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February 2009

The Attitudes of Deaf Adults in the Area of Johannesburg to Writing English as a Second or Third Language

Masters Degree (By Research)
in Applied English Language Studies

University of the Witwatersrand

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Abstract

This research investigates the attitudes of adult Deaf South Africans, in the area of Johannesburg, to writing in English in their daily lives. The research intends to explain the concept that signed language, i.e. South African Sign Language (SASL), is different from spoken or written languages and has its own grammatical structure. It also has no written form. Deaf people are therefore a linguistic minority who have to read and write in a second or third language, in this case, English.

Deaf people do not have automatic access to spoken and written languages. Schools of Deaf children today do not use SASL as a medium of instruction although this is in contravention of the South African Schools Act (1996). Because of their inability to hear, it is more difficult for Deaf people to acquire spoken English and this further complicates access to literacy in English.

According to the Deaf Federation of South Africa (DeafSA) (1997), the average reading and writing level of Deaf adults is at the fourth grade. Even Deaf adults, who can read and write, often lack confidence to write in both professional and social settings. This research sets out to understand when, and if, they feel secure about writing and what strategies they use to manage their writing needs.

In addition, many Deaf people who have barely acquired schooled literacy cope well in mainstream society. In order to understand how they accommodate to the demands of literacy, the study draws from research in New Literacy Studies (NLS) and argues, along with Street (1984) that literacy is acquired through processes of informal learning and sense making in social settings.

By analysing responses to a Likert Scale questionnaire to semi-structured interviews and by a linguistic analysis of participants' writing, this research aims to understand Deaf people's writing and their literacy practices. This understanding will enable mainstream society, including hearing educators of Deaf learners, subject advisors and policy makers in the National and

Provincial Departments of Education and professional people working with Deaf people to understand the challenge that literacy presents. In addition, it will also enable Deaf people to understand other Deaf people's attitude to writing.

This research documents the relationship Deaf adults have with writing, and produces findings which can be used for literacy curriculum development in mainstream schools, schools of Deaf children and universities. One of its aims is to provide information for hearing people with responsibility for the education of Deaf people.

Declaration of Academic Integrity

I have read the University Regulations on plagiarism and state that the work covered by this declaration is my own and does not contain any unacknowledged work from other sources.

Name:	_____ (signed)
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Date of Submission:	February 2009
Title:	*The attitudes of Deaf adults in the area of Johannesburg to writing English as a second or third language*
Module:	Masters Degree (by research) in Applied English Language Studies
Supervisor:	Professor Hilary Janks

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CHAPTER ONE - INTRODUCTION

1.1 Research Aim

The aim of this research is to investigate the attitudes of Deaf[1] people in Johannesburg to writing English, a second or third language, in their daily lives. In particular, this study aims at providing an understanding of how Deaf people view writing. The research also intends to explore the writing practices that Deaf people employ in their everyday written English.

1.2 Research Rationale

In this chapter, I will discuss what research has been done in relation to the aims listed above. Research that has been focused on in South Africa is Deaf Education, sociolinguistics of Deaf people, speech pathology, etc. Very little research has been done on South African Sign Language in relation to English literacy. In addition, almost no research of Deaf issues in South Africa has been done by a Deaf person. Although much research has been performed in the international arena, South Africa lags behind. This is due to factors such as the lack of recognition of South African Sign Language (SASL)[2] as a natural and complete language of Deaf South Africans and the lack of human and financial resources in order to carry out research in this field. It is also attributable to the apartheid system that led to the formation of variations of signs (Morgan, 2001) because of the isolation of Deaf people of different races. No research in South Africa has been done on literacy in English of Deaf adults. The present study will use the theoretical framework provided by New Literacy Studies (NLS) (Street, 1993) to investigate the factors that contribute to Deaf adults' attitudes to writing in English, their second or third language, in their daily lives.

I am a fluent user of South African Sign Language and a Deaf person which means I am part of the Deaf world. I have also worked professionally with South African Sign Language for more than 10 years. The advantage of these facts is that I have a strong network within the Deaf community and am well-positioned to conduct this study. The aim of the findings of this research is to

[1] The term 'Deaf' will be explained in details in Chapter 2.
[2] See *Constitution of the Republic of South Africa* (1996)

provide South Africa's mainstream society with an understanding of Deaf people's writing and their literacy practices. This includes hearing educators of Deaf learners, the National and Provincial Departments of Education, policymakers and professional people working with Deaf children and adults. In addition, it will provide an understanding among Deaf people in South Africa of other Deaf people's attitudes toward writing in a second or third language.

1.3 Researcher Identity as Motivation for this Research

My interest in this area of research is tied to my own history. In 1991, I attended Gallaudet University, the only Liberal Arts University for Deaf and hard of hearing students in the world, in Washington DC, USA and graduated with a BSc Degree in 1995. At Gallaudet University, there are a number of Deaf undergraduate students who read and write at levels equivalent to their hearing counterparts. During my years of study, I battled with reading and writing in English as a second language. In 1998, I completed an MA in signed language linguistics at the University of Stellenbosch. This was a course-work degree by correspondence and I struggled with academic reading and writing. This struggle with reading and writing has hampered my subsequent academic development. Despite my profession as a university lecturer, I do not like writing, especially academic writing. I am attempting to overcome my dislike by pursuing another MA degree by research. At the same time, the challenge in this research is to understand the reluctance of many Deaf people, including me, to engage in writing English. This personal struggle with writing English underpins my interest in *writing* as a research topic. I believe that even Deaf adults who can read and write, have an aversion to writing English in professional and social settings. This research sets out to understand when they feel secure and insecure about writing English and the strategies they use to manage their writing needs. It is important to establish how widespread the antipathy to writing is and, more broadly, to understand what might be done about it.

Hence, the rationale for this research is that professionals in the education sector could, arguably, intervene. The National and Provincial Departments of

Education, policymakers, curriculum and assessment designers, educators of Deaf children and other professionals in the field of Deaf Education are, for the most part, hearing people. Their work could influence the way Deaf people are taught. Since there is a lack of Deaf awareness, educational resources and appropriate training, professionals in the field of education, from researchers to Deaf people might use this thesis to highlight the understanding of Deaf people's experience of writing English in a second or third language. The reason I included Deaf people is that they would see that they are not alone with their fears. Because the main audience for these findings are researchers in the area of literacy studies and educators of Deaf children, most of whom are hearing people, some of what is included may seem obvious to Deaf adults and to researchers in the area of South African Sign Language.

1.4 Research Question

This research sets out to investigate the following research question:

> *What are the attitudes of Deaf adults in the area of Johannesburg to writing English as a second or third language?*

In order to understand these attitudes and their effects, the following sub-questions will be addressed:

1. What are the reasons for the different attitudes?
2. What are the English writing practices in the daily lives of Deaf adults?
3. When do Deaf adults feel confident about writing and why?
4. When do they feel insecure about writing and why?
5. What are the effects of these different attitudes?

1.5 Overview of the Thesis

This dissertation includes eight chapters, appendices and a bibliography. The details are as follows:

Chapter 1 discusses the Research Aim, Rationale and Question in relation to *writing English* and locates the work within New Literacy Studies (NLS). It also introduces the topic: Deaf Adults' Attitudes toward Writing English as a Second or Third language.

Chapter 2 is the Literature Review. The first half deals with the literature in relation to constructions of deafness, signed language and the Deaf world in the South African context.

The second half discusses the relevant literature on literacy under the following headings:

- Social Theory of Literacy
- Orality and Literacy
- Literacy and Cognition
- Speech and Writing
- Writing Pedagogies
- Identity

Chapter 3 explains the research design, the methods used as well as the research sites and participants. The data includes the writing samples, the Likert Scale questionnaires and transcripts of semi-structured interviews.

Chapter 4 focuses on the analysis of the writing samples. It has two sections – the analysis of the English produced in the writing samples.

Chapter 5 analyses the Likert Scale data. The scaling looks at research particpants' attitudes to reading, writing and English.

Chapter 6 includes Case Studies of four different research participants in relation to the themes that emerged in the interview data. These are 1) Family; 2) Schooling history; 3) Languages; 4) Attitude to writing; 5) Writing ability; 6) Work and related literacy needs and; 7) Relation to the Deaf Culture.

Chapter 7 discusses all the data using the theoretical lenses that view literacy as a social practice.

Chapter 8 answers the research questions and gives directions for further research.

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

Before discussing this research and introducing the literature review, it is important to understand the contextual background of deafness – Deaf people, their community and culture as well as the complexity of their language. The population of South Africa is approximately 44.8 million, of which 55% live in urban areas (www.statssa.gov.za). South Africa has a blend of developed and developing world conditions. There are widely differing quoted estimates of the size of the deaf population in South Africa. It seems to be somewhere between 380,000 and 4 million (Glaser et al. 2004). Moreover, ninety percent of Deaf children born in South Africa are born into hearing families (www.deafsa.co.za/deafbabies.htm).

2.2 Deafness

In this research, the distinction between the terms 'Deaf' and 'deaf' is important. 'Deaf' is a collective noun, referring to a cultural and linguistic minority group while 'deaf' is an adjective, referring to an audiological status (Baker-Shenk and Cokely, 1980; Marschark, 1997:6). When referring to people who are deaf, it is appropriate to say 'Deaf people' as opposed to people who are hearing-impaired or with hearing loss. Just as we do not call Black people 'The Black', we do not call Deaf people 'The deaf'[3]. 'deaf' is an adjective, not a noun.

Since this section discusses audiological hearing loss[4], the term 'deaf' is used. It is applicable to all people with little or no hearing. Deaf people have varying degrees of hearing loss. The decibel levels show how loud a sound has to be for a person to hear it. In other words, they describe the volume. When a person whispers, the level reaches approximately 20dB and when

[3] Starting from the seventeenth century, the category of humanity 'The deaf' was created by philosophers of language and used to define deaf people. Thus, the term 'The deaf' was singular (Branson and Miller, 2002:86-87).

[4] I would like to make note of this: Lane (2002:366) points out why deafness is associated with loss rather than difference. He argues that the society conceptualizes deaf as a loss of hearing. Ironically, when a person is born deaf, he or she does not lose anything. For one who becomes deaf after birth, he or she loses hearing.

that person speaks, the level is between 30dB and 60dB. Noise levels in excess of speech include a dog barking nearby (85dB), a chainsaw (95dB) or a helicopter in close proximity (110dB) (Burman and Pretzlik, 2007:1308).

For profound deafness, the decibel level ranges from 90Db to 130Db. Deaf people with this decibel level are profoundly deaf. People with severe hearing loss hear sounds from 60Db to 90Db. At the level of 40Db – 60Db, moderate hearing loss occurs. People with a moderate hearing loss are regarded as hard of hearing. Decibel levels of 15Db to 40Db indicate mild hearing loss. People with normal hearing can hear from -10Db to 15Db (Schwartz, 1996:29; Marschark, 1997:29-30).

Table 2.1: Decibel Levels (Adapted from Stewart and Clark, 2003:49; Burman and Pretzlik, 2007:1308)

Average Decibels	**Degree of Loss**	**Description of Noise**
0-15	Within normal levels	The rustle of leaves
15-24	Slight	A quiet country lane
25-39	Mild	The rustle of paper
40-54	Moderate	A quiet office
55-69	Moderately severe	A normal conversation
70-89	Severe	A noisy office
90+	Profound	A large truck

2.2.1 The Deaf Population

As has been explained, the varying degrees of hearing loss entail a wide range of Deaf people whose identities may differ. The following groups are: 1. deaf; 2. Deaf; 3. hard of hearing; 4. prelingually deaf and; 5. postlingually deaf (deafened). Each of these terms is defined below.

2.2.1.1 Deaf (written in lower case)

People who have hearing loss at birth or become deafened at a later age are ‘deaf’ in terms of audiological status (Marschark, 1997:6; Scheetz, 2004:17-18).

2.2.1.2 Deaf (written in upper case)

People who accept signed language as their primary language and identify with the Deaf culture (Marschark, 1997:6; Reagan, 2002:42; Scheetz, 2004:18).

2.2.1.3 Hard of hearing

People who have minimal or moderate hearing loss are referred to as hard of hearing. There are a number of hard of hearing people who use signed language as their primary language, identify with Deaf culture and prefer to be referred to as Deaf people (Scheetz, 2004:17).

2.2.1.4 Prelingually deaf

People born deaf before acquiring speech and language are prelingually deaf. They do not acquire a spoken language naturally. If they are not exposed to an alternative means of language acquisition, their language development is delayed. When they first attend a school where there are people who sign, Deaf people acquire signed language as a first language. They learn from class peers, older children through interaction and, sometimes, Deaf teachers.

It is also important to note that Deaf people born to families who sign are not considered to be prelingually deaf. They are considered to be native signers and have no delay in language and communication. Most prelingually deaf people use signed language as their primary language, identify with Deaf culture and are referred to as Deaf people. (Sacks, 1989)

2.2.1.5 Postlingually deaf (deafened)

Postlingually deaf people become deaf due to illness or accident after acquiring a spoken language. They generally have a good command of spoken language and learn signed language as a second language, if at all. Some postlingually deaf people use signed language as their primary language, identify with Deaf culture and are referred to as Deaf people (Sacks, 1989).

Deaf people prefer to be referred to as Deaf people or hard of hearing people. Deaf and hard of hearing people share a common need for access to communication (Moore and Levitan, 2003:238-9). In this research, Deaf adults who use SASL and are involved in the Deaf community will be research participants. They can be either prelingually deaf or postlingually deaf.

2.3 Two Opposing Paradigms

In defining deafness, there exist two opposing paradigms – medical and social. According to the first paradigm, deafness is seen as a disability while the second paradigm views deafness as a socio-cultural identity (Lane, 1992). Even though signed languages are recognised as the natural human language of Deaf people, there are still many misconceptions about what Deaf people need in order to function equally in South African society. Not all Deaf people are the same, yet they share the experience of oppression by mainstream society, which views deafness from a medical perspective only.

2.3.1 Medical Paradigm

According to Baker-Shenk and Cokely (1980:54), Deaf people are defined as follows within the medical paradigm: “a) An audiologically definable group of persons whose hearing loss is sufficient to interfere with but does not preclude the normal reception of speech; b) A group of hearing-impaired persons who have learning and psychological problems due to their hearing loss and communication difficulties; c) A minority group composed of hearing-impaired persons who are treated in certain negative ways by the hearing majority”.

Within the medical paradigm, the approach to hearing loss is to administer the following `treatments’: fitting of hearing aids, cochlear implants and intensive speech therapy (Lane et al. 1996). Professionals often speak a lot about the impairment and how spoken language would be very difficult to attain but very little would be said about the acquisition of signed language or involvement of the child in the Deaf community and culture. Often, nothing is said about the many successful Deaf people who were once deaf children, many from hearing families. This could be due to the fact many professionals are poorly

informed about the Deaf community as well as about signed language (Lane 1999).

2.3.2 Social Paradigm

When Baker-Shenk and Cokely (1980:54) go on to view Deaf people from a social perspective, the definition changes radically - “a) a group of persons who share a common means of communication which provides the basis for group cohesion and identity; b) a group of persons who share a common language and a common culture”.

Members of the Deaf community do not regard themselves as having a disability. They see themselves as members of a minority linguistic group that share values, norms and have their own unique culture. Deafness is viewed as the defining characteristic of individuals (Lane et al. 1996). Evidence of a flourishing and diverse Deaf community can be found in many places in South Africa such as Deaf clubs, Deaf churches, Deaf associations, and Deaf women’s groups (DeafSA, 2003:15). As mentioned recently, the word ‘deaf’ (written in lower case) is representative of the medical model of deafness whereas ‘Deaf’ (written in upper case) is linked to the socio-cultural model.

In South Africa, as elsewhere in the world, deaf people have been viewed as having a lack of hearing, as not being able to speak, and as having a ‘deficiency’ that has to be fixed. For many decades, the basic human rights of Deaf South Africans have been neglected, leading to the marginalisation and oppression of the Deaf community at large. Deaf learners have not been afforded the privilege of receiving education in SASL nor have they received respect for their distinct culture.

It is important to note the potentially negative impact on Deaf learners in schools for Deaf children where the majority of educators are hearing and have little or no signing skills. In general, educators use spoken languages or signed English (manually coded signs) as the medium of instruction. As a result, Deaf people are regarded as ‘deaf and dumb’ as well as by other stereotypical labels that produce a discourse of deficit.

According to Branson and Miller (2002:24), the link between language and humanity plays an important part in the marginalisation of deaf people. Language, above all, is seen to separate the human from the animal. For hundreds of years, debates have abounded about the nature of language. The majority of hearing people believed that language was derived only from speech. Those who did not use speech were therefore labelled as less than human. Those who were deaf were assumed incapable of learning language and of human understanding. For this reason, deaf people were, and are still, labelled as 'deaf mutes'. This label started from the late-seventeenth century (see Branson and Miller, 2004:25).

2.4 Audism

Such prejudices and biased behaviours are known as 'audism' in the Deaf world. Audism can be described as "the corporate institution for dealing with deaf people, dealing with them by making statements about them, authorising views of them, describing them, teaching about them, governing where they go to school and, in some cases, where they live; in short, audism is the hearing way of dominating, restructuring, and exercising authority over the deaf community" (Lane, 1992:43). Another example is the view that Deaf people cannot write well because they are deaf rather than because English is not their first language and they have to learn it without being able to hear it and are not taught it in the correct way.

Bauman (2004:239) agrees with Lane that 'audism' refers to discrimination toward Deaf people. Bauman reached the view that signed languages seem to be lesser than spoken languages. This suggests that audism can also be defined as a metaphysical orientation that links human identity with speech. In other words, if one does not speak, one is viewed as less than human (Bauman, 2004:245).

During my schooling career, most Deaf people were traumatized in classrooms by hearing educators who could not sign and who viewed Deaf people as incompetent (see Dobson, 2002:16-17). To exemplify, when I wrote

a grammar test on articles, I learned that I had made some mistakes with the indefinite articles ‘a’ and ‘an’. Because I had learned that a noun beginning with a vowel requires the indefinite article ‘an’, I could not comprehend why I had made an error with the noun ‘hour’. I thought that it should require ‘a’ before ‘hour’. I asked the English teacher why that was not so. She replied, “You should listen to how the word ‘hour’ is pronounced. When pronounced, the letter ‘h’ is left out.” I recall very clearly that I was confused by the explanation. How was I supposed to listen? It is important that English teachers explain sound-based English rules in SASL. According to Bauman (2004), teachers who are insensitive to the effects of sound based grammatical rules are practising audism. If they could explain fully in SASL, education for Deaf children would be of a higher level, right from the beginning. Many Deaf people have problems with the article system of English because in SASL, articles are used differently[5]. For example, when one says in English, “Bring a chair”, the translation to SASL would be, “CHAIR BRING” because one could bring any chair. When one says in English, “Bring the chair”, the translation would be, “CHAIR INDEX (pointing finger) BRING” to indicate the specific chair.

In the South African context, attitudes to African languages in education are analogous. McKay and Chick (2001)’s research of language use in Durban Schools shows that no principals, except one, were in favour of the use of isiZulu in class. They reasoned that isiZulu-speaking children need English for economic advancement and English is thus the appropriate choice in classroom. They saw ‘[isi] Zulu as a potential disruptive force and as appropriate only for unimportant domains of language use; they viewed it as more of a handicap than a resource’ (McKay & Chick, 2001:400). In this sense, learners who speak isiZulu are perceived as rebellious and as weak in English. The research argues that in schools, it is about power serving the interests of native speakers of English, instead of meeting the linguistic needs of isiZulu-speaking children. Similarly, teachers of Deaf children believe that SASL is not a language in its own right. Learners using SASL are perceived

[5] The grammatical structure of South African Sign Language will be discussed later in this section.

as lacking ability and skills in English and being inferior congitively and operationally to hearing children.

Audism is directed at a linguistic minority, that is, SASL users. This minority can be considered as part of a speech community. According to Gumperz (1972:20 in Valli, 1998:381), a 'speech community' is described as 'any aggregate characterised by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language use.' Hymes (in Maybin, 1994:14) defines a speech community as 'a community sharing knowledge of rules for the conduct and interpretation of speech.' Also, the definition of Lyons (1981:53 in Pennycook, 1994:27) is as follows: 'A speech community is made up of people who regard themselves as speaking the same language'. Since SASL is a natural human language used by Deaf people in their community, it is considered speech. Deaf people 'speak' with their hands. This is as communicatively effective as spoken communication.

