Teaching, Deaf Education or a related field upon graduation from the program.

All successful applicants had to pass a proficiency interview in their preferred signing variety. In addition, all successful applicants had to pass a rigorous interview conducted in either Ho Chi Minh City Sign Language or Ha Noi Sign Language. Each interview had two parts: 1) a sign language proficiency interview and 2) an interview to demonstrate critical thinking skills.

During the sign language proficiency interview, prospective applicants had five tasks. First, they were shown various complex geometric arrangements of objects (pens, cans, books, etc.) and asked to describe what they saw using the way they would sign to other Deaf people. Secondly, they were shown several already sequenced pictures describing the events of a story (such as a fire in an apartment building). Applicants were then asked to tell the story the way that they would tell the story to another Deaf person. Thirdly, applicants were asked to arrange a group of pictures of events into a story and then tell the story of what happened in signing. Fourthly, applicants were shown examples of two different word orders of signed sentences and asked which was the way that Deaf people would sign. Finally, applicants were shown simple written sentences in Vietnamese whose grammatical structure was known to differ from similar sentences in Vietnamese sign languages. Students were asked how they would sign the meaning of these sentences to Deaf people. All portions of the interviews were videotaped and analyzed.

During the other interview, applicants are asked to make choices and defend them. For example, applicants are asked to choose between a job in an internet center where they will earn over US \$100 a month immediately or studying for 6 to 8 years at \$30 a month for a position teaching Deaf children where they will be paid \$60 a month. Once they've made their choice, they must give a detailed explanation of why they made that choice and defend their choice against all questions from the interview panel. Again all portions of this part of the interview were videotaped and analyzed. More recently, new applicants have also had to take and pass an examination in Mathematics and Vietnamese geared at the 5th grade level in order to demonstrate that they have acquired the necessary knowledge to begin learning sixth grade materials in these subjects which are required

on all National Examinations in Viet Nam.

Currently, in this fifth year of the project, 40 Deaf students are now studying in the program. Of these, 16 (40%) are female and 24 (60%) are male; 12 students (30%) are from the North (Ha Noi and Hai Phong) and 28 (70%) are from the South. The majority (25) of the 40 students stopped school at Grade 5 and had been out of school when the project began. Despite strong encouragement from their families they had repeatedly refused to go back to school because they were bored and unsatisfied with school. Once they found out about the project using Vietnamese sign languages, however, they told their families they wanted to go back to school. One good example of this is Pham Van Hai from Ho Chi Minh City, who relates:

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

The students often have classes for 8 or more periods a day, yet they are highly motivated learners, often organizing group study sessions in the evenings where they discuss and practice what they have learned during the day. Most of the students are in their twenties like Hai; some are in their thirties. Only a small number are in their late teens. Perhaps their maturity is an important reason why they want to spend so much time at study and why many of the students have good results.

In terms of results, the students have done very well in all three

programs: the Certificate Program in Vietnamese Sign Languages, the Certificate Program in the Teaching of Vietnamese Sign Languages and in the high school program. Student results are shown graphically in the chart below.

FIGURE 1: STUDENTS' RESULTS FOR THEIR FIRST FOUR YEARS

	Accepted	Finished	Honors
S.L. Linguistics	43	41 (95%)	16 (37%)
S.L. Teaching	22	16 (72%)	6 (27%)
6th Grade	15	13 (87%)	10 (67%)
7th Grade	23	23 (100%)	16 (70%)
8th Grade	18	17 (94%)	9 (50%)
9th Grade	10	10 (100%)	5 (50%)
National Exams to Graduate 9th and enter 10th Grade	10	10 (100%)	3 (30%)

The overwhelming majority (95%) of the 43 students that were accepted for the Level 1 Certificate Program in the Linguistics of Vietnamese Sign Languages have successfully finished the program, with more than one-third of the students finishing with honors. One student withdrew for serious health reasons and the other for personal reasons. These two students will probably not finish the program.

