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**ASLTA Evaluation Chair Report
By Keith Cagle**

The ASLTA conference in Tampa, Florida was very successful. 15 professional interviews were conducted. It was the largest number of candidates in ASLTA's history.

We are exploring the possibility of having our next ASLTA professional interviews in a conjunction with the CIT conference in Puerto Rico

in October 2008. If you are interested in taking the professional interview, please contact me soon.

Starting on January 1, 2008, our evaluation office is assuming, once again, the responsibility of sending a validation stamp to certified members again. If you haven't received your 2008 stamp in 2007 (after you have renewed your 2007 ASLTA membership), please contact me. Our office will send the new 2009 validation stamp to certified members on the month of their ASLTA certification date after our office receives an updated monthly membership listing from Amy Kurz, our new ASLTA membership coordinator.

I assisted the ASLTA board in coordinating and starting the new L1 Evaluation committee. Christine Wood is the chair along with Rachel Stone and E. Lynn Jacobowitz as members. They are reviewing our existing evaluation package to determine if there is a need to revise or create a new evaluation for L1 ASL teachers. This is going to be an important step for ASLTA. The committee is going to work with Gallaudet University's L1 team: Dr. Steven Novers, Dr. Amy Hile and Dr. Lauren Sims.

I also assisted the ASLTA President in appointing Tom Wills to lead the new ASLTA Professional Development Requirement committee. Its purpose is to review what professional development (e.g. linguistics, Deaf culture, methodology, evaluation) each candidate should take for future certification.

After the ASLPI and SLPI: ASL committee meetings in Tampa, I consulted with all ASLTA evaluators about the appropriate ASLPI score and SLPI:ASL rating for Provisional certification. Nearly all evaluators who have undergone the SLPI:ASL (formerly SCPI) agreed on SLPI:ASL rating of Advanced Plus or higher. Rachel Stone, one of our evaluators, consulted with Mel



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Carter and Larry Fleischer. They agreed on ASLPI rating of 3+ or higher.

The ASLTA board has approved this revision. ***It will become effective on July 1, 2008.***

Dr. Eddy Laird, the chair of ASLPI/SLPI has been active by contacting Gallaudet University's ASLPI office and NTID's SLPI office to gather the information about available ASLPI and SLPI:ASL teams across the United States for candidates to take ASLPI or SLPI:ASL. The information will be posted in our ASLTA website.

I have been working with James Womack of College of Southern Nevada on his new concept of performing SLPI:ASL through videophone and burning it on the college's server, so the external raters could access into the server and evaluate the candidate's ASL skills. We hope that it will work successfully, and then it may mean some welcome changes for our future ASLTA professional-level evaluation. Furthermore several of us also have been trying to find a best videoconferencing software or program that would show a candidate and three interviewers in the television or monitor screen. If any one of you, who is a whiz in this kind of technology, and interested to work with us, please feel free to contact us.

I couldn't be any more proud of North Carolina Board of Education for passing a requirement of ASLTA Provisional certification for K-12 ASL teachers' licensure. Here is the website for you to see what has been established:

http://www.ncpublicschools.org/sbe_meetings/0706/tcp/0706tcp03.pdf Look for page 11-12.

MaryJean Shahan, President of PA-ASLTA, and her committee has been working with Penn State Department of Education to include a requirement of ASLTA certification. She included the NC Board of Education's adoption in her proposal to PA State. North Carolina did it,

therefore another state could. I couldn't emphasize enough on the importance for other States to include the requirement of ASLTA certification for ASL teachers. We keep hearing many stories about some schools hiring teachers who have taken a few ASL courses and have not taken any training to teach ASL courses in their schools. Inclusion of ASLTA certification for teacher's licensure will ensure us that the certified teachers are at least qualified to teach ASL and in a long run, it will continue preserving the authenticity of our true language, ASL.

Other than my role as Evaluation chair, I have been working closely as a liaison between the ASLTA board and CSD-TV on production of our ASLTA's first conference video proceeding along with a DVD of "ASL Poetry" and "About Teaching ASL." We very much hope that this will become a success, and then we can continue doing the same thing for our next ASLTA conference in Phoenix in 2009.

We strongly encourage you to work toward to getting your ASLTA certification if you haven't done. You can go to our ASLTA website at <http://www.aslta.org>, and download the Provisional evaluation packet, and then start working on it.