2.5 The Deaf Community and Deaf Culture

Due to shared deafness and shared experiences of deaf people in a hearing world, the Deaf Community commonly emerges in schools for Deaf children. Their language and communication needs, as the main cohesive factor, are central to the Deaf Community.

The four criteria for membership in the Deaf community are: audiological, political, linguistic and social. The audiological criterion refers to actual loss of hearing ability. The political criterion refers to the potential ability to exert influence on matters which directly affect the Deaf community. The linguistic criterion refers to the ability to understand and use signed language. The social criterion refers to the ability to participate in the social functions of the Deaf community. Both Deaf and hearing people with the appropriate attitude toward the Deaf community are accepted into the community (Baker-Shenk and Cokely, 1980:55-57). Within this community, a Deaf culture[6] develops

[6] For more on Deaf Culture:

based on language, history, shared norms and values, customs and experiences.

2.6 South African Sign Language Linguistics

Presently, there are an estimated 400 - 500,000 Deaf people in South Africa. They use South African Sign Language (SASL) as their language of choice and medium of communication. Therefore, they form part of the South African Deaf Community (DeafSA, 1997)[7]. Even though most of the readings are from other countries, I will apply them to SASL. Since more than 90% of Deaf children are born into hearing families of different linguistic and ethnic communities, schools for Deaf children were established on the basis of the spoken language of each ethnic group. Nevertheless, SASL as a unified language exists in most of these schools[8].

South African Sign Language is a natural human language used by Deaf South Africans. SASL makes use of a visual modality. This means that SASL is a visual-spatial language - perceived by the eyes, and produced with the hands, face, and upper body. Spoken languages, on the other hand, are conveyed via sound, perceived by the ears, and produced by the voice; hence, they take place using an aural-oral modality. (Valli and Lucas, 1998; Sutton-Spence and Woll, 1999.)

It must be acknowledged that SASL is not simply a variation of some universal signed language. There is a primary misconception that there is a universal signed language used by Deaf people. Signed languages are not universal. Just as hearing people in different countries speak different languages, so Deaf people around the world use different signed languages (Smith et al, 1988).

Lane, H. (1992) Mask of Benevolence
Padden, C. & T. Humphries (1988) Deaf in America: Voices from a Culture
Lane, H., Hoffmeister, R. & B. Bahan (1996) Journey into a Deaf World
Ladd, P. (2003) Understanding Deaf Culture: In Search of Deafhood

[7] The statistics can be arguably incorrect according to Glaser et al. (2004).
[8] Today, there are about 46 or 47 schools for Deaf children in South Africa.

Valli and Lucas (1998) and Sutton-Spence and Woll (1999) go on to explain that, like spoken languages, signed languages have their own phonological, morphological, syntactic and semantic processes. That signed languages have their own grammatical structure equal in complexity to that of any spoken languages can be seen in the following example: The English sentence ‘A cat sits on a mat’ is signed the following way in SASL:

MAT CAT SIT-ON[9]

Signed languages do not use the article ‘a’, the agreement marker ‘s’, and the preposition ‘on’ as well as the English grammatical structure of Subject-Verb-Object (SVO). When signing the sentence, the sign MAT, is placed in the front of the body at chest level, that is, the neutral signing space. Another sign, CAT, is then placed on MAT. Hence, MAT CAT SIT-ON would be the gloss of the signed sentence. This shows that signed languages are complete and separate; they are different languages from English and any other spoken languages. Signed languages use the grammatical structure of Object-Subject-Verb (OSV). It is important to note that Subject-Object-Verb (SOV) is also common in the grammar of signed languages (Valli and Lucas, 1998; Sutton-Spence and Woll, 1999), depending on discourse and context.

In addition to grammatical structures that are equivalent to those of spoken languages, Deaf people use facial expressions and head movements while they sign. These are called "non-manual features," and they are not just emotive and expressive, but also have grammatical functions. In English, one uses vocal intonation to mark sentence types such as to ask a question, make a negative statement, or to emphasise a point; a signer uses non-manual features for the same purposes as well as other purposes (Valli and Lucas, 1998:144; Sutton-Spence and Woll, 1999:73).

[9] Glossing is used to write the English word closest to the signs. However, they can be very far from conveying its meaning. For example, the SASL sentence ME STAY-HOME would mean ‘I am unemployed’ in English. Glosses are written in CAPITALS. For more details, see Lane, H. Hoffmeister, R. and B. Bahan (1996) Journey into a Deaf World, pp. 44

One example of such non-manual features is when a question requires a simple yes or no answer such as in a question like "Would you like tea?" When asking a yes/no question in English, one raises the voice. In signed languages, e.g. SASL, a signer would raise the eyebrows, lean the head forward, hold the last sign in the sentence and maintain eye contact:

_y/n
TEA

To represent this in written form, the line is drawn above each sentence and the ‘y/n’ representing ‘yes/no question’ is added at the end, which indicates that the signer raises the eyebrows when asking the yes/no question. (Valli and Lucas, 1998:144; Sutton-Spence and Woll, 1999:66-7.)

Another example is when a wh-word question (who, what, where, when, etc.) is used, such as, “What is your name?” it requires a statement for an answer. When asking a wh-word question in English, a speaker lowers the voice when asking a wh-question. In signed languages, e.g. SASL, a signer would lower the eyebrows, lean the head forward, hold the last sign in the sentence, and maintain eye contact.

_____wh
NAME YOU WHAT

Because the signer lowers the eyebrows when asking the wh-questions, the line is drawn above WHAT and WHERE and the ‘wh’, representing ‘wh-question’, is added at the end. (Valli and Lucas, 1998:144; Sutton-Spence and Woll, 1999:68-9.)

In addition to questions, we also have the following two sentence types that have importance in SASL: negation and topicalisation. Like English, signed languages use negative sentences. A positive sentence can change into a negative sentence through the process of negation. For example, the English sentence ‘The dog is not eating’ can be signed as follows:

_____neg
DOG EAT

In signed languages, e.g SASL, a signer shakes the head and frowns or squints throughout the statement. Because the signer shakes the head when stating the sentence, a line is drawn above the sentence and the ‘neg’ representing ‘negation’ is added at the end. (Valli and Lucas, 1998:144; Sutton-Spence and Woll, 1999:72-3.)

To emphasise a point, the process of topicalisation occurs in signed languages when the object of a sentence is moved to the beginning of the sentence. The English sentence, ‘The mother fed the boy’ can be topicalised in the following SASL sentence:

___t
BOY MOTHER FEED FINISH

A signer raises the eyebrows, leans the head backward, and pauses briefly. Because the signer would pause briefly when signing BOY, the line is drawn above BOY and the ‘t’ representing topicalisation is added at the end. This sentence can be more accurately translated in English as ‘As for the boy, the mother fed him’ (Valli and Lucas, 1998:144; Sutton-Spence and Woll, 1999:59-62). Please note that topicalisation is very common in signed languages since they are visual languages.

On a phonological level, spoken languages use voice, lips, tongue and mouth to form words. For example, the smallest phonemes for the English word ‘bat’ would be b/a/t. SASL on the other hand uses hands, body, and space to form signs. Stokoe (1965; 1976) coined the word ‘cheremes’ for these three terms as opposed to phonemes. For example, when signing MAT, two flat hands (formally called flat-B handshape) are placed in front of a signer and then moved sideways in opposite directions at the same time from the centre (point a) to the left side (point b) for the left hand and from the centre (point a) to the

right side (point c) for the right hand. The palm orientation faces downward (Valli and Lucas, 1998). This is a simultaneous sign because both hands have the same handshape, palm orientation and location. The following table is drawn up to give a clear picture of what the sign MAT looks like:

Table 2.2: The Movement-Hold Model by Liddell and Johnson (1989)

Left-hand	**Hold**	**Movement**	**Hold**
Handshape:	Flat hand	Flat hand	Flat hand
Location:	In the neutral space in front of the chest	In the neutral space in front of the chest toward the left side	In the neutral space in front of the chest toward the left side
Palm Orientation:	Downward	Downward	Downward

Right-hand	**Hold**	**Movement**	**Hold**
Handshape:	Flat hand	Flat hand	Flat hand
Location:	In the neutral space in front of the chest	In the neutral space in front of the chest toward the right side	In the neutral space in front of the chest toward the right side
Palm Orientation:	Downward	Downward	Downward

Like all spoken languages, signed languages are capable of expressing abstract ideas. Signers can discuss a wide range of subjects such as politics, philosophy or sarcasm. Signed languages can express poetry and communicate humour. Furthermore, in response to cultural and technological development, the community is constantly introducing new lexical items.

Distinctive from, and not to be confused with, signed languages is fingerspelling. Fingerspelling is a system using conventional handshapes to form the letters of an alphabet to spell out spoken words on one's hand(s). When two languages co-exist in any community, the majority language may influence the language of the minority. Therefore, English, for example, influences signed languages in that they adopt fingerspelled English words (Baker-Shenk and Cokely, 1980:114-5). The influence can apply to other languages, i.e., fingerspelled isiZulu or French. In general, fingerspelling is

used to give proper nouns and titles - the names of people, cities and provinces, titles of movies or books, and brand names. It is emphasised that fingerspelling is not a substitute for signing (Smith, et al. 1988:33). However, SASL does create new signs by representing the symbols of written English with SASL signs. This process is referred to lexicalised fingerspelling signs (Battison, 1978). To exemplify, the following fingerspelled SASL signs for English words such as 'okay', 'automatic teller machine' and 'First National Bank' are #OK, #ATM, and #FNB[10]. These are regularly used acronyms.

It is important to note that there has been a claim made by hearing educators and professionals that there are several different South African Sign Languages (see Penn, 1992). Aarons and Akach in their research (2002) have found this claim to be incorrect. Since SASL is my first language and I use it fluently, I am also in position to say that SASL is, indeed, one language with regional variants. However, more research is needed because a vast amount of work needs to be done on structural and interpretative parts of the language: morphology, syntax, semantics and their variations to provide further scientific evidence. Moreover, some SASL signs on a phonological level have been influenced by other signed languages and continue to borrow from them from time to time. Such signs are BORED, SARCASTIC, and COFFEE which are borrowed from American Sign Language. These borrowings, have, *inter alia,* led to sign variations within a single signed language, SASL. This pattern parallels other spoken languages. For instance, in South African English, the isiZulu word 'yebo' and Afrikaans word 'ja' are used. These words mean yes. All languages borrow from adjacent languages.

Furthermore, after the apartheid period, Deaf people from different ethnic backgrounds mingled and exchanged signs. This has led to a growth towards standardisation of SASL in the last twelve years. The evidence can be obtained from the national-level meetings of the Deaf Federation of South

[10] The symbol # is used to mark fingerspelled signs.

Africa[11]. Since 1995, two-thirds of the executive committee are Deaf members who represent different provinces. They all understand one another. This strongly indicates that there is a large degree of standardisation in SASL. However, further research in this field needs to be scientifically conducted.

In spite of all the above, signed languages have been misunderstood and oppressed for many centuries. During the 1960s, the late William Stokoe, a hearing linguist and the American founder of Sign Linguistics, made it clear that signed language was indeed a natural human language. It has all the linguistic features that exist in any other language such as phonology, morphology, syntax, semantics and so on. This was a milestone in the history of signed language and has led to changes in the fields of education, linguistics and the social sciences everywhere in the world (Sacks, 1989:77-80).

2.7 History of Signed Language Oppression

To understand the history of signed language oppression, it is essential that the chronology of signed language development is discussed here. France was the first country to give recognition to signed language as a language in 1830. Before that, in the 1500's, signed languages were known in France. Abbe de l'Eppe, the founder of the Paris Institute for the Deaf, introduced the use of a sign system, known as the French method, in his teaching approach in the 1700s. The method used signs from French Sign Language created by French Deaf people with an added set of signs called 'methodical signs'[12]. This French method was used to help Deaf people translate from French Sign Language to written French (Lane, et al. 1996:177; Sacks, 1989:17). Because of its success and influence on the lives of Deaf people, Deaf people consider de l'Eppe to be the "father' of Sign Languages. The French method has influenced many other signed languages, for instance, German Sign Language, British Sign Language and Irish Sign Language, to name a few. These signed languages are not necessarily interchangeable with French

[11] The Deaf Federation of South Africa is the organization run by Deaf people to promote and maintain human rights of the Deaf people. This organization used to be run by hearing people on behalf of the Deaf people until 1995.

[12] It is a combination of French Sign Language with Signed French grammar (Sacks 1989:17).

Sign Language. However, French Sign Language does have some lexical items similar to those in American Sign Language.

In 1815, Thomas Gallaudet[13], the founder of the American Asylum for the Deaf and Dumb[14], went to Europe in search of a proper teaching approach for Deaf students in the United States after meeting a young deaf girl. While in France, he adopted the French system of signs as the American method because he was refused help in learning the teaching method of Thomas Braidwood in the United Kingdom. Braidwood regarded his oral methods as secret and his own property (Sacks, 1989:22).

The year 1880 was one of the most important in the history of signed language development. That year, an international conference was held in Milan, attended only by hearing educators for the Deaf. At the time, there were many Deaf teachers and highly qualified Deaf professionals but they were specifically excluded from participation at the conference. The educators almost unanimously voted for a policy of oralism in schools for Deaf children worldwide. This policy excluded Deaf teachers from teaching Deaf children and led to signed language going underground in most schools for Deaf children (Sacks, 1989:27). When signs were no longer permitted in the classroom, Deaf children would secretly pass on the language to others, especially on the playground or in the toilet. If caught, Deaf children's hands would be slapped or tied down to prevent them from signing. This practice still happens today according to anecdotes of Deaf adults at social gatherings worldwide.

Today in South Africa, there are only a handful of qualified schoolteachers who are Deaf and fluent in South African Sign Language. At the moment, one school employs a vice-principal who is Deaf. The other school employs a

[13] I would like to add this: in 1864, Thomas Gallaudet's son, Edward Miner Gallaudet, founded the first college for the Deaf in Washington D.C., known today as Gallaudet University, the only Liberal Arts University for the Deaf in the world where today American Sign Language is used in classrooms.
[14] This term ‘dumb’ was accepted during that time since it meant ‘can’t talk’.

Head of Department who is also Deaf. One known hearing principal signs fluently.

2.8 Signing Systems

Because of Stokoe's scientific discovery that signed languages are natural human languages, this led to a creation of several artificial signing systems. Total Communication and Signed English are discussed below.

2.8.1 Total Communication

David Denton subsequently developed a philosophy known as Total Communication (TC) in 1967. TC was supposed to be the `middle ground' in the disputes between oralism and manualism (signed languages). In practice, TC philosophy uses spoken language and signed language including speech, gestures, lip-reading, and/or fingerspelling simultaneously. (Lane et al, 1996:270).

However, research has shown this approach to be inefficient (Johnson, Liddell and Erting, 1989). Although TC seems logical, it is not practical because signed language and spoken languages have different word orders and grammatical structures. It is like learning and using French and Chinese at the same time. In spite of its impracticality, the philosophy was introduced to schools of Deaf children worldwide. This is one of the causes of the backlog in Deaf education today (Sacks, 1989:149).

2.8.2 Signed English

Another system,a 'one-sign-for-one-word' system, called Signed English, was introduced at around the same time in schools for Deaf children. Signed English is a manual code for English developed for school-going children (Lane et al, 1996:270). The system can be applied to other spoken languages. Hence, one can find Signed Zulu, or Signed French. For instance, the English sentence, 'The cat sits on the mat' would be translated into the following signed English:

*THE CAT SIT-S ON THE MAT[15]

As mentioned before, SASL does not have signs for the article ‘the’, the agreement marker ‘s’ and the preposition ‘on’. These English functional items are based on sounds that distinguish meanings. Thus, when signing the whole English sentence, the meaning would not be grasped by Deaf children because it does not make any visual or spatial sense in terms of the conceptual meaning of the sentence.

This system has not worked because there is no one- to -one correspondence between the languages. For example, one English word may require a few words in another language to exactly match the meaning. This also applies to signed languages. One sign may take a whole phrase in English to explain it and vice versa. In addition, speaking and signing at the same time is impossible (Wilbur, 2000:97). This system is as popular as that of TC amongst hearing educators of the Deaf worldwide. If using pure SASL, the following sentence will be:

_____t
MAT INDEX[16] CAT INDEX SIT-ON or CAT INDEX MAT INDEX SIT-ON

Wilbur (2000:96) argues that [signed language] should be used as the initial language of communication and instruction for Deaf children and English as a second language. That second language has a signed form, a spoken form, and a written form. Wilbur has identified problems with Signed English (SE) and he shows why he does not think it should be the first method of communication and language instruction. He made it clear however that there is a role for SE and that it is separate from signing and speaking at the same time. SE can be used to assist Deaf children as they struggle to understand the differences between signed language and English. It can be used to

[15] A sentence preceded by an asterisk (*) indicates an example sentence that is not acceptable in SASL.
[16] When using the gloss INDEX, the forefinger would be pointed out at the specific object, present or absent.

concentrate on English syntax and morphology and on its written form (reading and writing).

2.9 The Bilingual-Bicultural Approach

In the 1980s, the Bilingual-Bicultural approach was first introduced in several schools in the United States and Europe. This approach is used in classrooms where Deaf children are educated in their first language, that is, signed language, and they are taught to use a national spoken language as a second language for the purposes of reading and writing. The research on this approach has so far shown it to be the most successful (Lane et al, 1996: 293-314). South Africa lags behind America and European countries in adopting this approach. I will elaborate on this later in this literature review section. A group of researchers at the University of Free State have introduced this approach into one school for Deaf children in South Africa. Up til now, no scientific report has been released.

2.10 Schooled/Learned Literacy

For many decades, in literate societies, it has been assumed that all children must go to school in order to learn reading and writing (Halliday, 1985: xv). In the words of Cook-Gumperz (1986:6), 'Literacy as a socially defined phenomenon is constructed through a process of schooling'. Like hearing people, Deaf children, born into hearing families of different linguistic and ethnic communities, go to school. In South Africa, schools for Deaf children were established, founded on the spoken language of each ethnic group. At school, Deaf children are exposed to South African Sign Language for the first time through interaction with older Deaf children and Deaf adults and acquire it as their first language. However, the medium of instruction at most schools is English. This medium includes Total Communication, Signed English and oralism.

Everyone learns literacy but it is harder for Deaf people since they cannot hear spoken language and their signed language has no written form. This makes it difficult for Deaf people to master written English. This brings me to the question of how Deaf children learn literacy. Research, according to

Williams (2004:354), suggests that Deaf children's participation in and their early understandings about print were similar to those of hearing children. It is important to note that signed languages are visual-spatial languages,therefore they have no written form (Mayer and Wells, 1996; Mayer and Akamatsu, 1999; Mayer, 1999). [Signed language] does not have a written literature in the way that spoken languages (Reagan, 2002:52) such as English, French, isiZulu, etcetera, do. Because of this, Deaf people do not have direct access to written languages. Nobody has a written language as a home language, not even hearing people. Similar to the oral traditions found in non-Western spoken languages, the literature of Deaf people consists of history, stories, tall tales, legends, fables, anecdotes, jokes and much more (Reagan 2002:52; Lane 1992:16).

However, there is a writing system for signed languages called SignWriting. Valerie Sutton (1974 in http://www.signwriting.org/library/history/hist003.html) in the United States invented this system. SignWriting provides a pictograph instead of alphabetic system. One argument identified in the work of Amy Rosenburg (1999) against SignWriting is that it takes too long to write. Also, the newness of the idea causes uncertainty in most people. However, it has been implemented in several different countries, including Nicaragua. The use of such a written transcription system for signed languages is not explored in this thesis mainly because it has not been taught to Deaf adults in South Africa. Nevertheless it is an important area for further research (Grushkin, 1998:199). In the South African context, Ingrid Parkin at Fulton School for Deaf children tried this system in her classroom. This following quote in her text message (SMS) from her teaching experience is:

> 'It is difficult. As a tool maybe but not as a language. It is not natural and easily absorbed. But interesting. Derived from dance writing which attempts to describe choreography' (Parkin, July 2006).

2.10.1 Reading

Many previous studies have shown that the majority of Deaf children find reading difficult (see Marschark and Harris, 1996; Musselman, 2000 for

reviews). In this context, Deaf children are those who were born deaf or became deaf at an early age (85dB or greater). Reading at an age-appropriate level is an exceptional achievement for such children. The majority do not arrive at a level of reading that enable them to cope with the daily demands of society (Harris and Moreno, 2004:253).