Almost three-fourths of the 22 students that were accepted for the Level 1 Certificate Program in the Teaching of Vietnamese Sign Languages have finished the program, with more than one-fourth of the students finishing with honors. The remaining six students need to complete additional work. At this time, it is not known how many of these remaining six students will finish the teaching certificate.

The great majority (87%) of the 46 students that were accepted for the high school program are still in the program. Two students failed their courses and left the program; two students withdrew for serious health reasons; and two students withdrew for personal reasons. These six students will probably not finish the program.

It is also useful to look at performance at different grades in the high school program at the end of the first four years. The great majority of students in 6th grade and 7th grade have passed, with more than two-thirds of students in these grades finishing with honors. The overwhelming majority of students in the 8th and 9th grades have passed, with one-half of students in these finishing with honors.

Certainly the most impressive performance of the students has been on the Vietnamese National Examinations required for graduation from 9th grade (junior high school) and entry into 10th grade (senior high school). These National Examinations are a standard test designed by the Ministry of Education. The tests are given at a central center where no teachers of the students are allowed to be. No names appear on the test papers and the tests are graded anonymously by a panel of teachers who have had no contact with the students. The ten 9th grade Deaf students took the examination, the first time any class of Deaf students has taken this level of examination. All of the 10 Deaf students passed the examination, with 3 (30%) finishing with honors. (The passing rate for Hearing students in the province was 76%.) One Deaf student ranked 5th in Dong Nai Province out of 1,322 hearing and 10 Deaf students taking the examination this year. This is certainly an impressive performance by anyone's standards. On being informed of her rank of 5th out of 1,322 students, Nguyen Tien signed,

I'm thrilled and happy. What this shows is that Deaf people can study at the same level as Hearing people and perform equally well as Hearing people. It is important because it shows that Deaf people are equal to Hearing people. (Tien 2003, personal communication)

But impressive performances are not only measured by high scores. They can also come in alternative forms as excerpts from the following English translation of a letter from one of the students to The Nippon Foundation show:

I'm Luu Ngoc Tu, one of the students in the 10th grade in the project. I would like to write to let you know about our school results last school year.

When last school year started I got seriously sick. I had to go to a hospital to have an operation. Then I had to stay home to follow a treatment for 3 months. When my health became better, I came back to school. My friends and teachers helped me a lot [...] Although my health was not great; I did try to study very hard in order to catch up on the knowledge missed.

When I heard the news that all of us passed the exam, all the teachers and we students were very happy. But I felt a little sad because my score is not as high as I am used to [...] Encouragement from my parents and teachers made me feel better. I wish my sickness will go away so that I can have good health to continue my plan: senior high school with a better score.

[...] I want to be employed (as a teacher), to be included in our society and to be able to contribute to it. That's all my wishes and I think my friends' are the same...

Yours sincerely,
Tu (Luu Ngoc Tu 2003)

Having been taught by Deaf professionals like Peoungpaka, Kemp and Gordon, the students in the program already knew that Deaf people could, with proper instruction, finish high school and college or university and also attain advanced degrees. The students now know from their own performance that with appropriate instruction involving the use of Vietnamese sign languages in addition to Vietnamese, Vietnamese Deaf people can perform academically at the same level as any Hearing person in Viet Nam. They are now more than ever determined to continue with their goals of finishing high school and university education, of becoming teachers of Deaf children in Viet Nam and of promoting understanding and knowledge of Vietnamese sign languages and the cultures and histories of Deaf people in Viet Nam to Deaf and Hearing people alike. As Le Thi Thu Huong, one of the three 10th grade students who passed with honors said in her letter to The Nippon Foundation:

I'm very happy to report about our previous study. At the beginning of 9th grade we had lots of difficulties and worries. The subjects were more difficult [...] We promised ourselves that we had to do our best in studying [...] The nearer the exam came, the more nervous we were.

After finishing two days of exams, we felt a bit more comfortable.... Then the most important day came. That was the day when we knew our results. All of us passed the exam. That's great! [...] We feel self-confident now. We will study harder...

