Chapter 1 : Sociolinguistics of sign languages - Wikipedia

Without knowledge of the deaf community, teachers are essentially trying to prepare deaf children for what, from the teacher's perspective, is the unknown. The vehicle for learning about deaf community and culture is language, in particular, ASL.

Learn ASL Language variation in sign language As found in all human languages both signed and spoken observed by linguists, language naturally changes over time and geography. It also varies from person to person, across regions, and situations. Sociolinguistics is the study of the relationship between language and society. In sociolinguistics, linguists study interaction between linguistic and social variables and how language is used in various settings and situations. One of the areas in sociolinguistics that linguists study is variation in language. Variation is commonly defined as "a different way of saying the same thing" e. There are different types of variation: Regional variation This common type of variation is that a few signs of the same language ASL are different across regions in North America; nevertheless, ASL speakers still understand one another. The sign for "Halloween" and "pizza" have more variants than other signed words. Phonological variation A difference in the form of a ASL word that is not incorrectly pronounced is due to phonological variation but not due to regional variation. This handshape-based difference is the pinkie: This difference is an analogue to the difference in a spoken language, such as "color" in American English and "colour" in Canadian English. But again, this sign "surgery" is not due to the regional variation. The sign of this phonological variation is not found in regional variation but in individuals within the same regional community. A sign may be phonologically variable in register variation. The sign KNOW, for example, is on the higher part of the head in formal citation yet it is often used on the lower part of the head in informal situation. Another phonological variation is the accents. Ethnic variation Ethnic variation can be derived from different backgrounds of Deaf ASL-speaking people. For example, there are some variations of the signs between Black Deaf and White Deaf signers where there were segregated Deaf schools in the past in the U. Other types of variations Contextual variation is how an ASL speaker uses different forms for the same meaning or concept in a formal lecture and in an everyday settings. Like other languages, historical change and sociolinguistic variation exist in American Sign Language as well as other signed languages. Related Posts Also see phonological co-articulation in sign language.

Chapter 2 : The Sociolinguistics of the Deaf Community by Ceil Lucas

This is a unified collection of the best and most current empirical studies of socio-linguistic issues in the deaf community, including topics such as studies of sign language variation, language contact and change, and sign language policy.

Initially, this concept made me nervous about the role of citizen sociolinguistics. Other citizen sociolinguists, of course! In at least some cases, citizen sociolinguists are the best candidates to point out this misperception of monolingualismâ€"and the most likely to make any impact. To which the counterman might reply: Several websites offer guides to help outsiders through the stressful process of ordering cheesesteaks here. These guides suggest that another language Cheesesteakese? Typical tips include advice like this: The author of the above guide to ordering cheesesteaks also describes her own version of multilingualism, as she attempts a modified yet successful! A huge variety of Englishes are on display in service encounters there. Monolingual language demands were a proxy for his own xenophobia. The anti-immigrant sentiment behind the sign became explicit when he posted another sign above it: A movement began to remove the signs now plural. Eventually, this controversy, which took place largely via the popular press and, through citizen sociolinguistic argumentation , had a tangible impact. And, finally, shortly after the signs came down, a Philly. So, even in the face of perceived monolingualism propagated by a citizen sociolinguist like Joey Vento, other citizen sociolinguists may be the best situated to illuminate the presence of multilingualism. No community is truly monolingualâ€"and it seems when a citizen sociolinguist claims it is, they may have ulterior motives. Fortunately, other citizen sociolinguists are out there describing this dynamic, bringing multilingualism to light, and explaining it to others. Are you aware of multilingualism around you? What form does that multilingualism or perceived monolingualism take? How do you respond?

Chapter 3 : Project MUSE - Sociolinguistics in Deaf Communities

The Sociolinguistics of the Deaf Community has 5 ratings and 1 review. This is a unified collection of the best and most current empirical studies of soc.