According to research on the reading abilities of Deaf people, it shows that they have difficulty learning how to read in English because of their lack of knowledge of English language structure and vocabulary (Lane et al, 1996:280; Wilbur, 2000:82). In addition, they lack world knowledge (Wilbur, 2000:82). Deaf people cannot hear talking around them and have a different frame of reference encoded in SASL. Wilbur (2000:82) explains further that by the time hearing children begin to learn to read, they already have conversational fluency in their home language and can be taught to transfer this knowledge to reading. In addition, reading is enhanced by the knowledge of how words sound, particularly the reading of rhymes. Deaf people cannot relate the letters, words and punctuation they read to sounds or intonations. It is important to note that even though Deaf children have not yet fully developed competence in the spoken language, techniques for teaching them to read do not differ substantially from those used with hearing children. Deaf children are taught to make letter-sound or whole word-sound associations using whatever residual hearing and speech skills they have. Deaf readers are expected to be able to read out loud, not only as a means of teaching reading but also as a way of working on speech skills (Wilbur, 2000:82). This task makes reading more complicated and therefore many Deaf people do not regard reading as a hobby. This then hampers their ability to learn to write. Krashen (1984:7) reports on several studies proving that reading has a strong influence on writing.

It is worthwhile to note that the work of Musselman (2000) reviews the literature on reading and deafness. She points out that there are alternatives to phonological encoding in terms of reading. The following alternatives are: 1. orthography, 2. articulation, 3. fingerspelling, and 4. signed language. Each of these is explained below.

2.10.1.1 Orthography

Orthography is ‘a method of representing the sounds of a language by written or printed symbols’ (www.thefreedictionary.com/orthography). The study of Conrad (1979 in Musselman, 2000:14) shows that some deaf readers have used an orthographic strategy to learn to write. Evidence from a study of hearing children shows that an orthographic strategy can be effective in learning to read (see Huang and Hanley, 1994 in Musselman, 2000:14, for their work). The possibility for this success is that Deaf people have better visual processing skills than hearing people do.

2.10.1.2 Articulation

Articulation is ‘The act or manner of producing a speech sound’ (www.thefreedictionary.com/Articulation). A number of researchers have argued that the ‘phonological’ code used by deaf readers may be based on speech movement. It is not necessarily sound-based but provides a complete and unambiguous representation of the written text (Leybaert, 1993 in Musselman, 2000:15). It is proposed that deaf readers assemble a visual representation of the text by converting graphemes into articulatory movements, keeping them in a visual-spatial store in contrast to hearing readers who convert them to phonemes and keep them in an acoustic store (Chalifoux, 1991 in Musselman, 2000:16).

2.10.1.3 Fingerspelling

Stanvoich (1991 in Musselman, 2000:16) proposes that phonological encoding may be important in reading because it focuses the child’s attention on alphabetic letters, thus facilitating the orientation of orthographic structure. Fingerspelling provides a comprehensive and explicit means for representing the phonetic structure of language in a manner that is uniquely isomorphic to the printed text (see Padden and Gunsauls, 2003; Grushkin, 1998; Stewart, 2003).

2.10.1.4 Signed language

Because most Deaf people develop at least functional interpersonal communication in a natural signed language, it has been regarded as the home language of Deaf people (Musselman, 2000:17). As explained previously in this research, signs would seem an obvious candidate for encoding print. There is growing evidence that Deaf children may encode print via sign-based representations and that these can mediate skilled reading (Musselman, 2000:26). Table 2.3 summarises the discussion above:

Table 2.3: Alternative paths to literacy for Deaf students (Adapted from Musselman, 2000:27)

1. Speech	←		→	Printed English
2. English-based Sign	←		→	Printed English
3. Signed Language	→	English-based Sign	↔	Printed English
4. Signed Language	→			Printed English

Despite these challenges, some Deaf people have good reading skills. Clive Mason, a Deaf TV presenter from the UK, maintains that it is common cause that Deaf people have more success with reading than writing because when Deaf people do not understand a word, they tend to look it up in a dictionary in private. This helps improve their reading skills. One is less able to work independently to improve one's writing skills and Deaf people try not to expose themselves by asking a first language user for assistance. Thus, their writing skills lag behind (Clive Mason, Personal communication, April 2006).

2.10.2 Writing

For Deaf children, learning a written language from SASL is, indeed, a leap forward. The difficulties Deaf children have with writing are well documented and evidence suggests that the problems Deaf children face in mastering written English are more formidable than those they face in developing reading skills. A Deaf person can use compensatory strategies to understand a message when grammar and vocabulary skills are limited. It is much more difficult to express oneself clearly in writing in the face of such limitations (Moores, 1987:281).

Paul and Quigley (1990) point out that most Deaf people have not developed an internal representation of English and cannot express their thoughts in English in a primary mode such as speech or sign. It could be argued, therefore, that it is highly unlikely that they will be able to express themselves adequately in writing. This will be discussed fully in Section 2.15.

Parallel to their problems with reading, Deaf children's problems with writing reflect the same general difficulty with English in many respects. They tend to show the same concern with the structure of each sentence that their teachers do and approach the task of writing a paragraph or letter as a matter of stringing together 'good' sentences. Their paragraphs are stilted and do not contain the connecting words that skilled writers use to allow the thoughts or events to be framed with reference to other thoughts, events, or time frames. Instead, Deaf writers order their description of events in the same order that they actually happened (Wilbur and Nolen, 1986b in Wilbur, 2000:83).

Several sources can be identified to pinpoint errors such as word order and syntax which stem from a) inadequate language skills, b) inadequate teaching methods and c) teacher focus on sentence structure over other aspects of language use (Wilbur, 2000:83). In addition, Deaf children tend to overgeneralise the placement of a morphological ending onto a syntactic construction.. Three factors have been identified to explain this: limited input, structures are taught in isolation, and only certain structures are taught (Wilbur, 2000:84).

When they learn English syntactic rules, Deaf children learn some of the details incorrectly and do not have enough input and experience with using the structures to realise their mistakes. They therefore are only expected to know a structure that has been already taught. Overall, they lack extensive contextual and interactional experiences (Wilbur, 2000:84-86). Hence, the limited input. Deaf children are frequently taught using isolated sentences which do not provide adequate information for them to learn all the situations in which a structure is used and all the constraints on its usage. Since it is

impossible to teach everything all at once, Deaf children are only taught certain structures.

Because they live among a majority whose language has a written form, Deaf people manage to learn reading and writing in real-life situations. Even though they may have severe language delay, they participate in literacy activities. Research indicates that Deaf children have learned to use written language as a primary form of communication. When they did not have spoken or sign language and needed to express themselves, they used drawing and writing to communicate with both peers and adults (Williams, 2004:354). Deaf people link written words to pictures. Gradually, Deaf people learn to recognize abstract words through signs from educators who sign and older Deaf peers outside the classroom.

2.10.3 The South African Context

According to the Deaf Federation of South Africa (1997, 2003), the average reading and writing levels of Deaf adults in South Africa is equivalent to that of an eight-year old hearing person[17]. The average reading age of Deaf adults who have attended schools for the Deaf is lower than fourth grade level (Glaser and Lorenzo in Watermeyer et al, 2006:193; Paul and Quigley, 1990). Annually, Deaf learners from schools of Deaf children continue to leave schools barely literate. This fact is often a surprise to those not familiar with deafness; it is commonly assumed that Deaf people should have no difficulty understanding written English unless they are also visually challenged. Nevertheless, this lag is a harsh reality and presents a great barrier to academic and employment opportunities for Deaf people (Hansen et al, 1994).

It would appear that the education system in South Africa does not cater for the linguistic and literacy needs of Deaf learners. It is often speculated by educators that the reading and writing of English are difficult for Deaf children

[17] It is not clear from where DeafSA got this information. However, there are several international literatures on the average reading age of deaf adults. It is said to be at fourth grade level (see Glaser and Lorenzo in Waterrmeyer, 2006:193).

because they are attempting to read and write a language they do not know. According to the international studies, these children are in a difficult position of having to learn the written form of English when they have only limited or partial access to the primary spoken language (Mayer, 1999:37; Hansen et al, 1994). The overall difficulty that Deaf children have learning English has been very well documented (Quigley and Kretschmer, 1982; Quigley and Paul, 1984; Wilbur, 1979, 1987). Educators and researchers continue to struggle with how best to address this unacceptable situation. In recent years, there has been a shift in the field toward the adoption of bilingual-bicultural models of education for Deaf children in countries such as the United States and Canada (Mayer and Akamatsu, 2000:394). This will be discussed later in this chapter concerning the work of Nover and Andrews (1998, 1999, 2000, 2001 and 2002).

In the LANGTAG report (1996:103), the Deaf Federation of South Africa wrote that:

> If the Deaf learner is denied his first natural language and forced to adopt the spoken language method without the conceptualisation backup available only through [SA] Sign Language, he will forever always be in a position where he can have very limited access to all levels in living, hereby depriving him of effective participation in society.

The report goes on to say that, ‘experience has shown it takes six to eight years to achieve a reasonable competence in a language. Similar and parallel experiences elsewhere in the world can be mentioned: Despite favourable conditions, the children of migrant workers in Western Europe remain on the economic fringe, partly because their training has been received through the medium of a ‘foreign’ language’ (LANGTAG, 1996:103).

Accordingly, the definition, ‘mother-tongue’ is one's native language and/or a parent language (www.answers.com/topic/first-language). The UNESCO document (1953:698, reprinted in Fishman, 1968 in Kamwangamalu, 2000:121) defines ‘mother-tongue education’ as ‘education which uses, as its medium of instruction, a person’s mother tongue’, that is, ‘the language which

a person has acquired in early years and which normally has become his natural instrument of thought and communication'. Kamwangamalu (2000:121-2) argues that a switch from the first four years of primary education in a mother-tongue African language to a European language results in high failures and dropouts. The reason for this is the lack of exposure of many black children to the European language outside the classroom. Such education had been for a long time the preserve of the elites for social and economic reasons. The choice of the medium of instruction to use for teaching reveals the interests of these elites. The majority of Black people stay on the fringe; economic development has not yet reached the majority; the social distribution of European languages in Africa is restricted to a minority elite group; and the illiteracy rate among the majority stays high. (Kamwangamalu, 2000:123) If the bilingual-bicultural approach were used right from Grade R to Grade 12, one would be more likely to ensure that learners add English to their mother tongue. This would enable additive bilingualism rather than the subtractive bilingualism, which currently occurs in many schools (see Nover and Andrews, 2000).

The elites of Kamwangamalu's research can be equated to hearing people who work with Deaf people. They often make decisions for Deaf people on which language they should learn at school in order to function in mainstream society, for example, to speak English. This inhibits Deaf people's proficiency in reading and writing and also denies them exposure to the variety of ways in which language can be accessed.

2.11 Technology

Despite the low levels of literacy attributed to Deaf people, Deaf people do, however, have access to writing in their daily lives with the use of technology. Almost everyone has access to, in one way or another, to a greater or lesser degree, the many technological innovations that are available in our society today. They provide printed representations of the spoken word in movies and television (subtitles), text messaging on cellular phones (SMS) facsimile, email, online chat and the internet. The use of these technological devices is relatively widespread amongst Deaf people (Grushkin, 1998:181).

Even telephone conversations are possible with a device with a typewriter-type keyboard (TTY) which transmits messages over regular phone lines. A disadvantage of the use of the TTY is that there has to be one machine at each end of the conversation. It is much the same as a voice message between hearing people. Thus, TTY users are unable to telephone people or community agencies without a TTY (Power and Power, 2004:334). Facsimile (fax) machines were also widely used in the past but are less common among Deaf people today. They have been replaced by e-mail, on-line chat and the internet among Deaf people with computer access (Bowe, 2002:8 in Power and Power, 2004:334). Many Deaf people tend to use this communication tool to keep in touch with their friends.

In fact, providing text-based telecommunication services to Deaf people in South Africa is challenging. The majority of Deaf people experience poverty, illiteracy and little or no access to information and communication technology (Glaser and Tucker, 2004:3). The Teldem, a text telephone provided by Telkom, is available but seldom used. Just like a TTY, it has a keyboard and a two-line display screen.

Nowadays, ‘Short Message Service’ (SMS) has become the predominant means of telecommunication among Deaf people (Glaser and Tucker, 2004:4; Power and Power, 2004:335). SMS allows cell phone users to send and receive text messages. Generally, up to 160 characters can be sent at one time. Some cell phones are able to send messages with more than 160 characters (e.g. 460) but at the cost of two SMS calls (Harpers and Clark, 2002 in Power and Power, 2004:333).

To accommodate the 160-character limit, the messages are made up of abbreviations, acronyms, shorthand such as ‘DBN’ for ‘Durban’, and ‘esp’ for ‘especially’, and even combinations of letters and numbers, e.g. ‘gr8’ for ‘great’ and ‘2morrow’ for ‘tomorrow’. The following message sent by one of my friends has been included as an example.

> Dat Kwel. 2day or wed is fyn wid me and my mam.
> So lt me kn wen n wat tym does it suit u. lv

In proper English, it means:

> That is cool. Today or Wednesday is fine with me
> and my mother. So, you let me know when and what
> time it suits you. Love, …

This results in informal language and the messages are mostly peer to peer (Horstmanshof and Power, 2004; Cerrone, 2007). SMS is used as a method of staying in touch, organising social occasions and generally managing one's social life (Horstmanshof, 2004:2). This includes building and maintaining social networks and keeping abreast of trends and gossip (Henderson et al, 2005:2). Cerrone (2007) notes that this practice has affected writing. Students discussed in Cerrone's research use 'SMS' language rather than formal standard written English.

It must be emphasised that SMS messaging allows Deaf people to function more independently in a hearing world. For Deaf people, it is a lifeline (Power and Power, 2004:335; Akamatsu et al, 2005:120). It is somewhat surprising that given their difficulty with written English, most Deaf people do not worry about their grammar or spelling errors. They are more concerned with whether or not their receivers can understand their messages than about grammar or structure (Henderson et al, 2005; Akamatsu et al, 2005:127). According to Akamatsu et al. (2005:123) anecdotal reports suggest that the use of SMS among Deaf people worldwide is on the rise, showing that SMS is fulfilling a communicative need (Rhone & Cox News Service, 2002; Power and Power, 2004). Deaf people also use SMS to communicate with hearing people. It appears that a new genre of writing in English via SMS is developing. It uses minimal or no syntax, little tense and other morphological markers and a a limited lexicon of phrases and messages familiar to senders and receivers (Power and Power, 2004:335). This bypasses many of the difficulties that Deaf people typically show with English writing (Akamatsu et al, 2005:121). Also, the informality and the fact that the recipient is a peer may

reduce the threat of writing to someone who may be judgemental. While most of the supervision for this thesis was accomplished with the service of a SASL interpreter, modern forms of communication such as SMS, email, and track changes enabled us to by-pass the use of a SASL interpreter at times.

Without the acquisition and use of a written language, one's enjoyment or use of these technological devices is impossible. Technology can be a powerfully motivating force in promoting reading and writing skills in Deaf people (Grushkin, 1998:181). In addition, use of the computer may provide opportunities for cognitive growth as children encounter problems in using their ideas symbolically (Labbo, 1996 in William, 2004:362). It is understood that most schools in South Africa lack technological devices. This creates a backlog in education for both Deaf and hearing people.

Besides telecommunication devices, there are several other means available for Deaf people to communicate with hearing people who cannot sign - paper and pen, using gestures and employing signed language interpreters (Smith et al, 1988:81). Deaf people in South Africa prefer to use SASL interpreters instead of writing back and forth with hearing people. For both Deaf and hearing people, it is a tremendous effort. It is also worth noting that because the literacy skills of most Deaf people are quite limited, they are unable to communicate effectively with hearing people through print (Akamatsu et al. 2005:120). Hearing people would find writing a waste of time. Tannen (in Olson et al, 1985:130) and Chafe (1982) explain that speaking is faster than writing. Because of that, writing non-significant notes such as a request or a point of clarification, sharing general information, and so on, for hearing people is unnecessary. Thus, Deaf people are socially isolated in mainstream society (Tannen in Olson et al, 1985:130). Deaf people therefore opt for signed language interpreters. Signed language interpreters act as a third party mediating communication between Deaf and hearing people. A signed language interpreter conveys a message and its meaning accurately from spoken language (source language) into signed language (target language) and vice versa (Deysel et al, 2004:5).

In discussing issues pertaining to the Deaf world and the Deaf research participants for this research, this chapter has covered the relevant literature in Deaf studies. What follows in the next section is a discussion of other aspects of literacy.

2.12 New Literacy Studies

In this section of the literature review there is a focus on 1) literacy as a social practice, 2) orality and literacy, 3) cognition, 4) speech and writing, 5) writing pedagogies of English as a second language (ESL), and 6) language and identity. The reason why I have focussed on these six areas in the literature is that they provide the necessary understanding for interpreting the research data.

This research is based on a social theory of literacy epitomised by the New Literacy Studies and critical literacy. According to Gee (1996:39), the New Literacy Studies in the 1970s and 1980s ask the following questions:

1. What is literacy?
2. What is it good for?

2.12.1 Literacy as a Social Practice

The traditional understanding of the term ‘literacy’ is the ability to read and write. Street (1984) describes the traditional view as the ‘autonomous model’ in which reading and writing are seen as technical skills, usually learned in formal education and independent of cultural influences. Street names it ‘schooled literacy’.

Barton et al. (2003) define literacy as a ‘situated’ practice which is tied to both institutional and social contexts. The contexts are embedded in broader social purposes and cultural practices and change. New literacy practices are introduced and acquired through processes of informal learning and sense making. Literacy is not the same in all contexts. This model, is what Street (1984) calls an ‘ideological’ model of literacy.

Street argues that in the 'ideological' model (1993:2), reading and writing are not seen to be independent of cultural and social influences. They are expressions of particular social practices. In other words, being literate means different things in diverse cultures. People are socialised into particular ways of reading and writing, and genres of reading and writing, because of the ideological beliefs of their communities. For instance, in the field of farming, people who would, in terms of dominant norms, be considered illiterate, might well be able to read the official records that must be kept to identify livestock and track their movement (Jones in Barton et al, 2003:3).

Furthermore, Street (1984) discusses Graff's (1979) study of the role of literacy in nineteenth-century Canada which shows that disadvantaged classes and ethnic groups were, as a whole, further oppressed through literacy. Greater literacy did not produce greater equality and democracy or better conditions for the working class. Deaf adults in the 21st century are similarly marginalised.

In line with Street's ideological approach to literacy, Heath's focus (1983) in '*Ways with Words*' was on 'literacy events' and the practices embedded in three different communities in the Piedmont Carolinas in the United States of America: Roadville is a white working-class community; Trackton is a working-class African-American community; and Townsville a mainstream middle-class urban-orientated African-American and white community. Heath investigates the ways these different social groups are enliterated. Heath focuses on how children in each community acquire different literacies in the process of becoming socialised into the norms and values of their communities.

Children in both Roadville and Trackton are unsuccessful in school but both communities place a high value on success in school. On the one hand, Roadville adults read books to their children. On the other hand, Trackton adults do not sit and read to children. There is little reading material in the homes of Trackton children. However, Trackton babies are constantly surrounded by the verbal and non-verbal communication of the adults and

Trackton children constantly interact verbally with their Trackton peers and the adults. In contrast, the Townsville mainstreamers use literacy practices in the home that are closer to the ways of schooling, commonly found in literate societies and in schools.

Heath's description of the Trackton, Roadville and mainstream groups shows a set of features that classify the three groups in various ways. The mainstream group and Trackton group both value imagination and storytelling. The mainstreamers are more used to decontextualised language and are able to relate to communication and knowing outside of their experiences. All the Townsville, the Roadville and the mainstream groups believe parents have a teaching role in language and literacy acquisition. The Roadville group shares with the Trackton group a practical view of learning literacy by watching and doing what is going on around them.

Heath was able to show the different orientations to literacy and learning that differing cultural and communicative traditions produce, particularly by way of initiating children into 'ways of knowing'. That includes the incorporation of orality, which will be discussed in the next section and literacy in culturally specific ways. Some of these traditions were closer to the ways of schooling than others, thus giving some children an advantage over others at school. Schools provide only the literacy practices of the middle class community. In South Africa, Deaf children's ways of communication and knowing are also different from what is on offer in their schools.

The theory that works with literacy as a social practice is important because it provides a framework for understanding the literacy practices used by Deaf adults in their daily lives. It will be interesting to ascertain how and whether their literacy practices relate to the literacies they learnt in school.