Yours sincerely,
Thu Huong (Huong 2003)

In terms of the effects on the Deaf adults' families, a number of interesting effects are noticeable. Some parents were very supportive of the project from the beginning.

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

Some of the hearing parents of the younger students expressed some concerns about their children learning through Vietnamese sign languages in addition to Vietnamese.

At the beginning, some of us were not sure that the methods used for teaching our children would be the best way for them, but soon after the project started, we saw the performance of the students and knew this way was the right way for them. (Le Ngu, board member of the parents' association, 2004, personal communication)

But no matter what their initial opinion parents see the concrete results of the project and support what the project is doing.

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

The results of the project have also clearly affected the attitudes and behaviors of a number of parents. For example, before the project began, some of the parents had not allowed their children to sign because schools had told them signing was bad. In addition, a number of parents thought that since their children had been taught orally and since they had never seen their children sign that their children could not sign or at least not sign well and might have difficulty in the program. Of course, had this been the case, their children would not have been accepted into the program. In

fact, many of the students whose parents expressed concern were excellent signers and the parents were quite surprised to find that their children were fluent signers. After observing their children in the program, some of the parents who didn't know their children signed started learning signing from their children. Other parents who had signed a little with their children now do so more often and with pride in their children's linguistic abilities. Almost all the parents now allow the students to choose whatever form of communication they prefer. The parents have also formed a parents' association to support the students and almost all of the parents are actively involved in the association. The parents' association has become a strong advocate for the project.

We parents are very happy and strongly support the project. As parents, we wished for our children to be able to study at a high level. But we thought this was a dream because before this project no school in Viet Nam had tried to teach Deaf people at a higher level of education. But people in this project have made our dream become reality. We are very happy and totally support the project. We have no doubt about any part of the project and we think we will get more success in the future. (Le Ngu, board member of parents' association 2004, personal communication).

The confidence of parents in the parents' association has been helpful to other parents who have had initial doubts about letting their children be educated in a program that uses signing. Several first year parents in the association were instrumental in convincing three sets of concerned parents of the second year students to allow their children to participate in the program.

In relation to the impact on the local community, we had anticipated eventual positive effects after the students completed their training and began teaching hearing people in the community. But, interestingly, we didn't have to wait more than two weeks at Lac Hong University before we had four hearing students coming to the program and asking the Deaf students to teach them signing. Over the first year of the program more than 20 people came to the program to ask when we would begin offering sign language classes. In addition, hearing people working at local restaurants quickly realized that learning basic signing was good for their business as well as a lot of fun.

Even more interestingly, when the project moved to the Dong Nai Teachers College, in September of 2001, the impact occurred even more quickly. Within a few days, hearing students at the dormitory had come to

the Deaf students on their own initiative to learn how to sign. In less than two months, 22 hearing students started learning informally from the Deaf students in the evenings. Since the opening of short formal sign language classes in January of 2002, more than 100 Hearing students at Dong Nai Teachers College have been involved in voluntarily learning Vietnamese sign languages. Deaf students have also taught short courses in Vietnamese sign languages for travel agency staff and at universities in Ha Noi and in Ho Chi Minh City. The teaching experiences have been very positive as shown in the quotes below from two students.

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

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

The performance of students in the Vietnamese National Examinations has had a profound effect upon the attitudes of many of the Hearing people in Viet Nam who know about the results.

All of the students work very hard and respect the teachers. When the reporter interviewed the Deaf students through an interpreter, the reporter realized that many of the students are intelligent and get good results. From the general results of 60% of good and excellent students and especially from the results of 100% passing the National Examinations it is obvious that the students have overcome all difficulties to achieve these results and that all of the teachers have given their best to the students. (Nguyet Trinh 2003).