Additional Information In lieu of an abstract, here is a brief excerpt of the content: Academic Press, New York, This text examines some of the influences of social and cultural variations within the deaf community on the linguistic patterns of ASL and contact signing. The 13 chapters by various authors are divided into four sections, each with a central theme: Eleven of the chapters are research based with clearly identified questions and, for the most part, comprehensive reporting of the methodology and data analysis. The editor, Ceil Lucas, did a commendable job at compiling some of the latest research and thinking in this field. The text illustrates the complexity of societal and cultural forces associated with the social and educational interactions of deaf children and deaf adults. The studies were conducted in a range of areas including transliteration , interpreting, ethnicity, lecturing in ASL, identification and communication patterns within the black deaf community , story telling, attitudes toward ASL and English, and different features of ASL. The findings from these studies are illuminating, perhaps more for the questions they raise than the answers they provide. This is not an unexpected or disheartening outcome of the text. Understanding and responding to the communication behaviors and other aspects associated with deafness is a challenging task for many professionals, and this text reinforces this notion. Whether readers agree or disagree with the sociolinguistic interpretations provided by the authors is perhaps of secondary importance to the fact that the text provides a basis from which further discussions can proceed. In this respect, this text is an excellent primer for sociolinguists interested in ASL and contact signing. There are some aspects of the text that readers might find confusing. For example, it is not always clear to whom the term "native signer" refers. My own observations in the deaf community, in fields associated with deafness e. If this is the case, then the use of so-called hearing "native signers" may have implications for the validity and reliability of a study. There are also instances throughout the text where the reader is left groping for the source of the information provided. With a statement such as "The use of English by Deaf adults is usually elicited in the context of some sort of economic exchange" p. In addition, the significance of the influence of sociocultural settings on the signing behavior and attitudes of deaf persons is overlooked. For example, would deaf adults respond in a similar manner to an interview situation conducted on the Gallaudet or NTID campus as they would to an interview conducted in a deaf club away from an educational setting? If there is a difference, then sociocultural setting becomes a critical variable in data collection and interpretation. Despite these confusions, educators will find the book useful. The editor stressed that the various studies reflected "aspects of the sociolinguistic reality in the lives of real people" p. At times, however, interpretation of this reality suffers from an absence of discussion on the influence of basic Instructional theories and practices on the communication behavior of teachers and teachers aides. These shortcomings reflect the growing pains of sociolinguistics in the field of deafness and should not detract from the value of the text itself. Overall, the text is a welcome addition to our literature on ASL and contact signing, as the questions it poses can serve as a basis for further research and dialogue. Barbara Luetke-Stahlman and J.

Chapter 4 : Citizen Sociolinguistics â€" varieties of language experience

In lieu of an abstract, here is a brief excerpt of the content. BOOK REVIEWS The Sociolinguistics of the Deaf Community. Ceil Lucas (Ed.). pages, hardcover. Academic Press, New York,