Finally we are very grateful to our ASLTA evaluators for their dedications to the ASLTA evaluation process. Many of them have extended their terms of 6 years.

I hope your semester is going to be another good and productive one. Best regards to each of you.

Keith Cagle
ASLTA Evaluation and Certification Chair
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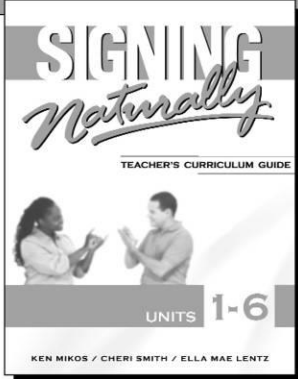
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Congratulations: SMI Scholarship Winners!

The following people received 2008 scholarships for the ASLTA certification evaluation system payments.

This was made possible by the Sign Media, Inc. sponsorship.

There will be another round of scholarships for 2009.

Glenna Ashton, ASLTA President
2005 - 2009

Provisional

Laura Hill, TX
Sam Parker, NC
Rose Adams, FL
Tanya Hoting Mrazek, MN

Qualified

Shirley McKenzie, MI
Jennifer Briggs, IL
Cindy D'Angelo, FL
Dee Hinson, AL

Professional

Sharon Lane, OH
A. Bret Cummins, MO
Christine Multra Kraft, SD
Kristin daCosta-Warshauer, MD

**Phoenix, AZ
2009 ASLTA Conference Update**

Geraldine "Gerry" Francini is the Conference Chair of the 2009 ASLTA Conference at Phoenix. Judie Cronlund is Vice-chair, Judy Mohan is Special Assistant, and Betti Bonni is Treasurer. I am Secretary. I am also responsible for public relations.

The DeafNation has agreed to become our Media Sponsor. They have the intent to support our public relations effort to spread the word that Phoenix will be hosting the 2009 ASLTA Conference at Arizona Biltmore Resort & SPA on October 28 - 29, 2009. In addition, the DeafNation will provide us with a special website for publi-

cizing the ASLTA and its future activities so that the general public could become more familiar with the ASLTA and its long range goals.

On March 15, Gerry, Judie, Judy and Larry volunteered the first ASLTA booth exhibit at the DeafNation Expo in Phoenix. Betti Bonni led another booth exhibit at the Orlando DeafNation Expo on April 5. On April 12, Judie and Judy took up the third exhibit at the Pomona DeafNation Expo.

Please feel free to ask me questions.

Larry Forestal
Secretary, 2009 ASLTA Conference

ASL Honors Society Update

The ASL Honors Society (ASLHS) proudly announcing the formation of the 60th chapter of the ASLHS! 60 schools across the United States have committed to raising student performance by recognizing high academic achievement in ASL studies. In addition to high academic achievement, students are interacting with their local Deaf communities and putting ASL into action while developing deeper appreciation for Deaf culture. Way to go, ASLHS chapter sponsors and students!

Are your students working towards higher academic achievement? Will they be formally recognized at graduation for their dedication to learning ASL? Are they applying what they learn in the classroom to the Deaf community? Can

they get the attention of college admissions representatives for studying ASL?

The answer is yes to all of this, so why haven't you signed up for the ASL Honor Society?

Checkout the web site: aslhonorsociety.org

Current ASLHS events:

- 2008 ASL Literature Competition (April 18, 2008 deadline)
- Community service
- Honor cords, Alice Cogswell Medal, Laurent Clerc Medals for graduation
- ASLHS pins for honor society induction ceremonies





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Gerry Francini Heads

2009 ASLTA Conference at Phoenix

The American Sign Language Teachers Association (ASLTA) announced that next national ASLTA conference would take place at Arizona Biltmore in Phoenix on October 29 - November 1, 2009. The ASLTA Board appointed Geraldine "Gerry" Francini as the Conference Chair. At present, Judie Cronlund, Vice-chair; Larry Forestal, Secretary and Judy Mohan, Special Assistant have started to serve on the 2009 ASLTA Conference Committee with Gerry. The Conference Committee, which has met numerous times, is anticipating approximately 400 participants from across the nation and foreign nations. Nearly 325 people attended the previous ASLTA conference at Tampa, Florida in October 2007. Further information and details are forthcoming.