A high ranking member of The Dong Nai Department of Education and Training has submitted a written request to the People's Committee of Dong Nai Province to establish a permanent high school and college for Vietnamese Deaf people. There have been enquiries from people from other provinces about how they could set up such a program. A television

special was produced by Dong Nai TV about the project during which people interviewed from outside the project agreed on the importance of the project for Viet Nam and suggested other similar programs should be established in Viet Nam. While we have not yet obtained a copy of the program to extract quotes from for this paper, the program was similar in tone to that taken in earlier newspaper reports about the project.

Before this project, Deaf people were living in society but it seemed like there was a wall around Deaf people and the society didn't really involve Deaf people because society thought that Deaf people didn't have ability and that's why Deaf people haven't had a good life in Viet Nam. (Ha Phuong 2001)

For a long time in Viet Nam, Deaf people in Viet Nam did not have the opportunity to upgrade their knowledge [...] Deaf people had to study in the same way as hearing people [...] In June of 2000, this project opened a new future for Deaf people [...] I was surprised at the intelligence of the Deaf students. I observed a Vietnamese Literature class. Even though they didn't speak and they only interacted through sign language, the teachers could explain the subject and the students could understand. I hope that this kind of model can be opened in other places in Viet Nam. (Cao Hao 2002)

When I observed classes for the Deaf in the project, from the teachers and the students there was no voice and no sound but the atmosphere of the class was very active and exciting. The students were very focused, there was much participation and the students liked what they were doing. One thing that surprised me is that in the morning students study sign language analysis and sign language teaching and in the afternoon they are students in the high school program. Their program is very rigorous because they are training to become teachers. (Dang Tuoi 2001)

The project is succeeding in Viet Nam and similar programs can succeed in other countries with proper design and implementation based on anthropological and linguistic research on local indigenous sign languages and Deaf cultures and with the establishment of the program within a cultural/linguistic framework that is acceptable to the larger Hearing culture(s) in the country. Such programs can also be established in many countries at an approximate annual cost of US\$50,000 per year – a very low cost, compared to other types of international 'development'.

This approximately \$50,000 per year can easily support 30 to 40 students. Our budget expenditures (see Appendix C for breakdowns of each year's expenses) for all costs for our project for the first four years were:

Year 1 (June 2000-Dec 2000)	15 Deaf Students	\$ 28,790
Year 2 (Jan 2001-Aug 2001)	14 Deaf Students	\$ 21,975
Year 3 (Sep 2001-Aug 2002)	30 Deaf Students	\$ 49,795
Year 4 (Sep 2002-Aug 2003)	27 Deaf Students	\$ 38,419
Total		\$ 138,979
Average per year		\$ 34,745

5. CONCLUSION

This project clearly shows that it was possible to set up a successful higher educational program for Deaf adults in Viet Nam at a relatively low cost. There are a number of factors that have contributed to the success of this project.

1. The project chooses a limited number of the best and most motivated adult Deaf people from all over Viet Nam. We only select students we think can succeed because we have a limited amount of money and human resources and we keep class sizes low (10-12 students).
2. The students in the project had to demonstrate maturity and a commitment to a future career in sign language teaching and/or teaching Deaf children before they were accepted into the project.
3. The project is based on high quality anthropological linguistic research on Vietnamese sign languages and Deaf cultures. The Project Director had spent more than 30 years conducting anthropological linguistic research in a number of countries throughout the world before coming to Viet Nam. The Project Director, while he was living in Thailand, had visited Viet Nam and collected preliminary data on Vietnamese sign languages three years before the project began. From this data collected in 1997, the Project Director determined (see Woodward 2001 and 2003) that there are at least three major historically related sign languages in use in Viet Nam which would have to be built into the project (Ho Chi Minh City Sign Language, Ha Noi Sign Language and Hai Phong Sign Language.) The Project Director moved to Viet Nam six months

before the project began and spent these six months conducting participant-observational research with Vietnamese Deaf adults. This research formed the basis for the training in sign language analysis and sign language teaching given to the first group of students before the high school program began.