Room , Oak Hall Language and Mind Three credits. Discussion of nature-nurture debate with specific reference to language acquisition. Language and Environment Three credits. Effects of geography, society, and politics, on language use and variation sociolinguistics. The geographical spread, growth and death of languages language ecology. The Diversity of Languages Three credits. Calabrese, van der Hulst Overview of world languages and language families. Typological classifications of linguistic properties: Unity and diversity of language systems. Mechanisms of language change and variation. Foreign Study Credits and hours by arrangement. May be repeated for credit. Special topics taken in a foreign study program. May be repeated for credit with a change in topic. The Science of Linguistics Three credits. An introduction to the methods and major findings of linguistic research as applied to the sound systems of languages and the structure and meaning of words and sentences. May count toward the major with consent of the advisor up to a maximum of six credits. Introduction to Sociolinguistics of the Deaf Community Three credits. Knowledge of American Sign Language not required. Introduction to Computational Linguistics Three credits. At least one course in linguistics or computer science. Computational methods in linguistic analysis and natural language processing. Topics include the use of text corpora and other sources of linguistic data; morphological analysis, parsing and language modeling; applications in areas such as information retrieval and machine translation. Experimental Linguistics Three credits. Students design and conduct a study using a computer database of child speech. LING Q ; open to juniors or higher. The analysis of sound patterns in language within a generative framework: Analysis of the semantics of natural languages in a generative framework: Syntax and Semantics Three credits. The analysis of form and meaning in natural languages in a Chomskyan framework: Analysis of the syntax of natural languages in a generative framework: Language and Culture Three credits. ENGL or or ; open to juniors or higher. The study of language, culture, and their relationship. Topics include the evolution of the human language capacity; the principles of historical language change including reconstruction of Indo-European and Native American language families; writing systems; linguistic forms such as Pidgins and Creoles arising from languages in contact; the interaction between language and political systems, the struggle for human rights, gender, ethnicity, and ethnobiology. Undergraduate Research One to three credits. Open only with consent of instructor. Individual research-related work directed by a faculty member. Field Study One to three credits. Students taking this course will be awarded a grade of S Satisfactory or U Unsatisfactory. Experiential learning at an agency or business. May count toward the major with the consent of the advisor. Special Topics Credits and hours by arrangement. Prerequisites and recommended preparation vary; open to juniors or higher. With a change in content, may be repeated for credit. Variable Topics Three credits. With a change in topic, may be repeated for credit. Independent Study Credits and hours by arrangement. Open to juniors or higher; instructor consent. Linguistic analyses of American Sign Language focusing on the phonological, morphological, syntactic, and semantic levels. Language and cultural models used in the Deaf community. Critical examination of demographic subgroups of the Deaf community and their linguistic background. Advanced Introduction to Syntax Three credits. LING Q or consent of instructor. Concepts and tools of current syntactic theory. Syntactic features, lexical and functional categories, representation of phrase structure, argument structure, Case, movement, locality.

Chapter 5 : Language variation in sign language (sociolinguistics)

Lucas has brought together a variety of new and original studies of the deaf which could be considered a state-of-the-art review in a difficult area of research.

Variations in sign languages[edit] Variation between sexes[edit] In the Irish deaf community , there are several basic lexical items that are unintelligible between men and women. The reason for variation was the creation of two sex-segregated schools for the deaf. These sex differences have had an effect on behavior in that they perpetuate gender images and relations. The primary identity of the Black Deaf community is the Black community, but those born deaf in deaf families also identify with the Deaf community. Variations driven by contact[edit] Children who go to hearing schools are faced with the need to learn to read and write the spoken language. Just like situations involving spoken languages having greater dominance over other languages, deaf people live in societies that are dominated in every aspect by hearing people and their values. The large population of deaf people in this community is an instance where deaf people are individuals within the entire community and not distinctly part of a Deaf ethnic group. Dialect contact leading to standardization[edit] The advent of videophones has made it easier for members of the Deaf community to communicate with each other throughout the nation. Videophones allow members of the Deaf community to more easily interact with each other and to interact with people outside the Deaf community with the help of interpreters. The interpreters have to go through training programs and thus learn a standardized form of ASL. Historically, residential schools for the deaf were a huge proponent of the standardization of ASL as children would attend schools for the deaf and learn classes in ASL. However, recently there has been a shift to send deaf children to hearing schools where they learn standard American English and actually have no formal instruction in ASL. Statistically, it seems interpreters have a strong resistance to incorporating signs into the conversation that were seen as non-ASL. Contact between spoken and sign languages[edit] Contextualization strategies[edit] Communication strategies are used in language with both adults and children in situations with different degrees of formality. Two common strategies are connecting-explaining and chaining. Chaining is a technique to connect texts such as a sign, a print, a written word, or a fingerspelled word. The setting and audience changed the manner of speech of the interpreters. In an informal situation with adults, brief explanations tend to be used, and in formal settings, the appropriate terms and jargon tend to be used, and chaining is uncommon, if not totally absent, in adult settings. Communication strategies to support comprehension have been attributed to language directed at children mostly within the classroom , but also appear within the language directed at adults across different settings and degrees of formality. Fingerspelling[edit] The manner of speech changes based on the audience. Speakers tend to change the proportions of different elements of ASL; the degree of codeswitching is based on audience. For children, to help them understand new topics, fingerspelling is used. Fingerspelling is essentially an English event. The contact of sign languages and spoken languages affect the acquisition of sign language as well as the method of teaching sign language to children. In a study where a child at age two began fingerspelling, the child invented a name for her doll at 30 months. The child recognized lexicalized forms which were fingerspelled but she did not necessarily understand the same words when they were just fingerspelled. This shows that fingerspelling is an important component of language acquisition as a bridge between spoken languages and sign languages. The Sociolinguistics of Sign Languages.