Moreover, this research endeavours to understand the attitudes of Deaf people in relation to 'schooled' literacy as well as the effects this has on their use of writing in their everyday lives. Prinsloo and Breier (1996) investigated the use of marginalized literacies in different South African communities. To

date, there is no investigation of the literacy practices of Deaf people in South Africa. Hence, the importance of this study.

2.12.2 Orality and Literacy

Since literacy as a social practice involves communication of various kinds, I use the work of Havelock (1963), Goody (1977) and Ong (1982) to distinguish between orality and literacy. The work of Gee (1994) and McCleary (2003) will also be considered. In the literature, the term ‘orality’ refers to oral communication. This concept has also been used to characterise “whole societies that have relied on oral communication without the use of writing” (Havelock, 1991:11).

In order to conduct this research, it is important to establish the difference between the term ‘oral’ as used in the Deaf world and in the New Literacy Studies (NLS). The term ‘oral’ in the Deaf world refers to speech and lip-reading. At school, Deaf people are taught to speak and lip-read a spoken language, e.g. English. Lip-reading is part talent and part skill to be learned. Many words on the lips look the same. The articulation of words ‘sheep’ and ‘cheap’, for example, look the same. Approximately 70% of English is invisible on the lips (Smith et al, 1988:81). Deaf people in general are forbidden to use signed language, as it is believed that this will inhibit their speech skills (Lane et al, 1996:266). Most of the school day is spent on the oral method, leaving very little time for the teaching of academic content. According to Lane et al. (1996:266), the reason for this approach is that the oralists believe that to cope in the hearing world, Deaf people must speak. The term ‘oral’ has a negative connotation in the Deaf world because speech is not natural for Deaf people who cannot hear and monitor their own voices. It also means lip-reading, mouth movements, and making sounds, which have never been heard.

In the literate world, the term ‘oral’ refers to spoken communication. Ong (1982) believes that literacy, especially writing, is more advanced than orality in terms of its power to structure thought. The works of Havelock (1963) and

Goody (1977) disagree with Ong's view that schooled literacy restructures thought.

Havelock (1963) argues that this characterization of an oral culture has constructed a 'great divide' between human cultures and their ways of thinking. The oral epics were a storehouse of social information in the form of fixed and memorised speech. The epics were the way the culture passed down its values and knowledge. Havelock argues that the epics took the form they did due to the demands of human memory in the absence of writing. There was, however, capacity for creativity in how these building blocks were arranged and ordered on any occasion of performance; performance was always sensitive to the reactions of the audience. Knowledge in an oral culture is constrained by the psychological requirements necessary for memory and story. It is embodied by and deals with actions and actors, not abstractions and principles. Havelock argues that this kind of discourse, since it is the only form of speech in any culture that enjoys a certain independence and preservation, represents 'the limits within which the mind of the members of that culture can express itself, the degree of sophistication that they can attain' (Havelock 1963:182).

Goody (1977) sees the development and spread of literacy as a vital factor in explaining how modes of thought and cultural organization change over time. Goody and Watt (1963) showed some of the outcomes linked to the beginning of writing and, in particular, to the invention of the alphabetic system that made widespread literacy possible. They suggest that logic seems to be a function of writing, since it was the move to writing that advanced the understanding of speech by, for example, breaking a stream of sound into sepearate words. Goody also argues that writing influenced their word order, developed forms of reasoning, and perceived oppositions.

Goody attributes the growth of individualism, the growth of bureaucracy and of more depersonalized and more abstract systems of government to the development of writing along with the capacity for abstract thought and logical

reasoning that end in modern science. Goody sees the acquisition of writing as effectively transforming the nature of both cognitive and social processes.

It is obvious that characteristics of orality continue in societies with literacy. Indeed, this fact seems to challenge the case for the fundamental property of literacy. However, Goody (1968 in Ong, 1982:93) claims that many people in such societies have 'restricted literacy' as opposed to 'full literacy'. By this, Goody means that there is a continuum between the illiterate and the literate. In fact, Goody comes close to suggesting that 'restricted' literacy is the norm in almost all non-technological societies and also in large modern technological ones as well. I prefer Street's view (1984) that literacy is a social practice. Different practices of literacy depend on the needs of different people in different cultures. He rejects a literacy/illiteracy continuum, focusing instead on the different practices of literate and so-called illiterate people. Case studies of the literacy skills of so-called illiterate adults in South Africa are reported in Prinsloo and Breier (1996).

In the field of Deafness, I argue that the term 'orality' can also apply to signed languages, i.e. South African Sign Language (SASL). It is obvious that SASL shares many of the features of oral spoken language. For instance, signed languages are visual languages which require face-to-face interaction. In addition, non-manual signals encoded on the face are used for grammatical meaning. Non-manual signals are much the same as intonation of the voice in oral spoken language. Like oral spoken language, SASL is context-dependent. When Deaf people meet other Deaf people at social gatherings, they sign constantly. Mastery of SASL and skilful storytelling are highly valued in the Deaf community. There are success stories in which the Deaf person overcomes difficult conditions such as getting a job with the help of Deaf friends. There are also stories about attending a funfair at a discount[18]. Through SASL literature, one generation passes on to the next its wisdom, its

[18] I would like to add this: Being at a funfair requires no communication between Deaf and hearing people. Deaf people take advantage of receiving a discount. They make fun of the society who thinks they are incapable. However, for movies or theatres, Deaf people would justify that they should get a discount due to a lack of language access.

values, its pride, and in doing so, they establish the bonds that unite the younger generation (Lane, 1992:16-17; Padden in Wilcox, 1989:11).

Ong (1982) argues that work on oral and literate cultures has made one revise one's understanding of human identity. He constructs writing as enlarging the potentiality of language 'almost beyond measure' and it 'restructures thought' (Ong, 1982:7-8).

For Ong, oral cultures certainly produce powerful and beautiful verbal performances of high artistic and human worth. Verbal performances such as praise poetry are no longer possible since writing has taken control of the mind. According to Ong without writing, human consciousness could not have achieved its creations such as narrating. In this sense, orality needs to produce and is intended to produce writing. Literacy, as will be seen, is necessary for the development of different disicplines such as science, history, philosophy, literature and art, and language. There is almost no oral culture left in the world today that is not in some way aware of the powers inaccessible without literacy. This awareness is terrible for people fixed primarily in orality. They want literacy but also know very well that gaining literacy means letting go of their orality (Ong, 1982:14-15). I do not agree with Ong's analysis because in the Deaf World, Deaf people still hold onto their visual language and still learn schooled literacy as required by literate societies. People in rural Africa still continue their oral traditions and know that there are schools out there for learning reading and writing.

Ong (1982) goes on to suggest a characterization of thought and expression in oral cultures. But in doing so, he claims that 'to varying degrees, many cultures and subcultures, even in a high-technology environment, protect much of the mind-set of primary orality' (Ong, 1982:11). Many of the features Ong refers to have been claimed to be characteristic of, for example, lower socio-economic African-American people in the United States who still have ties to a former rich oral culture, both from the days of the slavery in the United States and from African cultures, and are at the same time less

influenced than mainstream middle-class groups by schooled literacy and the school systems that are responsible for it.

It is clear that in literate cultures, people who only use an oral mode are often considered by literate people to be stupid (Edwards and Sienkewicz, 1990:5; Levi-Strauss, 1962 in Havelock, 1991:12) Thus, literacy came to be seen as a distinguishing feature of ‘civilised people’ with non-literate societies being constructed as ‘primitive’. As mentioned before, Ong (1982), argues that writing changes our abilty to think. Street (1984) named this the ‘autonomous’ model of literacy. Gee (in Maybin, 1994:169) explains that people have a tendency to think in dichotomies. Non-literate societies are thought to be mystical and prelogical. They are also seen as incapable of abstract thought and are assumed to be irrational, child-like and inferior. It is analogous with the discourses of deficit discussed in the section that provides the contextual background of deafness. However, the civilized/primitive dichotomy has been questioned and rejected by modern social anthropology (Street, 1984; Heath, 1983).

There is no doubt that value is placed on writing in literate cultures (Halliday, 1985). For example, it is expected that schoolchildren do written end-of-year examinations instead of oral examinations. At parliamentary offices, public records are written and form a permanent record. Also, masters’ theses and PhD dissertations at university have to be written.

Because of the prevailing power of the ‘autonomous’ model of literacy (Street, 1984), I used to think that Deaf people who are barely literate were incompetent. In supporting this audist position, I used to be complicit in devaluing myself and other Deaf people. However, it bothered me for years that Deaf people have coped well in mainstream society in terms of their social and professional activities in spite of their low levels of reading and writing ability. Therefore, this research sets out to understand the uses of writing in the lives of Deaf adults.

It is important to note that McCleary (2003:112) believes that the term ‘orality’, in addition to its negative connotations for Deaf people, is ‘itself charged with prejudice’ based on Ong’s argument. The terms ‘visual orality’ or ‘signed orality’ would have to be introduced for signed languages. But because the term ‘orality’ is negative, McCleary suggests that the new word ‘corporality’ should be used for signed languages. He explains that ‘all characteristics typically associated with orality follow from corporal reality and its biological and physical constraints’ (McCleary, 2003:112). As for corporal reality, the term ‘corporality’ helps remind us that language is rooted in the body. For example, evidence can be found in the practices of children during the process of learning to read: touching the book, tracing letters or lines of print with their fingers, pronouncing a word aloud (McCleary, 2003:112-3).

I believe that even though McCleary wants to use the term ‘corporality’ to avoid the negative connotations of orality, this term ‘corp-orality’ still embeds the word ‘orality’. Perhaps he means ‘corporal-ity’. For this work, I continue to use the term ‘orality’ in order to make it easier for readers and to reclaim its value.

Branson and Miller (2002:61) show that the following statement by Ong which is common among other language philosophers is inaccurate:

> Wherever human beings exist they have a language, and in every instance a language that exists basically as spoken and heard, in the world of sound… Despite the richness of gesture, elaborated sign languages are substitutes for speech and dependent on oral speech systems, even when used by the congenitally deaf. (Ong, 1982:7)

Given that Deaf adults can use complicated ideas, build arguments and formulate positions, I do not agree that orality precludes logical reasoning and structured thought. I would like to further this argument by considering the work of Vygotsky and Luria (Luria, 1976), Scribner and Cole (1981) and more locally, Moll (1984).

2.13 Cognition

There is a claim that literacy leads to higher-order cognitive skills. This claim emerged from the work of Vygotsky and Luria in Soviet Central Asia in the 1930s. Soviet Central Asia in the 1930s was in the midst of collectivization, a policy introduced in 1920s, of consolidation of individual land and labour into co-operatives (Luria, 1976:14 in Ong, 1982:50). Many previously non-literate people were hastily introduced to literacy and other practices and skills of a modern technological society. Vygotsky and Luria compared non-literate and newly literate people on a series of reasoning tasks. They concluded that major differences exist between literate and non-literate people in their use of abstract reasoning processes. In other words, literate people have higher cognitive skills in comparison with those of non-literate people. These results, of course, fit well with the claims of Havelock, Goody and Ong.

However, the groundbreaking work on the Vai in Liberia by Scribner and Cole (1981) redefined the cognitive effects of literacy. The researchers found three different literacies operating among the Vai: 1) English literacy acquired in school settings; 2) an indigenous script acquired outside school settings; and 3) Arabic literacy acquired outside school settings. Each of these literacies has a particular context of use. Some Vai have only one of these kinds of literacy and others two or more. There are still others who are completely illiterate. Scribner and Cole separated various effects of literacy from effects of schooling. The findings are as follows: a) only the English literates were affected by schooling and; b) illiterate adults, particularly in urban areas, shared some of the skills and attitudes usually only associated with literate persons. If literacy is what is affecting cognitive skills, then all literates should show the same effects, but if schooling is responsible, then only schooled literates will show the effects. They concluded that cognitive attributes were the outcome of particular social practices, such as schooling, and not direct results of the acquisition of literacy.

As mentioned before, it puzzled me that while Deaf adults who are barely literate have coped well in mainstream society, this work appears to show that their cognitive skills have no link to literacy. To exemplify, several Deaf adults

work as motor vehicle mechanics and can detect and understand what goes wrong in a motor vehicle. Other Deaf carpenters can read and figure out numbers for measurement when cutting wood and assembling the pieces. Although they could not write essays or letters, they can learn to use print in order to function and in relation to something that interests them.

However, the work of Moll (1984) does not support the work of Scribner and Cole. Moll maintains that Vygotsky and Luria have substantial evidence that schooled literacy does contribute to cognitive development. In his MA thesis, Moll's focus is comparing the theories of Piaget and Vygotsky. He states that Piaget falsely ignores the socio-economic contents of cognition in his account of formal operational thought.[19] Piaget's biological conception of the origins of knowledge leads him to emphasise the structures of cognition, but Vygotsky's socio-historical psychology challenges this. It refutes Piaget's separation of content from structure and indicts him for losing sight of the social construction of cognition.

Vygotsky emphasises that one cannot talk of the structures of cognition independently of their location in the socio-historical processes of human life. In opposition, Piaget emphasises that cognitive structures are independent of the contents of cognition. In other words, Vygotsky claims that development of cognitive skills has a connection with schooled literacy.

According to Street (1984), the autonomous model tends to define what counts as literacy, and then constructs its lack in deficit terms – those who do not have it are seen as defective at the cognitive level and they suffer from the stigma of illiteracy. This obscures other practices and forms of literacy, and perpetuates the notion of literacy as an individual performance only.

[19] Refer to Table 1, pp. 20 to study the cognitive structures in Piaget's stage theory of development ***in*** Moll, I. (1984) *The Problem of Content in the Theory of Formal Operations: Piaget and Vygotskii in the South African Context*, MA Thesis, Johannesburg: University of the Witwatersrand, pp. 20

This deficit construction of non-literate people is similar to audism and other forms of linguistic prejudice, which result in deficit constructions of community speakers. Sociolinguistic research shows that 'non-standard' varieties of a language produce negative evaluations of speakers of those varieties. There had been a tendency to carry over something like the civilised/primitive contrast to the language of lower status socioeconomic groups and mainstream groups in modern urban societies. The work of Labov (1972) showed that 'working-class black youth speak a rule-governed and elegant dialect of English and that their speech has all of the qualities generally associated with logical thought' (Gee in Maybin, 1994:170). At the same time, Labov showed that much middle-class speech is too rambling and disorganised. (Gee in Maybin, 1994:170; Fromkin and Rodman, 1993:287-290) Despite Labov's work, standard varieties do not have the elite status of the dominant standard variety. This brings one to the question of the differences between speech and writing.

2.14 Speech and Writing

In order to understand the differences between speech and writing, Chafe (1985) suggests that differences in the processes of speaking and writing have led to grammatical differences between speech and writing. Chafe explains that written language fosters more detachment than speech, which is face-to-face and usually more highly socially involved.

Chafe is aware that these are, in reality, poles of a continuum, and that there are uses of spoken and written language that do not fit these characterisations, for example, lectures as a form of integrated and detached speech; letters as a form of fragmented and involved writing; and literature where involvement features are used for aesthetic effects.

Different kinds of communication are situated – along the speech-writing continuum – as illustrated below. Please note that they also depend on social and professional contexts in which they occur.

Table 2.4: Speech-Writing Continuum

Speech	**In-between speech and writing**	**Writing**
Face-to-face conversation Narration	Formal lecture Presentation	Journal article Novel
Telephone	On-line chat SMS/Text Fax Email	Formal letter
To-do/Reminder	Memoir	Journal

In order to explain the shift from speech to writing (see Table 2.5), Vygotsky (1934) argues that speech has a different function from that of writing. He explains that writing '… requires symbolisation of the sound image …' (Vygotsky, 1934:98-99). He goes on to explain that writing is also addressed to an absent or imaginary person. Depending on dynamic situations, it can also be addressd to no one in particular. Vygotsky (1934:99) says that the writing is decontextualised and done in isolation.

Vygotsky further explains that when speaking, a person is not aware of the sounds he or she makes as well as the mental functions he or she uses. When writing the person has to be aware of the relationship between phonemes and graphemes. In addition, words have to be used to form sentences. Hence writing requires conscious work.

I would like to point out that having an awareness of the sound structure (phonics) is almost impossible for Deaf people. Since Deaf people cannot hear sounds, they have to figure out how to read and write through visual cues. This is to say that teachers have to use methods other than phonics for teaching reading to Deaf children. One approach to teaching reading, for example, is whole word recognition (flashcards). I will elaborate on different approaches for teaching literacy in the section on the writing pedagogies for English as a Second Language (ESL).

According to Vygotsky, the grammar of thought is not the same as either the grammar of writing or of speech (Vygotsky, 1934). Vygotsky tries to understand the language of thought, but theorising the nature of inner speech. While writing takes place after inner speech and presupposes its existence, speech takes place before inner speech in the course of the development. For Vygotsky, inner speech is

> …not the interior aspect of external speech – it is a function in itself. It still remains speech, i.e., connected with words. But while in external speech thought is embodied in words, in inner speech words die as they bring forth thought. Inner speech is largely thinking in pure meanings. It is a dynamic, shifting, unstable thing, fluttering between word and thought, the two more or less stable, more or less firmly delineated components of verbal thought. Its true nature and place can be understood only after examining the next plan of verbal thought, the one still more inward than inner speech (Vygotsky, 1934:149).

Vygotsky (1934:100) further explains that

> inner speech is condensed, abbreviated speech. Written speech is deployed to its fullest extent and more complete than oral speech. Inner speech is almost entirely predicative because the situation, the subject of thought, is always known to the thinker. Writing, on the contrary, must explain the situation fully in order to be intelligible. The change from maximally compact inner speech to maximally detailed writing requires what might be called deliberate semantics – deliberate structuring of the web of the meaning.

I will elaborate on the use of inner speech for Deaf people in the section of writing pedagogies of English as a Second Language (ESL).

Like Vygotsky (1934), Kress (1994:8) regards speech and writing as ‘two modes of language with distinctive grammatical and textual structures and organization’. Speech, on the one hand, is made of ‘chains of coordinated, weakly subordinated and adjoined clauses’ (Kress, 1994:33). It also uses redundancy, pauses and hesitations to leave allowances for the different mode of reception and to provide time for listeners to process the information. (Kress, 1994:33) There may be brief pauses between words or sentences.

Also, speech allows thinking time for the speaker and processing time for the listener (Kress, 1994).

Writing, on the other hand, has '…full subordination and embedding…' (Kress, 1994:33). In certain regional and social groups, the structure of writing has a strong influence on the structures of the speech of these groups (Kress, 1994:34). Kress (1994:35) also explains that speaking is learned before writing.

According to Raimes (1983), the differences between speaking and writing are that:

Speech	**Writing**
is acquired in the first few years of life	is learned
has dialect variations	usually has standard forms of grammars, syntax and vocabulary
is conducted by using voices and bodies to convey ideas	is conducted by using words on paper to express meaning
uses pauses and intonation	uses punctuation
is pronounced	is spelled
is spontaneous and unplanned	takes time and is planned
is carried out to present listeners	is aimed at an absent audience
is usually informal and repetitive	is more formal and compact
uses simple sentences	uses complex sentences

Signed languages are similar to speech with respect to the above, but the difference is that signers use hands to convey their ideas and facial expressions to emphasise pauses and intonation. They sign, instead of pronouncing. Because signed languages have no written form, Deaf people have to learn a second language, for example English, in order to write.

Halliday (1989:61) shows that speaking is no less important than writing. The two serve different purposes. He argues that in a literate society, the functions

of language are shared out between speaking and writing. He argues that spoken language is as organised as the written. It is just as complex in a different way. The complexity of the written language is ‘static’ and ‘dense’ (Halliday, 1989:62). That of the spoken language is ‘dynamic’ and ‘intricate’ (Halliday, 1989:62). Halliday insists that the powers of spoken and written language balance each other. However, Halliday is aware that in a non-literate society, spoken language performs all the functions that language has to serve, nothing more or less.

I would say that both signed language and writing in another language are both vital in literate socieities. Since Deaf people cannot monitor and hear their own voices, they use signed language to communicate among themselves and with hearing people who also sign. In addition, Deaf people write in order to communicate with mainstream society that does not sign.