4. The Vietnamese Deaf adults in the project began studying high school only after they had spent six months time in intensive training in sign language analysis and sign language teaching.
5. Vietnamese hearing teachers had to demonstrate a commitment to spend three months learning sign language from Vietnamese Deaf people before they were hired. They also had to agree that they would attempt to use Vietnamese sign languages in class as they had been taught by the Deaf adults and to accept corrections in their signing offered by their Deaf adult students. The teachers were also informed that if a majority of Deaf adult students in class felt that they were poor communicators, they would not be kept in the project. (Two teachers are no longer in the project because of this situation.)
6. Vietnamese hearing teachers working in the project are not normally dependent exclusively on the project for their livelihood. Most are government teachers of hearing students who are committed to working in the project outside their normal activities because they want to improve the educational situation for Deaf people not because they need the money from the project in order to survive.
7. The project is located in a province that is willing to experiment with new projects, has the support of the Provincial Government and is administered at the macro-level by the Provincial Government authorities who grant diplomas and certificates.
8. The project is independent of all other schools and programs for Deaf individuals, ensuring that the Project Director and Associate Project Director have full control over how the project should be administered at micro-level.
9. The project has adequate long-term financial support from one grantor—The Nippon Foundation. An agreement has been reached between all parties that only the amount necessary to support the project as it was originally proposed will be requested each year. Additional monies can be requested and/or granted if new project

components approved by both grantor and grantee are added. (For example, there has been some recent discussion about adding a computer training component to the current project.)

10. The project is Deaf-centered. The sign language teacher training program is designed and run by professional Deaf sign language teachers (Mike Kemp, Jean Gordon and Peoungpaka Janyawong). Only Vietnamese Deaf people who have passed the Teaching Certificates in Vietnamese Sign Languages are allowed to teach signing in the project. The project does not train hearing people to teach sign language nor will it promote hearing people teaching sign language. Deaf students train their own teachers how to sign and have the final say about what type of signing will be used in the classroom. Eventually, Deaf people will run the entire project.
11. The project encourages hearing teachers not to assume that their Deaf students understand even if the students say they do. We encourage teachers to ask different Deaf students to stand up and explain parts of the material to other Deaf students who then give feedback with the help of the teacher. The students who give the explanation must use a Vietnamese sign language and written Vietnamese and we also encourage teachers to go back and forth between the two languages in all aspects of instruction. (We don't allow signing that only transliterates a message to suffice as an explanation—the students have to provide a meaningful translation.)

It is important to note that if the project can be successfully implemented in Viet Nam, similar programs can be successfully implemented in almost any other country in the region. This is because:

1. Viet Nam has a per capita income of less than \$300 per year, one of the lowest per capita income rates in the region. As a result, Viet Nam lacks much of the infrastructure and technology already available in a number of other countries in the area. If the project can be established successfully in Viet Nam given its economic conditions, it is likely that similar programs could be established easily in most of the other countries in the region.
2. Viet Nam has one of the lowest percentages of Deaf children attending school in the region. From statistical information in a recent publication by the National Institute for Education Science in Viet Nam (see Ba and Tac 1994), it is possible to extrapolate the

following information. Fewer than 1% (probably less than 0.5%) of Deaf people who are over the age of 35 in Viet Nam have ever gone to school. Fewer than 3% of Deaf people who are between the ages of 25 and 35 in Viet Nam have ever gone to school. Fewer than 8% of Deaf people under the age of 25 in Viet Nam have ever gone to school. Deaf people in most countries in the region already enjoy higher rates of education than Deaf people in Viet Nam. Thus, if the project can be established successfully in Viet Nam, it is likely that most of the countries in the region would be able to find enough educated Deaf people to establish similar programs.

3. Until 1995, the highest educational level offered by schools for Deaf people in Viet Nam was the 5th grade of primary school. Again, if the project can be established successfully in Viet Nam, it is likely that most of the countries in the region would be able to find enough similarly educated Deaf people to establish similar programs.