ASL is the natural language of the American deaf community. In September 2007, the National Association of the Deaf (NAD) hosted "Celebrate ASL!" in observance of the World Federation of the Deaf (WFD) International Day of Sign Languages at Gallaudet University in Washington, DC. Furthermore, the NAD has reaffirmed its stance that acquisition of language from birth is a human right for every person, and that deaf infants and children should be given the opportunity to acquire and develop proficiency in ASL as early as possible.

Concurrently, the ASLTA works closely with the Conference of Interpreter Trainers (CIT). The CIT is a professional organization, which promotes educational advancement and specialized training for sign language interpreters. Undoubtedly, the ultimate success of professional interpreting depends on students' ASL proficiency, academic knowledge of the linguistic aspects of ASL, and the principles of effective interpreting in various fields such as education, business, employment, community service, and cultural enrichment.

At present, the ASLTA is the only national organization dedicated to the professional growth of teaching ASL and Deaf Studies. It is an individual membership organization comprised of ASL and Deaf Studies teachers and program directors ranging from elementary education to higher education as well as public/private service agencies in the United States.

--Larry Forestal, Secretary, 2009 ASLTA Conference at Phoenix



Phoenix, AZ



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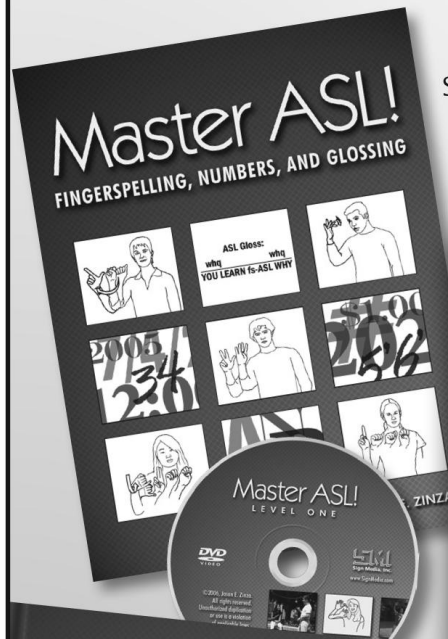
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by Jason E. Zinza



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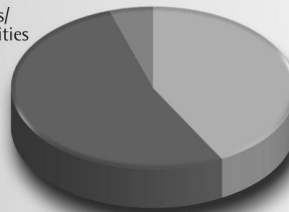
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ASLTA Committee Developing National ASL Standards

The national ASL standards committee is looking for ASLTA members interested in helping develop learning scenarios, like the one shown below. If you would like to contribute to the field of ASL education in this way, please contact Dr. Kim Brown Kurz at kbkurz@hotmail.com.

GREAT NEWS!

After more than a year's worth of meetings, discussions, and research, the initial draft of the national ASL standards has been completed. This work is significant and will be eventually published in the *Standards for Foreign Language Learning in the 21st Century*, alongside national standards for spoken languages. Below are some common questions related to these ASL standards.

Q: What's the purpose of national ASL standards?

A: National ASL standards outline the broad goals that students learning ASL should meet, whether learning ASL in Kindergarten, Grades 1-4, Grades 5-8, Grades 9-12, or in college.

Q: What are the national ASL standards?

A: First, these standards are NOT:

- a) an ASL curriculum
- b) an ASL textbook
- c) specific outcomes
- d) assessment methods
- e) a set of teaching materials

What these national standards ARE:

- a) a way to ensure that the teacher makes sure students will develop language proficiency
- b) a way to help teachers plan their teaching
- c) outlines what students are expected to be able to do at specific levels

Q: How does this impact ASL teaching?

A: The national ASL standards follow the 5 C's, which are designed to help students achieve proficiency in ASL and Deaf culture. Regardless of the level, students are exposed to key categories that help develop proficiency. In the end, national ASL standards raises expectations for student performance while providing support to meet those national standards.

Q: What are the 5 C's?

A: The 5 C's is the nickname for the national standards followed by all foreign languages taught in the United States, whether signed or spoken. These standards were developed by the American Council on the Teaching of Foreign Languages (ACTFL) and are considered the foundation of achieving proficiency in foreign languages.