According to Halliday (1989:61), written language displays a higher ratio of lexical items (content words) than grammatical items (function words). The difference of this distinction results in varying density for the presentation of the information. Written language has higher density; spoken language is comparatively sparse (Halliday, 1989:62). To exemplify, the following spoken sentence is taken from the book ‘Relocating the Personal’ (Kamler, 2001:104-105):

> There are many reasons of why football has grown in Australia today. The sponsors which stand by their teams and support them. The media which you would find at every important match and the costs, of which is usually covered by either the public or their personal sponsors. (L:18; G:30)

If this sentence were to occur in formal academic writing, it would read as follows:

> There are many reasons why football has grown in Australia and these include the sponsorship of teams, the media coverage of important matches, the attractive lifestyle of football players and high financial returns. (L:18; G:16)

Lexical density is created by the use of nominalisation. In analysing the writing samples in the data, it will be important to see where the research participants' writing is located on the speech-writing continuum. Unfortunately, I will not be able to do this because the research setting led to speech forms in the writing but that will come later.

2.15 Writing Pedagogies of English as a Second Language (ESL)

As mentioned several times, South African Sign Language has no written form, Deaf people learn a second language in order to read and write in literate societies. Little is known about how Deaf adults learn writing. This section will explain what writing pedagogies of English as a second language (ESL) are applicable to writing pedagogies for Deaf people.

Raimes (1983:4) makes it clear that 'writing is not simply speech written down on paper'. Learners of English as a second language (ESL) have to be taught writing as they will not just 'pick up' writing as they do with speaking. In teaching writing, Raimes (1983:6-10) outlines the following different approaches:

1. The controlled-to-free approach: the audio-lingual approach reinforces speech in that it stresses mastery of grammatical and syntactic forms.

2. The free-writing approach: Quantity of writing rather than quality is stressed. Writers write freely on any topic without worrying about grammar and spelling for several minutes.

3. The paragraph-pattern approach: Here the focus is on organisation. Writers copy paragraphs, analyse the form of the model paragraphs and copy their structure.

4. The grammar-syntax-organisation approach: Writing cannot be seen as composed of separate skills, which are learned one by one. Therefore,

writers focus on organisation while they also work on their grammar and syntax.

5. The communicative approach: Writers are encouraged to behave like writers in real life and to ask themselves the questions about purpose and audience: why am I writing this and who will read it?

6. The process approach: Writers make decisions on how to begin and how to organise the writing task. They realise that what they first put down on paper is not their final draft but just a beginning or a first draft.

All the above approaches overlap. When users of ESL write, they have to deal with the following: syntax, content, process, audience, purpose, word choice, organisation, mechanics, and grammar. These features help make written communication clear, fluent and effective (Raimes, 1983:6). I do not recall exactly how I was taught to write at school. It seems that only organisation and grammar were the focus.

Schools for Deaf children in South Africa appear to be using traditional literacy pedagogies as well as progressive literacy pedagogies. Traditional literacy pedagogies stress formal correctness; process pedagogies stress 'natural' learning through 'doing' writing. According to my schooling experience, the main focus for teaching writing was on English grammar, not on the context of writing. As far as is known, using a genre approach to literacy is unheard of in schools for Deaf children. Australian theorists adopt this approach. They argue that 'a genre approach to literacy teaching involves being explicit about how language works to make meaning' (Cope and Kalantzis, 1993:1) in a range of social situations.

Ingrid Parkin (2006), a Deaf teacher for nine years and, now, a vice-principal of Fulton School for Deaf children in KwaZulu/Natal, explains that pedagogy at schools for Deaf children in South Africa is problematic. Language, culture and perception are important for pedagogy. Before the 1960s, the language and culture of Deaf people were not recognised and they were therefore

perceived as intellectually inferior. Today, SASL is recognised as a language in its own right. Both SASL and Deaf culture are an important part of education and learning and intellectual inferiority cannot be assumed. Despite this, there has been very little change in Deaf Education. The majority of teachers and parents are generally weak SASL users, have little or no knowledge of Deaf culture, and do not mix in the Deaf community for even a small amount of time. For the most part, they have low expectations of Deaf children (see Footnote 6 on Deaf Culture). Teachers and parents' limited knowledge of or respect for these three areas affect the children that they educate: 1) poor signing; 2) no Deaf culture; and 3) low self-perception and self-expectation. This explains why Deaf children of Deaf parents outperform Deaf children of hearing parents. These three pedagogical areas need to be strengthened with both teachers and parents in order for Deaf Education to succeed. Currently, there is an attempt to treat the symptoms but these symptoms will not go away if the cause remains. The problem must be treated at source (Personal email from Ingrid Parkin, June 2006). This supports the work of Branson and Miller (2002).

Rodby (1992) challenges what it means to read and write in English as a second language and what it means to teach second language literacy. She maintains the questions have been answered too narrowly as second language literacy has been viewed in terms of psychology, cognition and individualism and there is little research on ESL literacy as a social cultural and political practice.

Krashen (1984:38) writes that even though there are many published texts on second language writing, writing in a second language is known insufficiently. To be specific, empirical investigation is lacking. Krashen therefore comes to suggest that since the data that is available shows clear similarities with first language writing, a similar competence/performance theory might be relevant. He assumes that there is definitely such a thing as “writing competence” and that this competence is “the abstract knowledge the proficient writer has about writing’ (Krashen, 1984:20). Krashen (1984:20) argues that competence is ‘tacit knowledge of conventions or formal features of reader-based-prose’. In

general, Krashen (1984:21) ‘suggests that competence in writing develops the same way competence in second language develops’. Krashen argues that writers acquire competence through the process of reading for pleasure rather than through writing itself, although he clearly attributes other ‘cognitive’ benefits to the act of writing.

Krashen also talks about the importance of a low affective filter for second language acquisition. Pennycook (1994:301) argues that ‘no knowledge, no language, and no pedagogy is ever neutral or apolitical’. Pennycook shows in his research that even though the majority of Hong Kong students, including the successful students, have access to English, they all have deep ambivalences in their relationship to English. According to Pennycook (1994:159-160), English teachers, native or non-native, tend to use the dichotomy (‘we’ and ‘they’) and essentialise representations of the ‘Other’ (The Arabs, The Chinese, for example), creating a series of stereotypes within a discourse. Pennycook (1994:167) suggests that antipathy towards English is not only based on an inherited suspicion of English as a language of oppression but is also as a result of the methods and materials of English language teaching. Fear of writing in English, if it exists, would produce a high, rather than a low affective filter (see Krashen, 1984). Likewise, the stereotypes produced by audism make many Deaf people feel ambivalent towards English. Their learning is thus blocked. In addition, Graddol (2007:114-115) explains that native speakers of English have been viewed by learners as superior and therefore present an obstacle to learning English.

Interestingly, Graddol (2000) points out that the English language has evolved by contact with many other languages. This language contact made English a hybrid and flexible language. It is therefore called Global English. Because of continuous evolution of the English language, it reflects and contructs the changing roles and identities of its users. Because of the rise of the American superpower, the English language has spread alongside the economic, technological and cultural influence of the United States of America (Graddol, 2000:5). This can lead to the decline of other languages. However, it is important to note that there are three kinds of English users: native users,

second language users, and users of English as a foreign language. Because the number of second language users and users of English as a foreign language is larger than the number of native users, they will determine the future of Global English. They use Engish for a wider range of communicative functions, i.e., social and professional relationships. To support Graddol's view, Canagarajh (2007:923) explains that Lingua Franca English (LFA) belongs to a virtual speech community. The users of LFA are not located in one bounded geographical space. They also use other languages and cultures in their own home areas. LFE is shared by different communities in order to interact and communicate for different purposes. Hence, multilingualism is 'at the heart of LFE's hybrid community identity and speaker proficiency' (Canagarajh, 2007:923).

Since Global English has changed substantially in vocabulary and grammatical form (Graddol, 2000:14) through the influence of the native languages of its global speakers, I will investigate the English written by Deaf adults in this research to see if and how their written English has been influenced by SASL and to what extent?

This brings me to the question of whether Deaf people learn English as a second language or as a foreign language because their first language is signed language. I argue that it depends on geographical areas. For instance, Deaf people living in Australia, the United Kingdom or the United States where English is the official and/or national language would learn English as a second language since English in these countries is very visible in terms of literature, economy, media, and so on. It also applies to South Africa because they, particularly urban Deaf South Africans, grow up in an English speaking and print environment. For countries such as Sweden, Norway, and China, to name a few, English would be learned by Deaf people as a foreign language. English in these countries is not as visible as that of the countries mentioned above.

Spoken English has two modes - speech and writing - whereas signed language has one mode - sign. Knight and Swanwick (2002) explain how

Deaf children learn to write in a second language. They learn to write in English through language contact, i.e. manually coded forms of English. This is in line with the work of Mayer and Wells (1996). They use Cummins' Model (Cummins, 1989, 1991) and Vygotsky's theory of inner speech to explain how Deaf people acquire writing in English.

Advocates of bilingual/bicultural education argue that general linguistic skills, developed in signed language, will transfer to English print. They draw up Cummins' linguistic interdependence hypothesis (see Table 2.6).

Table 2.5: Cummins Model (adapted from Mayer and Wells, 2000)

	Orality	Literacy
L1	Spoken L1 →	Written L1
	↓	↓
L2	Spoken L2 →	Written L2

Deaf students who are able to comprehend a concept in a first language will often understand the same idea in a second language, even if they cannot express themselves in the correct grammar of the second language. Often, these students can also demonstrate metalinguistic skills, using one language to talk about the other. These transfers take place because many cognitive and metalinguistic aspects of different languages, including signed language and English, are interdependent. However, Mayer and Wells (1996) and Paul (1998) dispute this. Paul (1998) states that, in bilingual education, the best way to teach English is to provide ample and meaningful exposure and instruction in English, even if the difficulty is that Deaf students cannot hear the sounds of English.

Based on the work of Vygotsky, one can argue that Deaf people learn signed language as a first language as hearing people do with spoken language. Spoken language and written language are interdependent in that spoken language is a bridge from inner speech to written language. Inner speech is seen as agent between oral speech and writing, that is, a tool to practise, self-

direct and mediate between written and spoken forms. Inner speech is linked with oral speech and there is evidence to suggest that deaf children may not have inner speech based on the spoken word but that some may have inner speech based on sign, that is, inner sign. It cannot be assumed that meaning which has been constructed in internal sign can be easily bridged to written language. It is unclear as to how signed language might serve as the bridge between inner speech and written language. Deaf people seem to be stuck in this bridge, as signed language has no written form. However, Deaf students have been reported in Mayer's (1996) research that they use mouthing, lip-reading, direct instruction reading, writing, fingerspelling and contact sign, e.g., signed English. All these strategies are connected with manually coded signs (Mayer and Wells, 1996). To sum up, the table is as illustrated:

Table 2.6: Mayer and Well's Model (adapted from Mayer and Wells, 2000)

	Orality	Literacy
Signed Language	L1 (possibly late L1)	No written form
English	Signed English L2 →	Written English L2

In addition, Campbell (1992 in de Guerrero, 2005:195) explains that the development of phonological (not acoustic) inner speech is promoted by teaching deaf children the sound-letter relationships. She says that introducing reading and writing to the child 'may enhance the deaf child's skill in using inner speech'. This enables the deaf person to enter fully into a literate culture (Campbell, 1992: 86). I believe that this argument should be further investigated. Since Deaf people cannot hear the sound, it is uncertain that they would learn the sound-letter relationships.

On the basis of my own experience of writing in English as a second language, I would say that the appropriate pedagogical tool for teaching Deaf children writing would be like this:

Table 2.7: Appropriate Pedagogical Tool for Teaching Deaf Children Writing

→	→	→
Inner speech in any form (speech or sign)	Signed language	Signed English	Writing in English

When I want to write, I think of what to say in my inner speech in sign. Subsequently I sign to myself mentally or verbally, depending on situations. When I move on to English, I would use signed English to help settle on the word order I would use for writing. When decided, I write. However, as an adult, I often omit the signed English part when coming to write. I write straight from inner speech and signed language to written English. The process uses signed English as a scaffold which can be removed.

I maintain that a writing pedagogy that uses this approach will value Deaf identity, increase overall comprehension and lower the affective filter. Since signed English is an artificial communication system that is not used for social communication among Deaf people, I would say that it should only be used as a pedagogocial tool for teaching written English. Nevertheless, further research on this approach needs to be conducted.

I would like to make note of this: Musselman (2000:26) writes that English-based sign is the choice of writers such as Paul (1996, 1998) and Mayer and Wells (1996) while other writers advocate the use of signed language because it is a natural language that is better adapted to the visual modality. This brings more questions than answers, yet the literature suggests *several* possible methods for literacy of Deaf children (Musselman, 2000:27, my emphasis).

Nover and Andrews (1998, 1999, 2000, 2001, and 2002) coordinated a five-year project in New Mexico, USA, called 'The Star Schools Project.' This project implements and tests a proposed bilingual/ESL model for Deaf students acquiring and learning two languages, American Sign Language (ASL) and English. In addition, the project designs an effective system of staff development within Deaf schools to guide teachers in the use of effective

instruction to maximise Deaf students' affective, cognitive, social, ASL proficiency, English literacy acquisition and academic achievement through the use of two languages: ASL and English. Today, schools for Deaf children and youth in America are in the process of change. Many, dissatisfied with traditional ways of teaching, have sought opportunities to re-examine current pedagogical practices. One change has been the adoption of ASL-English bilingual programmes in Deaf schools across the country. Please note that a research team from the University of Free State has conducted research on the bilingual approach at one school for Deaf children in South Africa. So far, their work has not yet been released for publication.

The challenge for the field of Deaf education is to implement and test a proposed bilingual/ESL model by focusing on how bilingual education can be effective for Deaf students. The title 'Critical Pedagogy in Deaf Education: Bilingual Methodology and Staff Development' has been chosen because the aim is to promote an approach to teaching and learning in which teachers and students reflect critically on classroom practice with the objective of improving student learning. Using this approach, the Star Schools project teachers 'name' their beliefs about language learning and teaching, 'reflect' critically on them, and then 'act' on these beliefs in the classroom. In the same way, students are encouraged to practise and test the validity of the knowledge they acquire in the classroom using their own contexts and experiences and thereby empowering themselves by taking ownership of their education.

The theoretical background for the project model is based on bilingual and English as Second Language (ESL) principles, theories of first (L1) and second language (L2) acquisition, Whole Language practices, ASL signacy[20] development, and English literacy development for Deaf students. This model supports classroom instruction that incorporates ASL, English, and Deaf

[20] The term 'signacy' is coined by Dr Nover who defines it as the ability to control the visual/signing medium of linguistic transmission in the form of signing and watching/attending skills (Nover, Christensen, and Cheng, 1998 in Nover and Andrews, 1998). Interestingly, in his teaching model, the term 'oracy' is defined as the ability in speech fluency and listening comprehension. Deaf students use this term where appropriate. These Deaf students have the aptitude and residual hearing to benefit from oracy.

culture. Nover and Andrews (1998) proposes a bilingual/ESL model for Deaf students as illustrated:

Table 2.8: Language Use and Teaching Model for Deaf Students (Nover and Andrews, 1998):

Bilingual Approach (ASL dominance and code switching)	**English as a Second Language (ESL)**
<u>ASL signacy abilities</u> Watching and attending Signing <u>English literacy/oracy abilities</u> Finger-reading Finger-spelling Reading (English text) Writing (English text) Typing (English text) Lip-reading (where appropriate) Speaking (where appropriate) Listening (where appropriate)	<u>English literacy/oracy abilities</u> Finger-reading Finger-spelling Reading (English text) Writing (English text) Typing (English text) Lip-reading (where appropriate) Speaking (where appropriate) Listening (where appropriate)

Nover and Andrews (1998) argue that both the bilingual approach and ESL approaches must be used for teaching literacy. They explain that the bilingual approach involves the dominant use of ASL for academic and English language instruction. Students and teachers use ASL for social communication and classroom instruction. Students also benefit from interactions with their peers using ASL. The bilingual approach focuses on the visual and cognitive strengths of Deaf learners as opposed to existing language deficiency models that focus on Deaf learners' weaknesses related to audition (Grushkin, 1998 and Kuntz, 1998 in Nover and Andrews, 1998:10). After Deaf students feel confident using both languages (ASL and English) through the bilingual approach, they are ready for classroom activities that use more ESL approaches. This approach provides a system of instruction that enables students who are not proficient in English to acquire academic proficiency in spoken and written English. ESL is an essential component of all bilingual education programmes in America for students who are learning English as a new language (Freeman and Freeman, 1998; Ovando and Collier, 1998 in Nover and Andrews, 1998:10). When applied to Deaf students, the ESL approach could be set up in a classroom where students engage in activities using English without code switching in ASL. It is

important to note that the ESL approach does not use any of the artificially constructed manual systems of English communication. It is also important to note that the ESL approach is ideal for Deaf students who already have a developing language foundation. In other words, this approach is not appropriate for Deaf students with an underdeveloped language base. The bottom line is that the aim of the ESL approach is to reinforce, strengthen, and use English.

Nover and Andrews (1998:11) go on to say that because ASL is not used in an ESL approach, the teacher must be alert to the students' frustration level. Traditionally, many Deaf students dislike English classes because they are engaged in inappropriate language drills that decontextualise English. Also, Deaf students have had inadequate opportunities to express opinions, feelings, and ideas in English. The ESL approach if properly taught may result in more positive attitudes about English by Deaf students. In Nover and Andrews' report (1999), the use of technology[21] in the classroom is on the increase.

More to the point, Williams (2004:352) argues that reading readiness is a theoretical orientation and a pedagogical approach that suggests that initial instruction should begin with a series of skills considered prerequisite for learning to read, for instance, visual and auditory discrimination, letter recognition, sound/symbol correspondence, and that writing instruction should be postponed until children are reading conventionally. In this respect, spoken [signed] language activities (face-to-face language in the case of Deaf children) should precede reading and writing instruction in the early childhood curriculum. However, research has shown that spoken [signed] language, reading, and writing develop alongside in literate environments and 'mutually reinforce one another in development' (Teale and Sulzby, 1989:4 in Williams, 2004:352-3).

[21] Technology such as email, digital cameras, internet, PowerPoint, laptop, ASL/English videos or CD-ROMS, WEB report, Bulletin boards, chat rooms, and videoconferencing is used as a teaching tool. It shows that the use of technology can be used to motivate Deaf people to engage in literacy.

Freire (1970) discusses the use of literacy to effect change in society in terms of social and economic forces. Freire believes that literacy only empowers people when it turns them into active questioners of the social reality around them. In other words, people use the power of literacy to lobby for their human rights. It appears that in the United States, more Deaf people in comparison to Deaf people in other countries are functionally literate in terms of schooled literacy. If it were not for their literacy skills, this comes to question whether they would have achieved as much as they could have done in terms of education, access to information, civil rights, and so on.

In order to learn reading and writing, it seems that there is no best method for teaching Deaf children to read and write and becoming stuck on one method is not only unsupported by research, but also it might be disadvantageous to children's progress. Researchers gradually view that all of the methods discussed in this research work to some extent. They depend on children's innate capabilities and language experience. Rather than adopting one method, some mixes of methods can be used to address the learning needs of Deaf children. For example, one student may build strong decoding skills via a phonics-based method, English syntax via English-based sign and general knowledge via signed language. For another student, a different profile of methods may be needed (Musselman, 2000:27-28).

As mentioned in Section 2.12.1, Deaf people's ways of communication and knowing are different from what is offered in their schools due to a visual language. Because of this, Deaf people have been going through different teaching methods in the area of education whereas most teachers of Deaf children hardly sign. Hence, Deaf people have identity crisis based on their deafness and language as well as in mainstream society. The following section discusses identity.

2.16 Identity

Since Street (1984) argues that cultures have their own belief systems in terms of literacy, it seems that the issue of social identity is significant for this research work.

Before discussing Deaf identity, it is necessary to understand identity in general. There are two kinds of indentity: a given trait and a chosen trait. Mottez (1990) explains that people are born with traits in which they cannot change and with other traits that they can change. For the former, I will begin with myself: I am given the name of Helen, was born as white female first-generation South African. I have hazel eyes and brown hair. I am deaf. For the latter, I am engaged to a Deaf man living overseas. I will be a mother to my unborn baby. I am Deaf. I am a lecturer at a tertiary institution. I am interested in language and have made it the main interest of my teaching career (Mottez, 1990).

In mainstream society, people often struggle with trying to find themselves and discover who they are in terms of name, gender, appearance, and race. It seems that these are not fixed in the perceptions of others and people can continually reinvent themselves. Identities are changed to fit into diverse cultural communities as members of families, age groups, ethnic groups or institutions such as schools, clubs, and workplaces. The process of shaping an identity takes place when people meet others and learn to accept their differences.