In closing, we would like to stress that the higher educational program for Deaf people in Viet Nam that we have described in this paper has been successful because it is based on solid anthropological linguistic research on Vietnamese sign languages and Deaf cultures and on empowering Vietnamese Deaf people to do research on their own languages and cultures. For other higher educational programs for Deaf individuals in other countries to be equally successful, such programs must be based on similar in depth research on local sign languages and Deaf cultures and on training Deaf people to do research on their own languages and cultures. We hope that this Deaf Worlds issue in memory of Clayton Valli's contribution to sign language research will motivate a substantial number of Deaf professionals and other researchers of sign languages and Deaf cultures to take an active role in the establishment and promotion of the training of Deaf adults in linguistics and anthropology.

If you want further information about how you can encourage or participate in the training of Deaf adults in linguistics, anthropology and other social research and/or in the development and implementation of programs to provide higher educational opportunities to Deaf adults through their own sign languages, you can contact the Deaf Cultural Studies Program; 5th Floor, Cao Dang Su Pham Dong Nai; Khu Pho 3; Tan Hiep; TP Bien Hoa, Dong Nai, Viet Nam (e-mail woodyvn@yahoo.com or lachong1@hcm.vnn.vn).

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APPENDIX A

CURRICULUM FOR THE LEVEL 1 AND LEVEL 2 CERTIFICATES IN SIGN LANGUAGE ANALYSIS

Level 1

Introduction to Deaf Cultures

The study of the cultures of Deaf people in selected countries, including the differences in cultures of Deaf and hearing people in the same national contexts. We look at linguistic, social, educational, ideological and technological systems.

Introduction to Deaf History I

The study of the histories of Deaf people in selected countries from prehistory to 1830 including the interpretation of historical events from the perspectives of Deaf cultures.

Introduction to Languages and Linguistics

Phonetics, morphology and syntax and a basic overview of the world's major spoken and sign languages and language families, with particular reference to universal and unique characteristics of human languages.

Introduction to the Formational Structure of Vietnamese Sign Languages

Study of VNSLs' locations, handshapes, orientations, movements and non-manual expressions, the 'phonotactic' rules used in VNSLs and the common 'phonological' processes and changes found in VNSLs. Application of Stokoe and modified-Stokoe transcription symbols to VNSLs and practice in the transcription of signs in VNSLs.

Introduction to the Grammatical Structure of VNSLs

Study of the morphology and syntax of VNSLs. The morphology section of the course will focus on the analysis of polymorphemic signs in VNSLs.

Major inflections and derivations in VNSLs will be discussed and compared with those of other selected sign and spoken languages. Particular attention will be given to classifier verbs in VNSLs. The syntactic section of the course will focus on word order differences between VNSLs and spoken/written Vietnamese.

Introduction to the Lexical Structure of VNSLs

Introductory study of the major lexical form classes and function words in VNSL's. Discussion of the interrelationship between morphemic and lexical structure. The course will pay particular attention to lexical differences between VNSLs and spoken/written Vietnamese that cause problems for Vietnamese hearing people when they try to learn VNSLs.

Level 2

Introduction to Deaf History II

The study of the histories of Deaf people in selected countries from 1830 to the 1900.

Introduction to Deaf History III

The study of the histories of Deaf people in selected countries from 1900 to the present.

Introduction to Psycho/Neurolinguistics

A survey of major research findings in first language acquisition and language processing with particular emphasis on sign languages.

Introduction to the Sociolinguistics of VNSLs

The study of bilingualism, diglossia, language attitudes and the relationships between region, social class, gender and age, and linguistic variation in the lexical, formational and grammatical structure of VNSLs.

Introduction to the History of VNSLs

The study of the origins of basic vocabulary in VNSLs. Explicit comparisons of similarities and differences in basic vocabulary in VNSLs in Ha Noi, Hai Phong and HCM City. Discussion of important linguistic relationships between basic vocabulary in VNSLs with basic vocabulary in other sign languages, including French, American and Thai sign languages.