Communication

Point: Communicate in ASL

- 1.1 Interpersonal (communicating with at least 1 other person)
- 1.2 Interpretive (receptive comprehension of live or recorded material)



1.3 Presentational (formally presenting information to an individual or group, whether live or recorded)

Cultures

Point: Gain Knowledge & Understanding of Deaf Culture

2.1 Practices & perspectives of Deaf culture (habits, behaviors, the things that Deaf people DO and WHY they do it)

2.2 Products & perspectives of Deaf culture (what Deaf culture produces and WHY they produce it)

Connections

Point: Connect With Other Disciplines in ASL

3.1 Reinforcing and furthering knowledge through ASL (using ASL to learn about other subjects)

3.2 Acquire information and understand distinct viewpoints (using ASL to learn about distinct perspectives and information accessible only by studying ASL and Deaf culture)

Comparisons

Point: Develop Insight into the Nature of Language and Culture

4.1 Understand the nature of language (comparing ASL and English or other languages)

4.2 Understanding the nature of culture (comparing Deaf culture with other cultures from the USA or around the world)

Communities

Point: Use ASL to Participate in the Deaf Community

5.1 Use ASL inside and outside of class (interacting with the Deaf community)

5.2 Life-long learning (developing appreciation for ASL and Deaf culture for personal enjoyment and enrichment)

Q: The national standards look like a lot of work!

A: In many cases, ASL teachers already include many of the standards. The question is, how consistent are you in doing all these? That is the point of the national standards - to make sure we teachers are consistent and thorough.

Q: How can I apply the national ASL standards better?

A: Along with the national ASL standards, the committee is developing Learning Scenarios, which are lesson plans that show how each standard can be met. Here is a sample Learning Scenario that can be used in high school or college settings:

Topic: **Deaf Sports**

1.1 Interpersonal: Students interview each other about their favorite sports

1.2 Interpretive: Students watch a recorded story about a sport

1.3 Presentational: Students give presentations explaining the rules of a game or sport

2.1 Practices: Students learn about Deaf clubs and sports tournaments

2.2 Products: Students learn about the World Games for the Deaf / Deaflympics

3.1 Other disciplines: Students view a video on Dummy Hoy (connects with history)

3.2 Viewpoints: Students learn about the history of the football huddle



- 4.1 Comparing languages: Students compare how number systems differ in ASL and English, such as giving scores
- 4.2 Comparing cultures: Students compare how Deaf and hearing teams communicate when playing a sport
- 5.1 Use ASL outside of class: Students attend a Deaf sports event
- 5.2 Life-long learner: Students become a life-long fan of a sport or game

As you can see, each national standard was met!

Q: Who is on the national ASL standards committee?

A: Glenna Ashton; Keith Cagle; Kim Brown Kurz; Bill Newell; Rico W. Peterson; Jason E. Zinza.

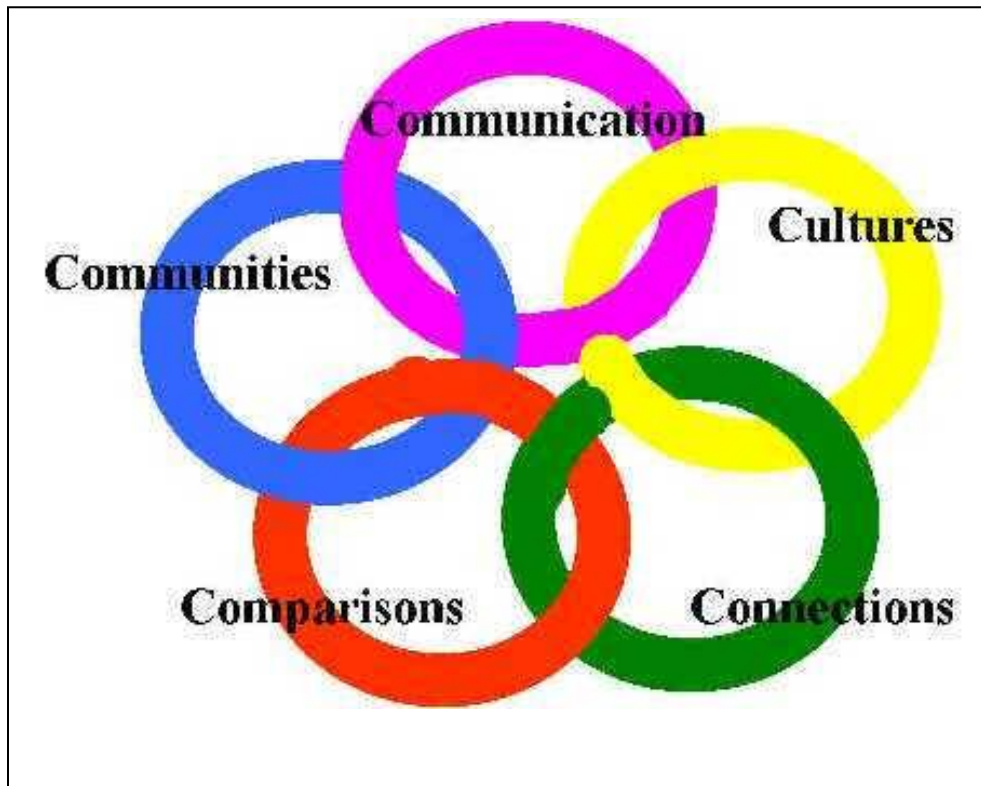
Q: Can I join the standards committee or be a reviewer?

