THE DOCUMENTATION OF HO CHI MINH CITY SIGN LANGUAGE AND THE WELL-BEING OF DEAF PEOPLE IN VIETNAM

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THE CHINESE UNIVERSITY OF HONG KONG
&
NGUYEN THI HOA
CENTER FOR STUDYING & PROMOTING DEAF CULTURE
DONGNAI UNIVERSITY
No culturally Deaf people had finished Junior High School.

No culturally Deaf people had finished Senior High School.

No culturally Deaf people had finished University.

Belief among hearing people that deaf people could not study beyond 5th grade.
Culturally Deaf people were either unemployed or underemployed.
No culturally Deaf people working as teachers.
Belief among hearing people that deaf people could not work in white collar positions.
No linguistic research on sign languages.
No natural sign languages used for instruction.
No trained sign language teachers or interpreters.
Negative beliefs about and attitudes towards sign language varieties in Vietnam.
SIGN LANGUAGES IN VIET NAM

AT LEAST 3 DISTINCT BUT HISTORICALLY RELATED SIGN LANGUAGES SHARING FEWER THAN THE 62% COGNATES IN CORE BASIC VOCABULARY THAT ASL AND FRENCH SL.

<table>
<thead>
<tr>
<th></th>
<th>HCMCSL</th>
<th>HNSL</th>
<th>HPSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCMCSL</td>
<td>X</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>HNSL</td>
<td></td>
<td>X</td>
<td>54%</td>
</tr>
<tr>
<td>HPSL</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
The project on Opening University education to deaf people through sign language analysis, teaching and interpretation in Viet Nam was established in 2000 at Dong Nai provincial Teacher’s College (now Dong Nai university)

Approximately $40,000 funding a year from The Nippon Foundation, Tokyo, JAPAN.
PROGRAMES ESTABLISHED FOR DEAF PEOPLE

1. CERTIFICATE IN SL ANALYSIS
2. CERTIFICATE IN SL TEACHING
3. BILINGUAL JUNIOR HIGH SCHOOL PROGRAM
4. BILINGUAL SENIOR HIGH SCHOOL PROGRAM
5. BILINGUAL UNIVERSITY PROGRAM
CENTRAL INVOLVEMENT OF CULTURALLY DEAF SL USERS

- Deaf people trained in SL analysis and documentation.
- Deaf people trained in SL teaching.
- Deaf people train their teachers in HCMCSL.
- Deaf people evaluate their teachers.
- Deaf people can decide about retention/ dismissal of teachers.
EDUCATIONAL SITUATION FOR DEAF PEOPLE IN VIET NAM WHO HAVE BEEN INVOLVED IN THE PROJECT

- 69 Culturally Deaf people finished junior high school (2003-2016)
- 46 Culturally Deaf people finished senior high school (2006-2016)
- 17 Culturally Deaf people finished university (2012-2016)
- Belief among hearing people that deaf people should study beyond 5th grade and can study in university
First (left) and Second (right) Junior High School Graduating Classes (2003 & 2004)
Deaf students of BA. Program
Many Culturally Deaf people with higher education are better employed

15 Culturally Deaf people working as teachers (2012-2016)

Belief among hearing people that deaf people can work in white collar positions.
Outcome of Students after Graduating Senior High School

- 61% studying in university
- 29.2% employed
- 4.9% self-employed
- 4.9% looking for job
CURRENT STATUS AFTER GRADUATING FROM COLLEGE

- 88.23% employed
- 5.88% continue to study
- 5.88% looking for job
Published and ongoing linguistic research on sign languages (establishment of the Dong Nai University Center for Studying and Promoting Deaf Culture)

Natural sign language used for instruction in high school/university

Trained deaf sign language teachers and interpreters

Negative beliefs about and attitudes towards sign language varieties in Viet Nam lessening.
## Some Findings Related to Morphological Differences Between HCMCSL and Vietnamese

<table>
<thead>
<tr>
<th>Form Class</th>
<th>Inflected For</th>
<th>HCMCSL</th>
<th>Vietnamese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>Number Incorporation</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Classifiers</td>
<td>Adposition Incorporation</td>
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</tr>
<tr>
<td>Classifiers</td>
<td>Number Incorporation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Verbs</td>
<td>Object Incorporation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Verbs</td>
<td>Classifier Incorporation</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Verbs</td>
<td>Subject Agreement (Person)</td>
<td>Yes</td>
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</tr>
<tr>
<td>Verbs</td>
<td>Source Agreement (Person)</td>
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</tr>
<tr>
<td>Verbs</td>
<td>Object Agreement (Person)</td>
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<td>No</td>
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<tr>
<td>Verbs</td>
<td>Goal Agreement (Person)</td>
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<td>No</td>
</tr>
<tr>
<td>Verbs</td>
<td>Number Incorporation</td>
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<td>No</td>
</tr>
</tbody>
</table>
## SOME FINDINGS RELATED TO SYNTACTIC DIFFERENCES BETWEEN HCMCSSL and VIETNAMESE