An Introduction to Sign Lexicography

The comparative study of selected sign language dictionaries and manuals including selection of linguistic consultants, methods of data elicitation, data recording, selection of sign entries, ‘alphabetizing’ of sign entries by handshapes and/or locations, inclusion of relevant formational, morphological and semantic information on sign entries and inclusion of sociolinguistic variations in signs.

Lexicographical Study of Vietnamese Sign Languages

Students will apply all of their previously learned information about Linguistics and the Linguistics of Vietnamese sign languages to help create manuals for and dictionaries of Vietnamese sign languages.

APPENDIX B

CURRICULUM FOR THE LEVEL 1 AND LEVEL 2 CERTIFICATES IN SIGN LANGUAGE TEACHING

Level 1 (Prerequisite: Completion of Certificate in Sign Language Analysis, Level 1)

Communication In Gestures

Students and the instructor will develop inter-communication techniques through the use of gestures without the use of a sign or spoken language. The students will move from simple concrete topics to hypothetical and abstract issues. Communication techniques learned in this course will enable students to teach VNSLs more directly to beginning students without the use of spoken/written Vietnamese.

Methods of Teaching VNSLs, Level 1

The emphasis in this course is on communicative language learning, including theories of first and second language acquisition the differences between foreign language and second language learning. The instructor will provide demonstrations in teaching a basic foreign sign language to give a first-hand experience of learning a new language. Classroom management techniques are also featured.

Instructional Design for Teaching VNSLs, Level 1

Lesson planning for basic and introductory courses in Vietnamese sign languages is the main emphasis in this course. The students will develop skills in writing course goals and behavioral objectives and incorporate

them into their day-by-day lesson plans. Throughout the course, the students will work with groups writing lesson plans. Topics on what to include and/or what not to include in the lesson plans, selections of learning activities, the importance of having a syllabus, time management and provisions for making changes in lesson plans will be stressed.

Materials Development for Teaching VNSSLs, Level 1

Review of instructional tools suited for teaching language including their appropriateness for use and/or adaptation in teaching beginning courses in Vietnamese sign languages and techniques for developing new teaching materials including site visits. Students develop their own materials and build a standard corpus of materials that can be shared by other teachers.

Practicum in Teaching VNSSLs, Level 1

The students will practise teaching basic and/or introductory level classes in Vietnamese sign languages under supervision.

Level 2

Sign Language Assessment for Teaching VNSSLs

Students study the development of assessment techniques when evaluating sign language skills of students of Vietnamese sign languages including administering sign language evaluations for class placement interviews, course examinations, diagnosis and proficiency tests of students of VNSSLs.

Methods of Teaching VNSSLs, Level 2

The course covers various methods of teaching higher level courses in VNSSLs. Focus will be on the differences in teaching basic/introductory versus intermediate/advanced courses.

Instructional Design for Teaching VNSSLs, Level 2

Lesson planning for intermediate and advanced courses in Vietnamese sign languages is the main emphasis in this course. Students develop skills in writing course goals and behavioral objectives and incorporate them into their day-by-day lesson plans.

Materials Development for Teaching VNSSLs, Level 2

The focus is on instruction in the production and use of videotapes in intermediate and advanced sign language instruction.

Practicum in Teaching VNSLs, Level 2

The students will practise teaching intermediate and/or advanced level classes in Vietnamese sign languages under supervision.

APPENDIX C

BREAKDOWNS OF EACH YEAR'S EXPENSES

	Year 1	Year 2	Year 3	Year 4
Salaries	\$ 10,220	\$ 12,337	\$ 22,962	\$ 21,805
Scholarships	\$ 4,050	\$ 3,993	\$ 13,262	\$ 8,130
Housing	\$ 1,259	\$ 0	\$ 0	\$ 0
Travel (Foreign)	\$ 2,118	\$ 3,500	\$ 8,111	\$ 3,684
Equipment	\$ 8,901	\$ 0	\$ 565	\$ 0
Supplies & Misc.	\$ 2,242	\$ 2,145	\$ 4,895	\$ 4,800
Total	\$ 28,790	\$ 21,975	\$ 49,795	\$ 38,419

By judiciously reducing costs in each of the categories, especially equipment and scholarship number and amount, it is likely some countries could support up to 50 students on similar budgets. It should also be remembered that there are three programs being funded at the same time. While it is probably ideal to have all three programs, some countries may opt for only some of the programs. Budget breakdown for the three individual programs are given below.