A: If you are interested in joining the committee as a developer or reviewer and have a strong background in the national standards, please contact ASLTA president Glenna Ashton.

Q: Who else has been involved?

A: Funding for this important work has come from ASLTA, NCIEC (National Consortium of Interpreter Education Centers), and ACTFL (American Council on the Teaching of Foreign Languages). Other support has come from NTID, Central Piedmont Community College, and the Florida chapter of ASLTA.

Submitted by Jason E. Zinza





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Connections	Eyes on ASL, Journal, I Want to Know, Focus, Fingerspelling, Numbers
Comparisons	Classroom exercises, ASL Up Close, Facial Expressions, FYI
Communities	Classroom communication, Community Research, Deaf World

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What? 5th National Professional Development Conference

Where? Arizona Biltmore Resort & SPA in Phoenix, Arizona

When? October 29 - November 1, 2009

Who can attend? ASLTA Members, ASL/Deaf Studies Professors and Instructors, Program Directors, Linguists, Researchers, Interested Individuals, Sponsors, and Friends

Conference theme?

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AMERICAN SIGN LANGUAGE A Historical Perspective

Larry Forestal, Ph.D.
Lecturer/Coordinator ASL-Deaf Studies
San Diego State University

Prior to the 1960s, there was no formal recognition of American Sign Language as a language. Frederick C. Schreiber who was Executive Director of the National Association of the Deaf in 1966-1979 described the 1960s as the "Sizzling Sixties" (Gannon, 1980). During that decade, the Registry of Interpreters for the Deaf, Captioned Films for the Deaf, Centennial Celebration at Gallaudet University, Teletypewriters for the Deaf, National Leadership Training Program at CSUN, Junior NAD, National Technical Institute for the Deaf, and National Theater of the Deaf emerged.

In 1955, Dr. George Detmold who was the Dean of College at Gallaudet University appointed Dr. William C. Stokoe as chair of the English Department. At the same time, Detmold and Stokoe happened to be good friends and college mates at Cornell University. Like other hearing new faculty, Stokoe took a crash course in sign language. Subsequently, he became so fascinated with the language of signs that he attempted to start a study of sign language. Many people, including the Gallaudet faculty, hearing and deaf alike, thought that it was a foolish undertaking. In the late 1950s, *The Buff and Blue*, official student publication at Gallaudet University, reported about Stokoe's various achievements and grants from the American Council of Learned Societies and the National Science Foundation (Padden & Humphries, 1988).

In 1960, Stokoe presented his notion that sign language was indeed a language rather than a coding system for the manual representation of a spoken language in his published monograph, *Sign Language Structure* (Schein & Stewart, 1995). Gilbert Eastman, who was a drama professor at Gallaudet, expressed his

view that Stokoe would not succeed in his project and two deaf colleagues, Dorothy Casterline and Carl Croneberg, in the English Department were wasting their time working with him (Padden & Humphries, 1988). In 1965, Stokoe, Casterline and Croneberg published *A Dictionary of American Sign Language on Linguistic Principles* (Gannon, 1980). In 1971, Stokoe established the Linguistic Research Laboratory at Gallaudet. The following year he started a new journal, *Sign Language Studies* to promote scholarly articles and books on ASL, other sign languages, and the culture of deaf people around the world (Armstrong, 2000).