Leigh (1999:236) explains that ‘identity is basically the representation of the self’. Deaf people have their own cultural and language identity. This identity itself is highly valued. As with many black people who do not value a black person who speaks and/or thinks as white person, speech and thinking like a hearing person is frowned upon by Deaf people. The importance of Deaf identity overshadows differences of age, class, sex, and ethnicity that are important in hearing society. Deaf people relate to one other in terms of deafness and language. Because of this Deaf identity, there is strong group loyalty – to give support to one another in terms of language and oppression (Lane, 1992).

Norton (2000) suggests that, based on a case study of immigrant women in Canada, second language acquisition theory has not adequately formulated a

conception of identity that integrates the speakers of English as a second language (ESL) and the language learning context. Such theory, in particular, has not given sufficient attention to relations of power between ESL and first-language speakers. She suggests that a poststructuralist conception of identity as multiple, a site of struggle, and subject to change is an important contribution to the field of language learning and teaching. Further, she argues for a conception of investment to capture the complex and sometimes-ambivalent relationship of language learners to the target languages.

Norton (2000) argues that the ideas of the individual and the language learner's personality in Second Language Acquisition (SLA) theory need to be reconceptualised in ways that will problematise dichotomous distinctions between the ESL and the language-learning context. Norton uses the term 'identity' to refer to how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future.

Norton (2000) uses the term 'power' to refer to the socially constructed relations among individuals, institutions and communities through which symbolic and material resources in a society are produced, distributed and validated. By symbolic resources, she refers to such resources as language, education, friendship. Material resources include capital goods, real estates and money. Like Foucault (1980), she argues that power does not operate only at the macro level of powerful institutions such as the legal system, the education system and the social welfare system but also at the micro level of everyday social encounters between people with differential access to symbolic and material resources.

Norton uses the concept of motivation and investment from the field of social psychology. The work of Gardner and Lambert (1972) has been influential in introducing the ideas of instrumental and integrative motivation into the field of SLA. Instrumental motivation refers to the desire to learn a second language for utilitarian purposes, such as employment whereas integrative motivation refers to the desire to learn a language to integrate successfully with the

target language community. Norton's use of concept of investment points to the socially and historically constructed relationship of learners to the target language and their often-ambivalent desire to learn and practise it. She uses the term 'cultural capital' from the work of Bourdieu and Passeron (1977) to refer to the knowledge and modes of thought that characterise different classes and groups in relation to specific sets of social forms. If learners invest in a second language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital. The idea of investment at one point conceives the users of ESL as having a complex social history and multiple desires. The idea presupposes that when users of ESL speak, they are not only exchanging information with first-language speakers, but they are frequently organising and reorganising a sense of whom they are and how they relate to the social world. An investment in the target language is also an investment in a learner's own identity, an identity that continuously changes across time and space.

In addition, Norton argues that ethnicity, gender and class are not experienced as a string of separate background variables but are all in complex and interconnected ways, drawn in the construction of identity and the possibilities of speech.

2.17 Conclusion

Because of pressure from mainstream society as explained by Street (1984), Deaf adults try to be functionally literate by attending ABET classes or asking their family and friends to help with writing. The critical questions are:

1. What do they need writing for?
2. How proficient are they?
3. How competent do they feel about writing?
4. What have they achieved without full mastery of writing?

In both professional and social settings, I have observed that most Deaf people have an aversion to writing. It perplexes me that even though Deaf

people seem to avoid writing, they manage to cope in mainstream society quite well. This includes those who are good writers but dislike writing. I will explore the attitudes of Deaf adults to writing. It will be a challenge to discover their view of writing as well as their positioning in a literate world.

In the next chapter, the literature discussed here forms the basis for establishing the research design.

CHAPTER 3 – RESEARCH DESIGN

3.1 Introduction

This section discusses 1) the research design, 2) methods, 3) sites and 4) participants. The primary research question as discussed in the Introduction section is as follows:

> *What are the attitudes of Deaf adults in the area of Johannesburg to writing English as a second or third language?*

The sub-questions are as follows:

1. What are the reasons for the different attitudes?
2. What are the writing practices in the daily lives of Deaf adults?
3. When do Deaf adults feel confident about writing and why?
4. When do they feel insecure about writing and why?
5. What are the effects of these different attitudes?

To answer these questions, a predominantly qualitative analysis of semi-structured interview data elicited from Deaf adults in the area of Johannesburg is required. Thematic content analysis is used. Examples from written English texts by Deaf research participants are also analysed. This analysis focuses on the research participants' linguistic and communicative competence in writing English. A Likert Scale is included in order to analyse research participants' attitudes to reading, writing and English. The next section explains why I use this Likert Scale, which belongs to a quantitative research paradigm as part of the qualitative analysis.

3.2 Research Design

This section gives an overall view of the research method, research sites, and research participants as well as the process of selecting texts for analysis.

Qualitative and quantitative research methodologies are used for this study. The research question makes provision for an in-depth study of writing as a social practice in the Deaf community. Qualitative research refers to the

"generic research approach in social research according to which research takes as its departure point the insider perspective on social action" (Babbie and Mouton, 2001:270). In other words, it allows the researcher an authentic look at the emic views of the research participants.[22] Because I have a large network within the Deaf community, which is close-knit, and have status as a professional, it gave me privileged access. I experienced research participants as supportive and they found my research supportive of their experience of writing. The writing practices of Deaf people and their attitudes towards writing in English are investigated from the inside. For this, a qualitative semi-structured interview has been used.

According to Babbie and Mouton (2001:646), 'the best or only way of measuring the properties of phenomena is through quantitative measurement, that is by assigning numbers to the perceived qualities of things'. A Likert Scale with the response categories as 'strongly agree, agree, disagree, and strongly disagree' is used to collect quantifiable data (Babbie and Mouton, 2001:644). However, this research does not contain enough data for quantification. The Likert Scale is therefore simply used to provide an additional perspective on the interview data.

Denzin (1989:236) argues that 'triangulation, or the use of multiple methods, is a plan of action that will raise sociologists above the personal biases that stem from single methodologies'. Triangulation seems to be one of the best ways to enhance validity and reliability in qualitative research, according to Babbie et al (2001:275). A small number of research participants are chosen and studied using multiple sources of data. This involves using more than one method. Because qualitative research involves careful analysis of interview transcripts, this limits the scale of the study. The small number of participants does not allow for a statistical analysis of the quantifiable data. This data is therefore used as a means of checking the data for each individual and for gaining a sense of trends in the group. In addition, a table that provides a

[22] See Reagan (2002) for an emic construction and perspective of deafness and Deaf identity.

bird's eye view of each subject's attitude towards writing will be provided in Chapter 4.

3.3 Research Method

Very little is known about how Deaf people feel about writing or about using English as a second language. Although there are some data on language attitudes of college-age Deaf adults (Kannapell, 1989), there is little language attitude research on Deaf people (Vernon, 1995).

Attitudes are often difficult to assess reliably because an attitude cannot be directly observed, like one's height, weight, or hair colour. Attitudes are dispositions to respond favourably or unfavourably to something like a language, person, or an institution. Attitudes are often assessed by self-reports and observations and there are reliability and validity issues. Nonetheless, many studies have been conducted on attitudes to specific languages, language variation, language lessons, and the learning of a second language (Baker, 1992).

There is no single definition with which all psychologists would agree. Three fairly typical examples are taken from Gross (2001):

1. Attitude – a psychological term – is '... an evaluative disposition toward some object. It's an evaluaton of something or someone along a continuum of like-to-dislike or favourable-to-unfavourable…' (Zimbardo and Leippe, 1991, in Gross, 2001:350).

2. 'The term attitude should be used to refer to a general, enduring positive or negative feeling about some person, object, or issue' (Petty and Cacioppo, 1981, in Gross 2001:350).

3. 'A learned orientation, or disposition, toward an object or situation, which provides a tendency to respond favourably or unfavourably to the object or situation…' (Rokeach, 1968 in Gross, 2001:350).

In addition, the term ‘attitude’ in social science has come to mean a ‘posture of the mind’ (Oskamp, 1977:7). Attitudes can be expressed in various ways, i.e. with different words, different tonal inflections facial expressions and different degrees of intensity (Oskamp 1977:22). They also involve affect (emotion), cognition (belief), and behaviour (intent) which follows:

According to Rosenberg and Hovland (1960 in Gross, 2001:350), attitudes develop on a three-component model - affective, behavioural and cognitive.

a) The *affective* response exemplifies ‘...what a person feels about the attitude object, how favourably or unfavourably it is evaluated...’.
b) The *cognitive* response involves ‘...what a person believes the attitude object is like, objectively...’
c) The *behavioural* response shows ‘...how a person actually responds, or intends to respond, to the attitude object.’

In other words, by showing a person’s actual attitude, a person responds by showing his/her feeling towards a certain object (affective). Through this feeling, a person has already evaluated the object based on a person’s learning experience (evaluative) and then a person develops an opinion on it (cognitive). Therefore, a person acts on his/her intention through behaviour (behavourial). Thus, an attitude emerges.

This three-component model focuses on attitude structure rather than a simple definition (Stahlberg and Frey, 1988 in Gross, 2001:350). Most attitudes in individuals are a result of observational learning from their environment. This research may show that the attitude a person adopts towards writing may be a product of experience at home, at school or outside at work.

Furthermore, the link between attitude and behaviour exists but depends on situations that have influence, some of which is inconsistent (LaPiere, 1934 in Gross, 2001:353). For example, one cannot infer people’s attitudes simply by

observing their behaviour. Just because someone reads a great deal, one cannot assume that they enjoy reading. A person who is reading may not regard reading as a hobby. This makes sense if the person does not like reading, which explains this inconsistency.

Besides, this section from the field of psychology explains attitude in terms of the Theory of Reasoned Action. It is based on the assumption that people behave in a sensible manner taking into account all relevant information regarding the behaviour in question as well as considering the implication of their actions. This theory is designed to predict such behaviours that are considered under volitional control and help to explain their psychological determinants (Ajzen, 1985).

The Theory of Reasoned Action is concerned with predicting behaviour through intentions which is seen as the immediate precursor to behaviour as well as understanding people through the determinants of intentions. The theory suggests that a person's intention to perform a given behaviour is a result of two basic determinants. The first determinant is the person's positive or negative evaluation of performing the given behaviour; termed the '*attitude toward the behaviour*' (Ajzen, 1985; Penny, 1996; Maes and van Elderen, 1998 in Gross, 2001:163) and the second determinant is the perceived social pressure to perform or not to perform the given behaviour and this is termed the '*subjective norm*' (Ajzen, 1985; Penny, 1996; Maes and van Elderen, 1998 in Gross, 2001:163). People are more likely to perform a given behaviour when they evaluate it positively and when they believe that key roleplayers in their lives think that they should perform that behaviour. (Ajzen, 1985; Gross, 2001.)

Attitude toward the behaviour is determined by the person's salient beliefs about that behaviour; these beliefs that underlie a person's attitude toward a behaviour are termed 'behavioural beliefs' (Ajzen, 1985; Penny, 1996; Maes and van Elderen, 1998 in Gross, 2001:163). Each salient behavioural belief links the behaviour with a specific outcome. The attitude toward the behaviour

is thus determined by the evaluation of each salient outcome and by the strength of these evaluations (Ajzen, 1985).

As explained by Baker (1992), the measurement of attitudes cannot be assessed directly. Because of this, it is necessary to find adequate attitude indicators that are based on the assumption that they can be measured by people's beliefs or opinions about the attitude object (Stahlberg and Frey, 1988 in Gross 2001, 351). Most attitude scales depend on verbal reports and take the form of standardised statements which refer to the attitude being measured.

To find out whether a set of attitude items all represent the same or different attitude dimensions, 'attitude scaling' is undertaken (Bynner et al, 1972 in Mouton, 2001). There are a number of basic procedures developed by Thurstone, Likert, and Guttman (see Mouton, 2001:153-158; Gross, 2001:351-352). The research on attitude research also strongly recommends that the participants are interviewed by using open-ended questions (Bynner et al, 1972 in Mouton, 2001). Hence, a combination of Likert Scaling, a semi-structured interview and writing samples are used for this research.

Likert Scaling is used in quantitative research because the qualitative interview may not provide the relative strength of agreement intended by the research participants. Likert Scaling seems to address this limitation. The attitudinal items are written as statements, some positive and some negative. Likert Scaling calculates the average index score for those agreeing with each of the individual statements. For example, with five response categories, scores of 1 to 5 are used. A score of 1 is assigned to 'strongly agree' whereas a score of 5 is to 'strongly disagree'. This score is used to determine the relative strength of different items, that is, to measure how strongly the research participants feel about reading and writing (Babbie and Mouton, 2001:154). Since this research does not generate enough data for quantification, the Likert Scale is only used to provide an additional information on the interview data.

All the data for this research was collected during a semi-structured interview with each research participant. Semi-structured interviews are conducted within a fairly open framework, which allows for focused conversational two-way communication (Coolican, 2006:278). This technique can be used to both give and receive information. In other words, it allows the conversation to flow where it needs to in order to deal with issues as opposed to cutting off the research participants as they drift from the topic (as is the practice in structured interviews). It seems that the semi-structured interview is more appropriate for capturing the authentic 'voice' and viewpoints of the research participants (Coolican, 2006:90). No new questions are designed ahead of time. Most questions are created before the interview allowing both the research participants and the researcher the flexibility to pursue finer details and discuss issues (Coolican, 2006:87). For the purposes of this research, the main question to be used in the semi-structured interviews is:

> *Tell me the story of how you learnt to write in English and what writing you do now.*

Further questions, which were used to expand on this question during the interviews if necessary, can be found in Appendix C.

Since SASL is the natural language of Deaf people, it is important to use their language for the interviews. Babbie and Mouton (2001:249) explain that since there are "… relatively low levels of literacy of the South African population, face-to-face interviews are the most common method…" for research. This also applies to the research participants of this research. There are sign (word) variations among different research participants that might have affected the data analysis, but, because I am a first language user of SASL, I had a very little problem understanding sign variations. When signs were not understood or clear, I checked with the research participants during and after interviews for verification.

Also, because SASL is a visual language and requires no voice, all the interviews were recorded on video camera. SASL requires eye contact as part of grammar as well as cultural etiquette and it was therefore not appropriate

for me to break eye contact to take notes. It is considered rude in Deaf culture. In order to overcome this, recording on video camera is therefore essential and the best option. However, it was thought that a few research participants would prefer not to be filmed for the sake of their anonymity. I would have then explained that note-taking takes time and may make the interview feel unnatural, but would proceed in this mode. Every research participant consented to being filmed.

The interviews were all transcribed and analysed. Both word for word transcription was done as well as a translation from SASL to English. I watched the signed interviews on the computer monitor and directly transcribed what was being said by glossing on computer (Appendix J). Transcribing is 'translation that closely adheres to the wording and construction of the source text' (www.trans-k.co.uk/glossary.htm1). As explained in Footnote No. 9, glossing is used to transcribe signs into English words (in upper case alphabetic letters) closest to the meaning of the signs. Because glossed signs can be very far from conveying the true meaning, I then translated into more accurate English structure in order for English readers to understand what the research participants are saying (Appendix K). Translating is 'the act of rendering written text from one language into another – in which more emphasis is given to the overall meaning of the text than to the exact wording' (www.trans-k.co.uk/glossary.html).

For the reason that some research participants may have low levels of literacy and feel ambivalent about reading and writing, I assisted them with completing the Likert Scale by explaining the items in SASL during the interview and by ticking off the correct box when receiving their responses.

Finally, the research participants were given a writing sheet and asked to write a short paragraph. It was thought that a few participants might refuse to write. This refusal would also constitute data reflecting their attitude to writing. Only two research participants refused to write. A linguistic analysis of all writing samples will be done in order to understand and explain the research participants' writing ability in relation to Halliday's speech-writing continuum.

During this interview, the procedure was as follows:

1. The consent forms were explained as required by the University Ethics Committees and research participants were requested to sign them. (Appendixes A, B, C and D.)
2. The relevant biographical information from research participants (see appendix E) was obtained via signing and filling in the relevant forms by the researcher.
3. The research participants were assisted with completing the Likert Scale (see appendix F). The given boxes which determine how strongly they feel about their reading and writing skills were ticked by the researcher in accordance with their responses.
4. The research participants were interviewed on video camera about their growing up with reading and writing (see appendix G). The average duration of each interview was twenty minutes.
5. The research participants were requested to produce a piece of writing. They were each asked to write a short paragraph to describe what they do for a living, and what writing they have to do for work/tasks in the workplace/home (see appendixes H and I).

3.4 Research Sites

All the research sites were in Johannesburg for cost-effectiveness and the efficient use of time. This is where I live and where I have a network within the Deaf community. The total number of Deaf adults who participated in this project is seventeen (17). It should be emphasised that a history of segregated schooling systems and residential areas under apartheid, separate Deaf clubs and other social institutions have led to segregation among the South African Deaf community as with other communities in South Africa. Even after the advent of democracy in 1994, a number of Deaf adults of diverse backgrounds are still fairly isolated from one another. For this reason, it is important that this research includes Deaf adults from diverse backgrounds. Differences in age, gender and class exist.

The following research sites were selected to ensure diversity among the research participants:

3.4.1 The Gauteng Provincial branch office of Deaf Federation of South Africa (DeafSA)

This office, which provides social services such as counselling, job placement, etc., brings in the majority of Deaf Black people. It is also a place for socializing on Tuesdays and Thursdays. Visitors are of all ages and different genders. I interviewed three (3) Deaf black adults and one (1) Deaf coloured adult - two males and two females.

3.4.2 The Bedfordview Deaf Club

This social club opens on the first Saturday of each month and brings in the majority of Deaf white people of all ages and different genders. I interviewed four (4) Deaf white adults - two males and two females.

3.4.3 University of the Witwatersrand

This institution employs three Deaf lecturers, including this researcher. In addition, there are three Deaf teaching assistants at the School of Literature and Language Studies as well as four Deaf undergraduate students. I interviewed one (1) Deaf lecturer and three (3) Deaf students - one male and three females. They are diverse in terms of race and ethnicity.

3.4.4 Homes of Deaf adults

In Johannesburg, I randomly selected and interviewed five (5) Deaf adults - two males and three females. They are diverse in terms of race and ethnicity.

Table 3.1 provides an overview of the diversity of the research participants. It also shows that people are complex and occupy a number of subject positions simultaneously.

Table 3.1: Overview of the Diversity of the Reserach Participants

Black and young (18-35): Female = 1; Male = 1	2
Black and middle-aged (36-65): Female = 1; Male = 2	3
White and young: Female = 1; Male = 1	2
White and middle-aged: Female = 2; Male = 2	4
Coloured and young: Female = 1; Male = 1	2
Coloured and middle-aged	0
Indian and young: Female = 2	2
Indian and middle-aged: Female = 1; Male = 1	2
Total:	**17**

Initially, I planned to interview 20 research participants but, because a point of saturation was reached in terms of common experiences amongst the research participants, seventeen research participants were sufficient.

3.5 Research Participants

The following biographical information, which includes language use, was taken from the interviews. Pseudonyms have been used to protect the anonymity of research participants. The codes given to each participant are only used to refer to transcripts.

3.5.1 Jabu (RP01)

Jabu is a prelingually Deaf, black male aged 40. He attended a school for Deaf children in Qwa Qwa, Free State. He uses South African Sign Language (SASL). He currently lives in Ekhuruleni and is unemployed. He used to work as an electrician.

He first learned to write in Sotho. One year before he left school, Jabu learned to write in English as instructed by the new principal. In 1991, he attended ABET classes to learn to write in English. However, the training only lasted for two months. Since then, he has used English for reading, writing and communicating. Jabu is a language broker for Deaf people – writing letters

and sharing news from his reading. When filling in the questionnaire, he needed assistance in SASL. This is in contradiction to his purported role as a language broker.

3.5.2 Thabo (RP02)

Thabo is a prelingually Deaf, black male aged 31. He attended a school for Deaf children in Qwa Qwa, Free State. He uses SASL. He currently lives in Soweto and is unemployed. He used to work as a contracted Information and Technology (IT) specialist.

He communicated with his family in Sotho. Later at school, he learned English but did not understand the language. He found it hard. When he attended INTEC, a college, his English improved by interacting and studying with his hearing friends. He said communicating in English is used widely thus he learned this language. In addition, he felt English helped broaden his general knowledge via studying, socialising and reading. When filling in the questionnaire, he needed assistance in SASL.