Cost for Sign Language Linguistics Program for First Four Years

Year 1 (June 2000-Dec 2000)	15 Deaf Students	\$ 13,016
Year 2 (Jan 2001-Aug 2001)	14 Deaf Students	\$ 6,855
Year 3 (Sept 2001-Aug 2002)	30 Deaf Students	\$ 14,480
Year 4 (Sept 2002-Aug 2003)	27 Deaf Students	\$ 12,599
Total		\$ 46,950
Average		\$ 11,738

Summaries of each year's expenses for the Sign Language Linguistics Program

	Year 1	Year 2	Year 3	Year 4
Salaries	\$ 5,400	\$ 4,722	\$ 8,564	\$ 8,564
Scholarships	\$ 2,700	\$ 1,597	\$ 5,101	\$ 3,435
Housing	\$ 840	\$ 0	\$ 0	\$ 0
Travel	\$ 0	\$ 0	\$ 0	\$ 0
Equipment	\$ 3,328	\$ 0	\$ 0	\$ 0
Supplies & Misc.	\$ 748	\$ 536	\$ 815	\$ 600
Total	\$ 13,016	\$ 6,855	\$ 14,480	\$ 12,599

Cost for the Sign Language Teaching Program for First Four Years

Year 1 (June 2000-Dec 2000)	15 Deaf Students	\$ 8,563
Year 2 (Jan 2001-Aug 2001)	7 Deaf Students	\$ 5,387
Year 3 (Sept 2001-Aug 2002)	17 Deaf Students	\$ 13,450
Year 4 (Sept 2002-Aug 2003)	11 Deaf Students	\$ 6,908
Total		\$ 34,308
Average		\$ 8,577

Summaries of each year's expenses for the Sign Language Teaching Program

	Year 1	Year 2	Year 3	Year 4
Salaries	\$ 600	\$ 552	\$ 1,464	\$ 1,364
Scholarships	\$ 1,350	\$ 799	\$ 3,060	\$ 1,260
Housing	\$ 419	\$ 0	\$ 0	\$ 0
Travel	\$ 2,118	\$ 3,500	\$ 8,111	\$ 3,684
Equipment	\$ 3,329	\$ 0	\$ 0	\$ 0
Supplies & Misc.	\$ 747	\$ 536	\$ 815	\$ 600
Total	\$ 8,563	\$ 5,387	\$ 13,450	\$ 6,908

Cost for the High School Program for First Four Years

Year 1 (June 2000-Dec 2000)	Planning	\$ 7,211
Year 2 (Jan 2001-Aug 2001)	14 Deaf Students	\$ 9,733
Year 3 (Sept 2001-Aug 2002)	30 Deaf Students	\$ 21,865
Year 4 (Sept 2002-Aug 2003)	27 Deaf Students	\$ 18,912
Total		\$ 57,721
Average		\$ 14,430

Summaries of each year's expenses for the high school program

	Year 1	Year 2	Year 3	Year 4
Salaries	\$ 4,220	\$ 7,063	\$ 12,934	\$ 11,877
Scholarships	\$ 0	\$ 1,597	\$ 5,101	\$ 3,435
Housing	\$ 0	\$ 0	\$ 0	\$ 0
Travel	\$ 0	\$ 0	\$ 0	\$ 0
Equipment	\$ 2,244	\$ 0	\$ 565	\$ 0
Supplies & Misc.	\$ 747	\$ 1,073	\$ 3,265	\$ 3,600
Total	\$ 7,211	\$ 9,733	\$ 21,865	\$ 18,912