In the midst of academic controversy on the Gallaudet campus, Detmold played a significant role in Stokoe's continued progress with his sign language studies. Additionally, Detmold's steadfast support indicated his firm belief in academic freedom. As the first linguist of sign language, Stokoe made sign language a legitimate research topic. In addition, he defined ASL as both a native and natural language that led to the identification of deaf culture (Gannon, 1980). Ultimately, ASL became a very popular language course across America. From my historical perspective, Detmold's appointment of Stokoe as chair of the English Department was a great blessing in disguise for Deaf America.

At the age of four, I attended the New Jersey School for the Deaf. In the 1940-'50s, the NJSD adhered strictly to Superintendent Charles Jochem's academic policy of oral teaching methods at the primary and middle school levels. It was common that hearing teachers were not capable of using ASL while young deaf students habitually used it in public as well as in private. At that time, the NJSD rarely had deaf teachers of high caliber.

Historically speaking, hearing educators of the deaf generally rejected or frowned upon ASL or any form of sign language in the United States from the 1890s to 1970s. Some CODA professionals were afraid to lose the friendship of other colleagues or their teaching positions.



CODA stands for children of deaf adults. On the NJSD campus, many students were bewildered when they saw their hearing teachers signing well with deaf alumni and friends. The academic policy prohibited teachers from signing with students in the classroom setting.

My deaf parents raised my two deaf sisters and me in a small shore town of Asbury Park, New Jersey. They usually received report cards about my academic progress at the end of each semester. They noticed that my classroom teachers judged my academic intelligence based on speaking and lip-reading abilities. My father felt that my teachers were not fully recognizing of my growing potentials of reading and writing English, and my innate ability to express myself in ASL. Thanks to my regular reading activities and my parents' encouragement for frequent exposure to deaf adults at home as well as on the boardwalk at Third and Fourth Avenues, in due course, I was one of nine students from New Jersey who succeeded in passing the Gallaudet entrance examination.

During my childhood years, my father and mother had never mentioned ASL and the culture of deaf people to me. To tell you the truth, I did not thoroughly follow Stokoe's initial research on sign language while I was a student at Gallaudet. I was apparently of the middle generation between the older generation and the younger generation. The older deaf generation had an inclination to resist Stokoe's proposal that in general, deaf Americans use ASL as their base of everyday language. The older deaf people, especially the educated elite, normally signed in English word order (Padden & Humphries, 2005). The younger deaf generation tended to be more favorable to Stokoe's argument that ASL is a native and natural language of Deaf Americans. In the early 1990s, the two-language approach of teaching deaf students emerged, for example, teachers can use the bilingual approach of teaching by using two languages: ASL and English at the center schools for the deaf and charter schools for the deaf.

During the centennial convention of the National Association of the Deaf at Cincinnati in 1980, colleagues and friends of Stokoe surprised him with a newly NAD-published book, *Sign Language and the Deaf Community: Essays in Honor of William C. Stokoe*. From my historical review, Stokoe's sign language studies for approximately 45 years unquestionably indicated that he was an exceptionally dedicated advocate for the linguistic rights of deaf people. I respect his courage and determination towards the nationwide acceptance of ASL as a legitimate language. ASL is one of the approved language courses in public schools, colleges and universities. An increasing number of educational institutions have expanded learning ASL into a variety of related studies of teaching, sign language interpreting, linguistics, and research on the undergraduate and graduate levels.

If ASL were not a legitimate language, deaf people would have faced a brutal life struggle. The political and unified support of the NAD and the ASLTA for ASL as a native and natural language of deaf Americans is and will be significant in many years to come. Deaf Americans have the right to appreciate and use ASL as they please within the framework of the Constitution of the United States and the human rights of all American citizens.

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ASLTA News ...

Gone to any good conferences lately? Heard any good presenters? Share that in the ASLTA News by contacting AlysseR@aol.com. That will help all the local chapters in identifying good presenters for THEIR workshops.

Students at Work ...