Chapter 6 : Sociolinguistics and deaf communities - State Library of Ohio

5 Sociolinguistic Aspects of the Black Deaf Community Anthony J. Aramburo INTRODUCTION The black deaf community can be described as a group of individuals who live in a "hearing and color-conscious society" (Anderson,).

Most hearing people could not be bothered with sign language. As kids, we may have thought about how amazing it would be to know it: Maybe we happened on the card with the alphabet and learned how to spell our name, or to sign a few top secret words to friends. But after a first enthusiastic burst, the card gets lost, the signing seems like too much effort. Learning all the letters, then spelling every word out gets to seem incredibly laborious. The tutorials that pop up generally feature a very silent video with minimal effects. But even this no-nonsense video has over two million views. The comments underneath give some sense of what motivates people to come to this site, and it is not to learn a secret language. Most comments mention encounters with deaf peopleâ€"real or fictionalâ€"and the desire to make a visible effort to communicate like them: They have fallen in love with a deaf person, or they have a regular customer who is deaf. And others say that Switched at Birth , a TV show about twins, one of whom is deaf, brought them to this instructional site. And here arrives our Citizen Sociolinguist star: He competed in Dancing with the Starsâ€"and won. But what makes him a Citizen Sociolinguist? In addition to modeling, dancing, and acting, he is continuously explaining, largely through YouTube videos, Twitter, and other social media, how sign language works for him and why. He embodies what communication can look like in the hands of a socially gifted, smart and confident young man. Who, oh yeah, is also deaf. Maybe I was made fun of, but I never listened. Because I have always loved being deaf. Nyle DiMarco embodies the opposite perspectiveâ€"as he describes himself, he has never seen his deafness as a deficit. And, in the best way, he loves being HIM. He exudes self-respectâ€"and respect for others. When he went to the movie theater, full of excited anticipation for the show, the captioning machine the theater provided for him was a disaster, running behind the dialogue and awkwardly blocking sub-titles for the fictional Wakandan language spoken by characters in the movie. He tweeted about his experience, vividly illustrating his position: And he wrote about his experience in Teen Vogue , describing in candid detail how awful his trip to the movie theater was he left after ten minutes. He also made a larger point about the importance of sub-titling movies, and the biased views against it: Onscreen captions degrade the viewing experience. And, even Black Panther included sub-titles in English for Wakandan. His clarity and his humble description of his own viewing experiences on Twitter rallied thousands of Twitter followers in support of his point: Subtitles of all types often improve the movie experience for everyoneâ€"why exclude those that are for deaf people? The Moth News story excerpted above, for example, elicited this comment praising the slamming of Nyle and two thumbs up: How did Nyle respond? This seems like an important test of not only Deaf communication, but communication in general. According to a sign language interpreter friend of mine: While a few haters remained, most responses piled on to say thank you to Nyle for his contributions, and, even, as this post illustrates, to promote greater unity: Every day, he puts his voice out there, talks about being deaf, about using sign and other modalities like subtitles , and respecting whatever comes back. His points about his own communication are not meant to stand as immutable truths, but to begin a dialogue about communication and human dignity. Along the way, more citizen sociolinguistsâ€"like jaceyhill, above, who coined the ASL Black Panther sign that stuckâ€"join in to contribute the expertise that can only come from their unique perspective.

Chapter 7 : Linguistics (LING) | Undergraduate Catalog

Sociolinguistics and Deaf Communities will be welcomed by students of sign language and interpreting, teachers of sign language, and students and academics working in linguistics. Citations (