<table>
<thead>
<tr>
<th>DIFFERENCES</th>
<th>WITH</th>
<th>HCMCSSL</th>
<th>VIETNAMESE</th>
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</thead>
<tbody>
<tr>
<td>STATEMENTS</td>
<td>SINGLE WORD OBJECT</td>
<td>SOV</td>
<td>SVO</td>
</tr>
<tr>
<td>STATEMENTS</td>
<td>OBJECT INCORPORATION</td>
<td>SO(HEAD)VO(MODIFIER)</td>
<td>SVO</td>
</tr>
<tr>
<td>WH-QUESTIONS</td>
<td>SUBJECT=WH-QUESTION WORD</td>
<td>OVS</td>
<td>SVO</td>
</tr>
<tr>
<td>WH-QUESTIONS</td>
<td>SUBJECT=WH-QUESTION PHRASE</td>
<td>OVS</td>
<td>SVO</td>
</tr>
<tr>
<td>WH-QUESTIONS</td>
<td>OBJECT=WH-QUESTION WORD</td>
<td>SVO</td>
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<td>WH-QUESTIONS</td>
<td>OBJECT=WH-QUESTION PHRASE</td>
<td>SO(HEAD)VO(MODIFIER)</td>
<td>SVO</td>
</tr>
<tr>
<td>AUXILIARIES</td>
<td>V+AUX (SEPARABLE)</td>
<td>AUX+V (NON-SEPARABLE)</td>
<td></td>
</tr>
<tr>
<td>NEGATIVES</td>
<td>V+NEG (SEPARABLE)</td>
<td>NEG+V (NON-SEPARABLE)</td>
<td></td>
</tr>
<tr>
<td>NUMERALS</td>
<td>N+NUM</td>
<td>NUM+N</td>
<td></td>
</tr>
<tr>
<td>ADPOSITIONS</td>
<td>N+POSTPOSITION</td>
<td>PREPOSITION+N</td>
<td></td>
</tr>
</tbody>
</table>
CERTIFICATE IN SIGN LANGUAGE ANALYSIS

- How to analyze sign languages.
- How to make dictionaries and grammatical handbooks of sign languages.
- Prerequisite for Certificate in Sign Language Teaching
- Prerequisite for Certificate in Sign Language Interpretation

- Introduction to Linguistics
- SL Phonology
- SL Morphology
- SL Syntax
- SL Semantics
- Deaf History
- Deaf Culture
SIGN LANGUAGE DOCUMENTATION EFFORTS

- Project established in Dong Nai.
- Local SL documentation (HCMCSL).
- Teaching in local SL (HCMCSL).
- Students accepted from all Viet Nam.
- Students allowed to use any SL.
- SL bilingualism is encouraged.
COMPILING THE DICTIONARY AND TEACHING MATERIALS

- Photographing Signs
- Producing Line Drawings from Photographs
- Organizing the HCMCSL/English Dictionary by Handshape, Orientation, and Location
- Organizing the Vietnamese/HCMCSL Dictionary by the Vietnamese Alphabet
Books Published in 2007

HO CHI MINH CITY
SIGN LANGUAGE
STUDENT HANDBOOK 1
LEVEL 1
THE HCMCSDL
PRODUCTION TEAM
First International Edition

HO CHI MINH CITY
SIGN LANGUAGE
COMPANION DICTIONARY TO
STUDENT HANDBOOK 1
LEVEL 1
THE HCMCSDL
PRODUCTION TEAM
First International Edition

NGỌN NGỮ KÍ HIỆU
THÀNH PHỐ HỒ CHÍ MINH
TƯ BIẾN ĐI KÈM THEO
SÁCH HỌC VIỆN 1
TRÌNH ĐỘ 1
BAN BIẾN SOẠN
DỰ ÁN GIAO DỤC NGƯỜI ĐIỂM VÍN
Xuất bản lần 1

NGỌN NGỮ KÍ HIỆU
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SÁCH HỌC VIỆN
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Xuất bản lần 1
CERTIFICATE PROGRAM IN SIGN LANGUAGE TEACHING

- Trains Deaf people how to teach their sign languages to hearing people, especially to their hearing teachers and to people who want to become sign language interpreters.

- Courses are taught only by Deaf professional sign language instructors and supervised by experienced Deaf sign language teachers and experienced hearing teachers of second languages.

- Communication in Gestures
- Methodology of Sign Language Teaching
- Instructional Design for Teaching Sign Languages
- Materials Development for Teaching Sign Languages
- Practicum in Teaching Sign Languages
CERTIFICATE IN SLI

- Make Sign Language Interpretation become a professional career.
- Provide educational SLI to support Deaf people studying in higher education.
- Provide SLI for community activities.

- History of interpretation
- Interpretation models
- Ethics for interpreters
- Interpreting process skills
- Interpreting techniques
- Demand Control Schema framework
- Interpreting in educational settings
- Team work
PROFESSIONAL TRAINERS
THE FIRST COHORT
6 students

THE SECOND COHORT
5 students
ROLES OF DEAF MENTORS

1. Teach advanced sign language skills
2. Provide Sign models
3. Check perception and production skills of the interpreters and give feedback
4. Contribute in making the rubric to evaluate the skill of interpreters.
DEAF MENTORS WITH THE LECTURERS
Deaf mentors discuss with the hearing students how to interpret

Deaf mentors give feedback to hearing students
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Email: hoatng@yahoo.com (Ms. Hoa Nguyen)
      woodyvn@yahoo.com (Dr. J. Woodward)