The ASL Honor Society continues to grow with teachers and students realizing the importance of recognizing their students who excel in ASL studies. To create an opportunity to interact with the Deaf community, the Massapequa Chapter of the ASLHS in Massapequa, New York, hosted an ASL Bingo night. More than \$2,000.00 was raised! Money was donated to the Cleary School for the Deaf in Nesconset, NY to help pay the cost of entertainer Peter Cook, who performed on March 14, 2008. This is just one example of how the ASL Honor Society chapters are performing community service and using their ASL skills! For more information please contact Tricia McCarthy, membership coordinator, at deafinite-lyasl@aol.com or the web site at aslhonorsociety.org

ASLTA News ...

ASLTA need news, reviews of books, videos, dvds, etc, teaching tips, and original articles on all aspects of ASL / Deaf Studies. Send your contributions to AlysseR@aol.com

ASL Literature in the Classrooms

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The current thinking on the teaching of foreign languages emphasizes understanding not just the target language but the culture and people behind it. ASL literature has been expanded with many creative and scholarly works for several decades. The advent and variety of visual technology has made the literature available for teachers to use in the ASL classrooms.

Recognition and documentation of ASL literature genres has continued for several decades with a body of works in articles, books, and video materials. ASL literature materials especially designed for classroom use have also been rising. Originally, the video materials were made to be watched and discussed, and then later video materials included the authors or poets discussing their work. Finally both Deaf and ASL students were encouraged to create their own materials. The ASLTA ASL Honor Society annual ASL literature competition is a good example of this encouragement. There are also ASL performers who do workshops to encourage performance creativity such as Peter Cook, Trix Bruce, and C.J. Jones.

The training for ASL teachers to use the ASL literature information and materials effectively is much like the training in linguistics, curriculum, and other related areas, which is still up to the teacher. Active participation in workshops, conferences, courses, subscriptions to journals, listservs, and ordering or borrowing video materials is the common way for a teacher to continue their professional development. Teachers that can also perform literature pieces are not rare, as evidenced at the recent ASLTA 2007 conference in Tampa, when many shared pieces in sufficient numbers to fill a DVD.

Technology was a tremendous boost for promotion of ASL and its literature since the signed forms could be preserved, studied, and analyzed. Since the early 1900s, Deaf people



were among the pioneers ('early adapters') making the first use of any visual technology produced from cameras to online video logs (vlogs). The ASL literature performers have moved beyond the social gatherings to stage and media performances. Now with the Internet video sites such as "YouTube", it has come full circle in that anyone could post their performance efforts. A quick search of just the You Tube website shows that there are over 22,000 clips under the searchword 'Deaf' and almost 10,000 clips under the searchword for 'ASL'!

The published works on describing and/or analyzing ASL Literature seem to vary on their definition of ASL literature from a narrow to broad inclusion of categories. The first distinction is to whether to include those works done in ASL only or in English also. This also brings up whether to include those in print or in video only. Could the works done in English print be called Deaf Literature while those works done in ASL and video be called ASL literature? Does the author's or performer's hearing status or background matter? Should the body of works be limited to the common experiences of Deafness/Deafhood? Where would the arts fit in as with De'Via (artwork done with a Deaf viewpoint), Deaf theater, and Deaf dance companies since all could involve the use of ASL? This is a decision of limits or boundaries that any scholar or ASL teacher would make each time they commence any type of research or teaching on the literature aspect of Deaf Culture and ASL.

There are advantages to introducing ASL literature in all classes, even beginning, community education, or tutoring. As with all foreign languages taught, the cultural perspectives and experiences must be included, which is best expressed through the literature in the target language. The literature can also be used for linguistics study during the analysis of the works. Enjoyment of the creative use of language helps improve comprehension of the linguistics concepts and Deaf culture.

There has been recognition and documentation of ASL literature genres for several decades with a body of works in articles, books, and video materials. The common ways for a teacher to continue their professional development in ASL literature includes participation in workshops, conferences, courses, subscriptions to journals, listservs, and ordering or borrowing video materials. Technology was a tremendous boost for promotion of ASL and its literature since the signed forms could be preserved, studied, and analyzed. The definition and boundaries of ASL literature is a decision that any scholar or ASL teacher needs to make when they do research or teaching on the literature aspect of Deaf Culture and ASL. There are advantages to introducing ASL literature in all classes including exposure to the Deaf culture through perspectives and experiences and enhanced linguistic study.

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