3.5.3 Pumla (RP03)

Pumla is a prelingually Deaf, black female aged 43. She attended a school for Deaf children in Rustenburg, North West. She uses SASL. She currently lives in Alexandra and is unemployed. She used to work as a packer.

She learned Sotho as a first language and Afrikaans as an additional language at school. However, SASL was used as medium of instruction in the classroom. She communicated in Sotho at home. She dislikes English but felt she had to learn English in order to find employment. She writes in Sotho only for herself and her family. For Deaf friends and other people, she writes in English. When filling in the questionnaire, she needed assistance in SASL.

3.5.4 Tina (RP04)

Tina is a prelingually Deaf, coloured female aged 22. She attended a school for Deaf children in Johannesburg. She uses SASL. She currently lives in the south of Johannesburg and is a college student.

She learned English at both home and school. She loves reading more than writing. She said writing in English is important for independence and employment. When filling in the questionnaire, she tried on her own but in the end was assisted in SASL.

3.5.5 Grant (RP05)

Grant is a prelingually Deaf, white male aged 30. He attended a school for Deaf children in Johannesburg. He uses both SASL and oral communication with some signs. He currently lives in the south of Johannesburg and is employed as a store controller.

He learned English at both home and school. His mother and sister assisted him with writing. When filling in the questionnaire, he needed assistance in SASL.

3.5.6 Matt (RP06)

Matt is a prelingually Deaf, white male aged 42. He attended a school for Deaf children in Johannesburg. He uses SASL. He currently lives in Ekhuruleni. He is employed as an electrician.

He learned English at both home and at school. He hardly reads or writes today. However, he writes at work in order to communicate with people around him. When filling in the questionnaire, he needed assistance in SASL.

3.5.7 Mary (RP07)

Mary is a postlingually Deaf, white female aged 43. She attended a hearing school until the age of 8. She then attended a school for Deaf children in Johannesburg. She uses both SASL and oral communication with some signs. She currently lives in the south of Johannesburg and is employed as a bank clerk.

She learned English at both home and school. When filling in the questionnaire, she needed assistance in SASL.

3.5.8 Rose (RP08)

Rose is a prelingually Deaf, white female aged 24. She attended a school for Deaf children in Johannesburg. She uses both SASL and oral communication with some signs. She currently lives in Ekhuruleni and is unemployed.

She learned English at both home and school. When filling in the questionnaire, she needed assistance in SASL.

3.5.9 Baasima (RP09)

Baasima is a prelingually Deaf, Indian female aged 20. She attended a school for Deaf children in Johannesburg until Grade 7. She then attended a mainstream school. She uses SASL. She currently lives in the south of Johannesburg and is a university student.

She learned English mostly at school since her parents use SASL as medium of communication at home. The parents are barely literate. Reading and writing play an important role in her life. She filled in the questionnaire on her own.

3.5.10 Jasmeen (RP010)

Jasmeen is a prelingually Deaf, Indian female aged 61. She attended a school for Deaf children in Cape Town. She uses both SASL and oral communication with some signs. She currently lives in the south of Johannesburg and is a housewife.

She learned English both at home and school but to a limited extent. Today she hardly reads or writes. When filling in the questionnaire, she was assisted in SASL.

3.5.11 Nani (RP011)

Nani is a prelingually Deaf, black female aged 20. She attended a school for Deaf children in Johannesburg until Grade 7. She then attended a

mainstream school. She uses SASL. She currently lives in the south of Johannesburg and is a university student.

She learned English at both home and school. She filled in the questionnaire on her own.

3.5.12 Kersia (RP012)

Kersia is a prelingually Deaf, Indian female aged 19. She attended a school for Deaf children in Johannesburg until Grade 9. She then attended a mainstream school. She uses SASL and oral communication with some signs. She currently lives in the south of Johannesburg and is a university student.

She learned English at both home and school. She filled in the questionnaire on her own.

3.5.13 Greg (RP013)

Greg is a postlingually Deaf, white male aged 42. He attended a private school in Johannesburg. He uses oral communication with some signs. He currently lives in the north of Johannesburg and is employed as a university lecturer.

He learned English at both home and school. He said English is his first language. He filled in the questionnaire on his own.

3.5.14 Sara (RP014)

Sara is a prelingually Deaf, white female aged 52. She attended a school for Deaf children in Johannesburg up to Grade 10. She then attended another school for Deaf children in Cape Town. She uses both SASL and oral communication with signs. She currently lives in Johannesburg and is employed as a senior financial administrator.

She learned English at both home and school. She filled in the questionnaire on her own.

3.5.15 Papi (RP015)

Papi is a prelingually Deaf, black male aged 41. He attended a school for Deaf children in King William's Town. He uses SASL. He currently lives in Ekhuruleni and is employed as a general office assistant.

He learned isiXhosa both at home and school. When he first came to Johannesburg for employment, he learned English via interacting with Deaf adults. Also, it is because English is used widely. When filling in the questionnaire, he needed assistance in SASL.

3.5.16 Daayan (RP016)

Daayan is a prelingually Deaf, Indian male aged 38. He attended a school for Deaf children in the south of Johannesburg. He uses SASL. He currently lives in the south of Johannesburg and is self-employed as a cabinetmaker.

He learned English both at home and school but to a limited extent. When filling in the questionnaire, he needed assistance in SASL.

3.5.17 Tyler (RP017)

Tyler is a prelingually Deaf, coloured male aged 32. He attended a school for Deaf children in the south of Johannesburg. He uses SASL and oral communication with some signs. He currently lives in the south of Johannesburg and is employed as a vehicle mechanic.

He learned English at both home and school. When filling in the questionnaire, he needed assistance in SASL.

3.6 Summary

The overall picture of these research participants is summarised in Table 3.2.

Table 3.2: Overall Picture of the Research Participants' Biographical Information

Age:	**Deafness:**	**Employment:**
18-29 = 5	Prelingual = 15	Employed = 8
30-39 = 4	Postlingual = 2	Unemployed = 6
40-49 = 6		Students = 3
50+ = 2		
Employment Status:	**Ethnicity:**	**Gender:**
White-collar = 4	Blacks = 5	Females = 9
Blue-collar = 4	Whites = 6	Males = 8
Unemployed = 9	Indians = 4	
	Coloureds = 2	
Language:	**Residence:**	**School:**
SASL = 11	South = 10	Deaf = 12
Oral with signs = 6	East = 4	Private = 1
	North = 1	Inclusion/Mainstream =3
	City = 2	

The full data set consists of written samples, interview transcripts, Likert scales. In the next chapter I begin with an analysis and discussion of the fifteen written samples produced by the research participants. Two of the participants chose not to write.

CHAPTER 4 – ANALYSIS OF THE RESEARCH PARTICIPANTS' WRITING

4.1 Introduction

This chapter focuses on the analysis of the samples of writing produced by the research participants after the interview with them was completed. An examination of their actual writing was undertaken in order to understand their writing performance and the level of what they have learnt and their competence. It also looks at the relationship between English and South African Sign Language as evident from an analysis of their errors and syntax. It is crucial to be reminded that for fourteen out of the seventeen research participants, English is their second or third language. The point of this analysis is to understand the kinds of difficulties in writing experienced by the research participants.

In the next section of the chapter (4.2), fifteen writing samples that the research participants produced after the interview are provided (See Appendix I for the actual texts). Then, in 4.3, the research participants' errors are categorised according to their type.

4.2 Writing Samples

Out of the seventeen research participants, only fifteen volunteered to do the writing sample after their interviews. It must be emphasised that the written texts provided by each research participant were a continuation of the conversation from the interview. It is therefore impossible to say whether or not the speech forms which occur in these texts are a reflection of their overall writing competence.

At the end of the interview, the following instruction was given:

> *Write a short paragraph to describe yourself and what you do for a living and what writing you have to do for work/tasks in the work place/home.*

The written texts produced by the research participants are analysed in terms of the linguistic and communicative competence that they demonstrate. With

regard to content and form, the research participants were expected to address the four different parts of the task as follows:

1. To describe themselves.
2. To describe what they do for a living.
3. To describe what writing they have to do for work in the workplace.
4. To describe what writing they have to do for tasks in the home.

Each text has been reproduced together with a translation (see Chapter 3 for a definition). Each writing sample appears in a table. The first column contains the actual written text produced by each research participant . In the second column is a signed version of the writing, that effectively translates the writing into signed language as a way of showing the reader the relationship between the writing and signed language. It is based on my fluent knowledge of SASL and by translating back into signed language, I am better able to understand what the participant is likely to have had in mind while writing. Please bear in mind that I will add this only to those actual written sentences that use SASL word order/structure. Lastly, the accurate English writing was added in order to produce a translation that speakers of English can understand. This is necessary because several writing samples are not comprehensible as a piece of English writing. In this analysis, there will be comparisons between the original text and the translated text and comparisons across the different research participants.

Writing samples were categorised into three groups. The groups are based on an assessment of the linguistic choices made by each research participant and the effect these choices have on how comprehensible the text is to a reader of English (see Table 4.1). The two research participants, Pumla and Jasmeen who were not willing to write, have not been included.

Table 4.1: Assessment of the Linguistic Choices Made by the Research Participant

Group 1 (least comprehensible)	Jabu, Thabo, Papi, Daayan, Tyler
Group 2	Tina, Grant, Matt, Mary, Rose, Nani, Kersia
Group 3 (most comprehensible)	Baasima, Greg, Sara

4.3 Three Analytical Lenses

For this section, I will use the following three analytical lenses to discuss each of the writing samples:

4.3.1 Knowledge of Context

Since I am a fluent user of SASL and an active member in the Deaf community, my knowledge of context - the interviewees, the sites where the interviews were conducted, and Deaf culture - plays a significant role in this research. This knowledge has enabled me to understand and translate all the written texts provided in this section.

4.3.2 Speech Features

The post-interview context that produces speech features pushes the writing to the speech end of the speech/writing continuum. As a result, we do not know the extent to which these would have been there if not produced immediately after the interview. Nevertheless, different groups are categorised in order to show their place on the speech/writing continuum. Although all the groups are placed at the speech end of the continuum, there is a difference among these three groups as explained below.

The first group includes the five writing samples that are closest to the speech end of the orality/literacy continuum. All of the writing samples in this group use forms closest to written down sign with influence from SASL word order and grammar. In other words, they use SASL syntax rather than English syntax. This creates poor intelligibility for readers of English.

The second group includes seven writing samples. The analysis of these writing samples shows that the research participants used some form of

written down sign. However, the writing samples use more English grammar than SASL grammar but still with several errors. They are not as intelligible as they should be but they are more intelligible than the texts produced by Group 1.

The third group comprises three writing samples. The analysis of the writing samples shows that these research participants also use a form of written down speech, but far less so than Groups 1 and 2. The writing samples use English grammar in their texts and have the fewest errors. One out of the three research participants (Greg) is an English first language user in terms of reading and writing. He uses oral with some signs when communicating. Hence, this group's written texts are intelligible as a piece of writing.

4.4 Research Participants: Group 1

Because these written samples were a continuation of the conversation from the interview, they have many speech/sign features. The mismatch between the actual text and its interpretation also shows the difficulty these research participants have in moving from SASL to written English.

Since the writing task only required a short paragraph, the content - getting relevance, clarity, originality, logic - is assessed here before going on to the three analytical lenses of each research participant.

The content in almost all of the written texts is irrelevant and illogical in relation to the task that was set. However, they are clear and original in terms of their opening and creativity in writing. It seems that the research participants had tried their best in their own way to express themselves in writing immediately after the interview. Only Daayan and Tyler wrote very little. Daayan also crossed out several words.

Jabu's writing sample has eight sentences but only three qualify in terms of their punctuation. Despite that, Jabu knows how to write sentences in a structured way. Thabo's writing sample has five sentences but none of them qualify as English sentences. However, it seems that Thabo has not learned

to punctuate writing; he puts each sentence on a separate line instead. Papi's writing sample has eight sentences. Daayan's writing sample has four sentences and two sentence fragments. It shows that Daayan had not learned how to write full sentences. Tyler's writing sample has three sentences but only two can qualify as sentences. These two sentences use full stops.

Furthermore, it is noted that there are run-on sentences in some written texts. Run-on sentences consist of two [or more] independent clauses run together without any punctuation or conjunction to separate them (Harris and Hodges, 1981:283). This is not to say that because this group use SASL as their first language, they do not pause at each interval in their signed language. It appears that the research participants were colloquially talking when writing English.

Overall, this group's content is not easily intelligible to speakers of English. It is important to note that Jabu uses Sotho as a first language at home and school. He also writes Sotho but it is not clear whether he is able to do it fluently. Thabo also used Sotho as a first language at home and school. As stated in Chapter 3, he learned English in order to function in mainstream society. Thus, it is not clear whether he is able to write Sotho.

The following Group 1's written texts are shown below.

4.4.1 Jabu (RP01)

Actual Text	**SASL Text**	**Translated Text**
Name Jabu N. Msomi[23] We have ~~worksko~~ workshop for poepole. Become Not work 2 years workplace. home. Now me feel good New Sun and Time Sunday	ME NAME JABU MSOMI. WE HAVE WORKSHOP FINISH. ME NO WORK TWO YEAR. ME-STAY-HOME. NOW ME FEEL GOOD READ	*My name is Jabu N. Msomi. We have had a workshop. I have been unemployed for the past two years. I stay at home. At the moment, I feel good for being able to read the new publication 'Daily Sun' and the 'Sunday*

[23] Personal names in the writing samples have been altered to protect the identity of the research participants.

TRy me want work welding or wood Thank you Me *Jabu Msomi* [signature]	NEWSPAPER NEW 'SUN' TIME SUNDAY. ME WANT FIND WORK WELDING OR WOOD. THANK YOU.	*Times' newspapers. I want to find employment that involves welding or woodworking.* *Thank you,* *Jabu Msomi* [signature]

This writing sample was taken at the Gauteng Provincial branch of DeafSA which provides social services such as counselling, job placement, and so fortha. It took place after a workshop provided by a job placement officer. When the workshop ended, I interviewed Jabu and gave him the task of writing. Knowledge of this context for the writing assists with the translation. For example,

> **We have ~~worksko~~ workshop for poepole.**
> *(We have had a workshop.)*

Knowing that Jabu had just attended a workshop at DeafSA helped me to understand what he was saying.

Also, when he wrote the following sentence, it indicates that he went to the provincial office in order to find employment:

> **TRy me want work welding or wood**
> *(I want to find employment that involves welding or woodworking.)*

As mentioned recently, this group used their writing as a continuation of the interview. In the interview, because Jabu was asked what kind of reading he enjoys, I could understand why he jumped from employment to reading when he wrote:

> **Now me feel good New Sun and Time Sunday**
> *(At the moment, I feel good for being able to read the new publication 'Daily Sun' and the 'Sunday Times' newspapers.)*

When Jabu wrote the following sentence, it seems that he was trying to say in English that he, being unemployed, therefore stays at home:

home.

(I stay at home.)

In SASL, there is one sign for the English phrases 'I stay at home' or 'I am unemployed' or 'I do nothing, I just stay at home'. This complex sign has no equivalent meaning in English. This is the sign Jabu chose. He did not choose the simpler sign for 'home' that equates to the English word.

4.4.2 Thabo (RP02)

Actual Text	**Signed Text**	**Translated Text**
I am Thabo Tshabalala I use only Bore home I Just Read to Drum/kick off my is life nothing work I am here in DeafSA For the work help us	ME THABO TSHABALALA. ME ALWAYS BORED HOME. ME READ MAGAZINE DRUM KICK-OFF. ME HERE DEAFSA HELP-ME FIND WORK.	*I am Thabo Tshabalala. I have always been bored at home. I just read 'Drum' and 'Kick-Off' magazines. I am unemployed. I am here at DeafSA office for assistance in finding employment.*

Since this writing sample was produced at the Gauteng Provincial branch of DeafSA on the same day as Jabu's, it is clear that he was at the provincial branch in order to find employment. Thus he wrote:

I am here in DeafSA For the work help us

(I am here at DeafSA office for assistance in finding employment.)

Thabo carried on the conversation from the interview ('What kinds of reading do you enjoy?'). Because Thabo is bored at home and unemployed, he reads magazines. The sentence is as follows:

I Just Read to Drum/kick off

(I just read 'Drum' and 'Kick-Off' magazines.)

When Thabo wrote the following sentence, it seems that he was trying to say in English that he stays at home and is bored:

I use only Bore home.
(I have always been bored at home.)

It uses the same sign for the English phrases as Jabu did. However, he wrote the English word 'home'.

4.4.3 Papi (RP015)

Actual Text	Signed Text	Translated Text
My Name is PApi JiKo AND I HAVE my wife AND Three CHILDren ALL Deaf Family. I AM working AT DEAFSA. I AM ASSISTANCE my BOSS WHAT They WANT Thing ALSO I'm DRIVING TO POST OFFICE & PICK Them UP AT AIRPORT. I Am enjoyed my JOB HALLELUJAH. RECENTLY I BOUGHT new House Three BEDROOMS. THAT Lovely.	*ME NAME PAPI JIKO. ME MARRIED THREE CHILDREN. WE ALL DEAF. ME WORK DEAFSA. ME ASSIST-TO MY BOSS DO THING DRIVE-TO POST+OFFICE PICK-UP-PEOPLE AIRPORT. ME ENJOY JOB. HALLELUJAH. RECENT ME FINISH BUY HOUSE THREE BEDROOM. LOVELY.*	*My name is Papi Jiko. I am married and have three children. My whole family is Deaf. I work at DeafSA. I assist my boss and do tasks as required. I also go to the post office as well as pick people up from the airport. I enjoy my job. Praise the Lord. I recently bought a new three-bedroom house. It is lovely.*

I know this research participant from my old employment at DeafSA National Office. Knowing him as a co-worker assisted me to understand and translate his meaning in his text. When I interviewed him, he was excited by the fact that he had already managed to buy a house. He was unable to contain his excitement. Hence, he wrote the following sentences:

RECENTLY I BOUGHT new House Three BEDROOMS. THAT Lovely.

(I recently bought a new three-bedroom house. It is lovely.)

It is important to note that Papi used isiXhosa as a first language at home and school. It is clear that isiXhosa is also his first written language. He only learned both spoken and written English when he moved to Johannesburg for employment.

In his interview, he displays his interest in reading the Bible. It appears that he is religious. When he wrote this following sentence, Papi praises God for giving him a job that he enjoys:

I Am enjoyed my JOB HALLELUJAH.

(I enjoy my job. Praise the Lord.)

In the text, it shows that Papi used a continuation of the conversation from the interview as well as run-on sentences (additive structure), that is, the syntax of speech/orality. For example:

My Name is PApi JiKo AND I HAVE my wife AND Three CHILDren ALL Deaf Family.

(My name is Papi Jiko. I am married and have three children. My whole family is Deaf.)

I AM ASSISTANCE my BOSS WHAT They WANT Thing ALSO I'm DRIVING TO POST OFFICE & PICK Them UP AT AIRPORT.

(I assist my boss and do tasks as required. I also go to the post office as well as pick people up from the airport.)

When Papi wrote the English word 'hallelujah', he wanted to show that in SASL he waved his hands in the air. This is interpreted as praising the Lord. To my knowledge/observation, many religious Deaf people tend to use the

sign to symbolise that they praise the Lord. In English, the word ‘hallelujah’ is almost an equivalent to the sign.

I Am enjoyed my JOB HALLELUJAH.
(I enjoy my job. Praise the Lord.)

Please note that Papi used the English word ‘all’ when writing English. In SASL, there is one sign ALL for different English words such as ‘whole’, ‘everybody/everything’, depending on the context. This sign has almost no equivalent meaning in English. Papi selected ‘all’ in this context to say that his whole family is Deaf.

My Name is PApi JiKo AND I HAVE my wife AND Three CHILDren ALL Deaf Family.
(My name is Papi Jiko. I am married and have three children. My whole family is Deaf.)

4.4.4 Daayan (RP016)

Actual Text	**Signed Text**	**Translated Text**
MY NAME IS Daayan Khan, MY WIFE NAME IS RIZA AND [sentence moved] THREE CHILDREN. MY OWN WORK FACTORY FOR WOODWORKS. MAKE KITCHEN AND BEDROOM. SUITS, WALL UNITS. WE FAMILY ARE DEAF. FULL.	ME NAME DAAYAN KHAN. WIFE MY NAME RIZA. ME HAVE CHILDREN THREE. ME WORK SELF WOOD WHERE FACTORY. ME MAKE KITCHEN+BOX BED+BOX WALL+SURFACE. FAMILY MY DEAF FULL.	*My name is Daayan Khan and my wife’s name is Riza. I have three children. All the members of my family are Deaf. I am self-employed as a carpenter at a factory. I make kitchen cabinets, bedroom suits, and wall units.*

During his interview, Daayan explained that he did vocational work at school and has hardly read or written since finishing school. He carried on to say that he works as a carpenter.

MY OWN WORK FACTORY FOR WOODWORKS. MAKE KITCHEN AND BEDROOM. SUITS, WALL UNITS.

(I am self-employed as a carpenter at a factory. I make kitchen cabinets, bedroom suits, and wall units.)

Because Daayan has continued the conversation from the interview, it is simple for me to understand what he was trying to say about his writing practices at work. He does only manual work that requires no writing.

Daayan used a continuation of the speech mode. To be specific, he used a run-on sentence with the additive structure of an utterance. For example:

MY NAME IS Daayan Khan, MY WIFE NAME IS RIZA AND THREE CHILDREN.

(My name is Daayan Khan and my wife's name is Riza. I have three children.)

Interestingly, Daayan moved the last sentence (WE FAMILY ARE DEAF. FULL.) to the end of the first sentence. It shows that he could detect that his writing structure was not in order.

MY NAME IS Daayan Khan, MY WIFE NAME IS RIZA AND THREE CHILDREN. <u>WE FAMILY ARE DEAF. FULL.</u>

(My name is Daayan Khan and my wife's name is Riza. I have three children. All the members of my family are Deaf.)

When Daayan wrote the following sentence, he wanted to say that his whole family is Deaf.

<u>WE FAMILY ARE DEAF. FULL.</u>

(All the members of my family are Deaf.)

In SASL, there is one sign FULL for different English words such as ‘whole’, ‘complete’, ‘full’, depending on the context. This complex sign has no equivalent meaning in English. Daayan chose the English word ‘full’ in this context to say that *all* the members of his family are Deaf.

4.4.5 Tyler (RP017)

Actual Text	**Signed Text**	**Translated Text**
I’M TYLER, ~~AND I AM I IN~~ IN JOHANNESBURG AND I WORK IN METROBUS THEN SOME WORK. MECHANIC WITH COMPANY BUT I WORKING ~~O~~ 9YEAR THIS COMPANY I,M ~~TYLER AND DEAF~~ I,M	ME TYLER. ME WORK JOHANNESBURG WHERE METROBUS WHAT MECHANIC. ME WORK THERE NINE YEAR	*I am Tyler. I work for Metrobus in Johannesburg. I am a mechanic in this company and have been working there for the past nine years.*

Because he carried on from the interview, Tyler’s text is context-dependent. In his interview, he explained that he is a mechanic and writes reports on damaged car parts. I therefore made sense out of what he was trying to say in his text by detecting the word ‘Metrobus’.

> **… IN JOHANNESBURG AND I WORK IN METROBUS THEN SOME WORK.**
> *(I work for Metrobus in Johannesburg.)*

Tyler’s text is complicated to translate because he used more English structure, even though it is in error. This leaves almost no support for my translation. In his interview, he insisted that his written English is not good. He added that if his desire for writing developed, he would have written. He needed more time to learn English.

4.4.6 Conclusion

Even though Group 1 went to school, they have not acquired schooled literacy. Because the group used SASL word order in their writing which is English it shows that English assumes hybrid forms when used as a lingua franca (Graddol 1997, 2007). This word order makes sense to me as a second language user of English. However, it has to be context-dependent. Because of the contextual background and knowledge, I am able to understand and translate what was said in the texts. This shows that Group 1 is indeed using literacy as a social practice (Street, 1984). They use processes of informal learning and sense making in SASL. According to their interviews, they use spoken/written English in order to function in mainstream society. In addition, Canagarajh's work (2007) shows how non-native speakers, speaking (or writing) to one another in English invent hybrid inter-language forms of English.

The above analysis has shown clearly that Group 1 uses forms closest to written down sign with influence from SASL word order and grammar. Before moving on, it is essential to bear in mind that Group 1 is slightly different from Group 2. Group 2 use SASL word order and grammar less than the one of Group 1.

4.5 Research Participants: Group 2

As in Group 1, the written samples were a continuation of the conversation from the interview. Thus, they have some speech/sign features. The mismatch between the actual text and its translation also shows the difficulty some of the research participants in Group 2 have in moving from SASL to written English, but much less than the ones in Group 1. The signed text will therefore be added to only five writing samples.

Before going on to the three analytical lenses of the research participants, the content is assessed here.

The four research participants' in Group 2 (Tina, Grant, Nani and Kersia) produce written content of writing that relates to the instruction. Only Rose's

content is both irrelevant and illogical. Only Kersia's content is clear and original. Kersia is fine with expressing herself in writing. The others' content (Tina, Matt, Mary, and Nani) follow the instruction vaguely but they are original in terms of creativity. It appears that they had tried their best to express themselves.

Tina, Mary and Kersia's writing samples have five sentences. Grant has four sentences and Matt and Nani's nine sentences. Rose's has fifteen sentences. It is clear that this group knows how to write sentences in a structured way.

Overall, this group's content is not easily intelligible to readers of English. It is important to note that even though he almost always depends on his mother for writing, Grant wrote this text on his own. He seems to lack confidence. Matt hardly writes at home. At work, he would write when necessary. Nani voiced her opinion toward writing – what is writing for? Ironically, she acknowledged that writing is useful. Kersia shared Nani's doubts about the usefulness of writing. She prefers signing since it gets messages across quickly.

The research participants' short biographical information and written texts appear below:

4.5.1 Tina (RP04)

Actual Text	**Signed Text**	**Translated Text**
I'm study N3 than I love more read that is very enjoy I'm very happy read, we went to 2 [inserted] Pretoria for weeks holiday. ∧ But I still shy myself writes! I like to write to my friend into letter, I alway's Joke, laugh enjoy without, I alway's stay at home read, I'm very happy	ME STUDY N3. ME LOVE READING MORE. ME ENJOY-IT. ME HAPPY READ. WE GO PRETORIA HOLIDAY TWO WEEK. BUT ME SHY WRITE. ME LIKE LETTER WRITE-TO MY FRIEND. ME ALWAYS JOKE, ENJOY	*I am currently studying an N3 course and love reading which is very enjoyable. I am happy when reading. My family and I went to Pretoria for a two-week holiday. However, I get shy when I write. I like to write letters to my friend. I always joke and enjoy laughing. I always stay at home and read. I*

with my family, than I miss my mother! I'm still study English, ~~work~~ I'm write some~~one~~ time already! But I enjoy read, without, movie, stay home.	LAUGHING. ME ALWAYS STAY HOME READ. ME VERY-HAPPY WITH MY FAMILY. MOTHER MY ME MISS. ME STILL STUDY ENGLISH. ME ALREADY WRITE. ME STAY HOME ENJOY READING, NOT WATCH MOVIE.	*am very happy with my family. I miss my mother. I continue to study English. I have already done some writing. I enjoy staying at home and reading, even without watching movies.*

This writing sample was taken at the Gauteng Provincial branch of DeafSA Tina was there on the same day as Jabu and Thabo. When the workshop ended, I interviewed Tina and gave her the task of writing. Because Tina followed the instruction, knowledge of this context for the writing is not necessary for assisting with the interpretation.

However, it is not known why Tina wrote this sentence which does not relate to the instruction in any way.

2 [inserted]
…, we went to Pretoria for weeks holiday.
∧
(My family and I went to Pretoria for a two-week holiday.)

Because Tina's writing sample is a continuation of the interview, she wrote about her daily activities. To be specific, during the interview, she was asked what kinds of things she writes. She therefore continued this informal writing to talk about what writing she has done.

According to Tina's text, it seems that she was struggling to express herself in English. It is apparent that she confused SASL syntax and English syntax as is evident in her text. Three examples are shown as follows:

I'm study N3 than I love more read that is very enjoy I'm very happy read,
(I am currently studying an N3 course and love reading which is very enjoyable. I am happy when reading.)

But I still shy myself writes!
(*However, I get shy when I write.)*

But I enjoy read, without, movie, stay home.
(I enjoy staying at home and reading, even without watching movies.)

As explained in Chapter 2, both SASL syntax and English syntax are different in relation to word order. When I translated, I was struggling to make sense of what Tina wrote. The first example shows that Tina was trying to use Subject-Verb-Object (SVO) when writing English. The second example shows that Tina used SOV which is influenced from SASL word order. The last one is also uses SOV word order.

4.5.2 Grant (RP05)

Actual Text	**Translated Text**
I am Grant Lessing and I am deaf, I am 30 years old. I live in Kibler Park. I love Alberton Methodist Church. I work at AMCARE and I am store controller and I am doing pack the food parcel and I keep the requisition for food and clothes and etc.	*I am Grant Lessing. I am deaf. I am 30 years old. I live in Kibler Park. I love to go to Alberton Methodist Church. I work at AMCARE as a store controller. I pack the food packages and write out requisition forms for food, clothes and other items.*

This writing sample was taken at the Bedfordview Deaf Club during one evening where the Deaf people socialise. Naturally, the knowledge of this context for the writing is not necessary for assisting with the translation. Additionally, Grant used English syntax with a few errors for his writing.

Grant used a continuation of the interview. During the interview, Grant was asked what his experience of writing was at work. He therefore wrote:

I work at AMCARE and I am store controller and I am doing pack the food parcel and I keep the requisition for food and clothes and etc.

When Grant wrote, he used English syntax. It is clear that he understands the difference between the SASL syntax and the English syntax, despite his few English errors.

4.5.3 Matt (RP06)

Actual Text	**Signed Text**	**Translated Text**
I've to write any note for hearing worker for commciate! In my history I must write note because my voice is very poor to communicate with hearing. My life is need sign language. I grew up with my parent. I use sign language but my parent don't understand. So I have to write note. (simle easy sentence as like as primary school). Remember to bring pen with me for in case. If I didn't bring & note [inserted] pen with me then I lost Λ everything with hearing.	ME MUST WRITE-TO HEARING WORKER FOR COMMUNICATION. ALWAYS ME MUST WRITE. WHY? VOICE MY POOR COMMUNICATE-WITH HEARING. LIFE MY MUST SIGN. ME GROW-UP-WITH PARENT MY. THEY ME NOT UNDERSTAND. ME MUST WRITE NOTE. ME WRITE LIKE KID. ME REMEMBER BRING PEN. WHAT-IF. ME FORGET BRING PEN NOTE ME LOST-IN HEARING.	*I have to write notes in order to communicate with hearing workers. I always have to write notes as an alternative method to communicate because my speech is not audible to hearing people. Sign Language is an important part of my life. I grew up with my parents. I communicate in Sign Language but my parents do not understand me. Therefore, I have to write notes and use simple sentences that are used by children in the primary school phase. I always remember to bring pen with me just in case I have to communicate with hearing people. If I do not bring pen and paper with me, I would be lost when communicating with hearing people.*

This writing sample was taken at the Bedfordview Deaf Club. I interviewed Matt and gave him the task of writing. Even though Matt's writing shows the

influence of SASL syntax, the knowledge of this context for the writing is not needed to assist with the translation. However, it is essential to note that he is strongly linked to the Deaf way of talking. For example, when he wrote the following sentence, he was talking about what it is like when speaking to hearing people.

> **In my history I must write note because my voice is very poor to communicate with hearing.**
> *(I have to write notes in order to communicate with hearing workers. I always have to write notes as an alternative method to communicate because my speech is not audible to hearing people.)*
>
> **My life is need sign language.**
> *(Sign Language is an important part of my life.)*

During the interview, Matt was asked what his experience of writing was at work. He therefore wrote:

> **I've to write any note for hearing worker for commciate!**
> *(I have to write notes in order to communicate with hearing workers.)*

Clearly, in his writing, he used contractions which are acceptable in informal writing. Thus, he was using written speech.

When Matt wrote the following sentence, it seems that he was trying to say in English that SASL is important in his life.

> **My life is need sign language.**
> *(Sign Language is an important part of my life.)*

It is not known why Matt included *is* in the sentence. It seems that he was just trying to use English to express himself.

4.5.4 Mary (RP07)

Actual Text	Signed Text	Translated Text
My name is Mary, I was born hearing I went to St Vincent School when I was 8yrs old. Then afterwards went hearing school. Drop school bec of my illenes. After that work in Standard Bank. for 16yrs.	ME NAME MARY. ME BORN HEARING. ME GO-TO ST+VINCENT WHEN ME EIGHT YEAR-OLD. THEN ME GO-TO HEARING SCHOOL. ME DROP-OUT SCHOOL BECAUSE ME SICK. NOW ME WORK STANDARD BANK SIXTEEN YEAR	*My name is Mary. I was born hearing. I started attending St Vincent's School at the age of 8. After this, I attended a hearing school. I dropped out of school because of an illness. After school, I started to work at Standard Bank and have been there for sixteen years.*

This writing sample was taken at the Bedfordview Deaf Club. It is important to note that Mary is postlingually deaf. It appears that she did not learn writing English before she became deaf. Even though her writing has been influenced by English syntax, she used abbreviations (yrs), numbers (8) and shorthand (bec). The knowledge of this context for the writing is not necessary for assisting with the translation.

When Mary wrote, she expressed herself in English. This means there is no influence of SASL syntax. However, Mary used a shorthand colloquial style.

4.5.5 Rose (RP08)

Actual Text	Signed Text	Translated Text
I'm Rose Hart. Am completed Deaf when I was born. I'm married to Barry Hart. We are come from ST Vincent School. I was attention at school in 198**5** to 2001. Well, I'm seeking as a job but I rather waiting until next year cos of	ME ROSE HART. ME BORN FULL DEAF. ME MARRIED-TO BARRY HART. WE GO-TO ST+VINCENT. ME GO THERE 1985 – 2001. NOW ME LOOK-FOR JOB. BUT I WAIT UNTIL	*I am Rose Hart. I was born completely deaf. I am married to Barry Hart. We both attended St. Vincent's School. I attended school from 1985 to 2001. I am seeking employment but I prefer to wait until next year since Christmas is coming up soon.*

Christmas soon. Time is too short. So, now am living in Edenvale from Durban. My husband's new company are offer him as a job. That's why, we are moved back to Jhb for permanent. I'm doing as a Nail Techinican. I'm really enjoy my job but the salary is a bit. So, anyway! Thank you for your invited to me for the interview. I'm enjoyable with you.	NEXT YEAR. WHY? CHRISTMAS COME SOON. TIME VERY+SHORT. ME NOW LIVE EDENVALE FROM DURBAN. HUSBAND MY WORK OFFER NEW JOB. REASON WE MOVE TO JOHANNESBURG FOR+GOOD. ME DO NAIL+POLISH. ME ENJOY JOB MY BUT SALARY SMALL. THAT ALL. THANK+YOU INVITE ME INTERVIEW. ME ENJOY+WITH YOU.	*Time is too short. I moved from Durban and now live in Edenvale. A new company that he works for now offered my husband a job. This is the reason why we moved back to Johannesburg permanently. I am trained as a nail technician. I really enjoy my field of work but the salary is low. That is all I can say for now. Thank you for inviting me to this interview. I enjoyed talking to you.*

This writing sample was taken at the Bedfordview Deaf Club. I interviewed Rose and gave her the task of writing. Although her writing has been influenced by the English syntax and shows grammatical errors, the knowledge of this context for the writing is not needed to assist with the translation. In addition, she did not follow the instruction wholly. She only referred to her relocation and her husband's new job.

When Rose wrote the following sentence, it seems that she was trying to say in English that she enjoys her field of work but the salary is low.

> **I'm really enjoy my job but the salary is a bit.**
> *(I really enjoy my field of work but the salary is low.)*

In SASL, the sign BIT can mean small or little or low. It seems that she uses this sign to explain how much she had brought home.

When Rose wrote 'anyway', she means in English 'That is all.'

So, anyway!

(That is all I can say for now.)

In SASL, there is one sign ANYWAY for the English phrases ‘That is all’. It is important to bear in mind that this complex sign has no equivalent meaning in English. This is the sign Rose chose to express that she was concluding her story. In addition, the sign ANYWAY has no relationship to the English word *anyway*. It seems that the meaning ANYWAY has changed over time in SASL.

4.5.6 Nani (RP011)

Actual Text	**Signed Text**	**Translated Text**
I am Nani and I am a Wits student. I’m doing a BA fine art degree. I’m working as part-time teacher. I do as teaching them in Sign Language. This is for my living. I do writing as well for my assignments especially and sometimes do for my other subject as English. writes [inserted] Other thing I do in my Λ diary. All those writing things I does at home and Wits library. I earns money from teaching Sign Language as my living.	ME NANI. ME STUDENT WITS. ME DO BA WHAT ART. ME WORK TEACHER PART+TIME. ME TEACH SIGN+LANGUAGE. WORK HELP PAY ME LIFE. ME ALSO WRITE ESPECIALLY ASSIGNMENT SOMETIMES OTHER SUBJECT EXAMPLE ENGLISH. ME ALSO WRITE DIARY. ME WRITE-AT HOME LIBRARY WITS. ME EARN MONEY FROM TEACH SIGN+LANGUAGE HELP-ME LIFE	*I am Nani, a student at Wits University. I am doing a BA fine art degree. I am working as a part-time teacher. I teach people Sign Language. I do this for a living. I do writing, especially for assignments and sometimes write things for English as subject. The other writing I do is in my diary. I write at home and at the library at Wits University. I earn a living by teaching Sign Language.*

This writing sample was taken at the University of Witwatersrand where Nani studies. Even though Nani's English syntax has several errors, the knowledge of this context for the writing is not required for assisting with the translation.

Nani used a continuation of the interview. During the interview, Nani was asked what her experience of writing was at different areas. She therefore wrote about her daily activities as shown in her text.

Nani used English syntax when writing. However, her text has shown several English errors. Nani, like Matt, is connected to the Deaf way of talking. She allowed her writing to be influenced by SASL syntax. One example is as follows:

writes [inserted]
Other thing I do in my diary.
Λ
(The other writing I do is in my diary.)

Nani did not include English article 'the'. She also did not use the agreement verb 'writes' correctly.

4.5.7 Kersia (RP012)

Actual Text	**Translated Text**
My name is Kersia and I'm Deaf student at i [inserted] un versity. I really like to do on my own thing Λ like write poems, stories. I do really like reading especially non-fiction books. In mostly time I do my schoolwork at home ~~co~~ because I feel very comfortable. I'm a full time student.	*My name is Kersia, a Deaf university student. I really like to do things such as writing poems and stories on my own. I really like reading non-fiction books. Most of the time, I do my schoolwork at home because I feel very comfortable this way. I am a full-time student.*

This writing sample was taken at the University of Witwatersrand. I interviewed Kersia and gave her the task of writing. Knowledge of this context

for the writing is not needed for assisting with the translation since Kersia used the English syntax with a few errors in her writing.

Kersia used a continuation of the interview. She wrote as instructed. Kersia used the English syntax with several errors in her writing. It is clear that she knows the difference between the SASL syntax and the English syntax.

4.5.8 Conclusion

It is clear that although Group 2 went to school, they are not proficient writers. Although some research participants in this group used SASL word order in their writing, as in Group 1, they are able to use English to meet their needs. This supports the findings of Graddol's (2007) research on the increasing use of hybrid forms of English. Because of the contextual background, I am able to understand and interpret what was said in the texts. This shows that, like Group 1, this group was able to use written English to communicate with another speaker of SASL.

The above analysis has shown clearly that Group 2 uses forms close to written down sign with influence from both SASL syntax and English syntax. They differ from Group 1 in the form that they use both SASL syntax and English syntax whereas Group 1 use only SASL syntax. Before moving on, it is noted that Group 3 is different from Group 2 in terms of the influence of English word order and grammar. Group 3 use English word order and grammar but provide fewest errors.

4.6 Research Participants: Group 3

Only Greg's writing sample is close to perfection regardless of its speech form. Thus, the translation is excluded. This group uses English grammar as they know the difference between SASL syntax and English syntax.

Group 3's content is relevant and logical with regard to the instruction. It is also clear and original in terms of creativity. All the research participants are at ease in expressing themselves in writing English.

Both Baasima and Greg's writing sample have eight sentences; Sara's has eleven. It is noted that Baasima used point forms when discussing what she writes at work, in university class, and at home. It is clear that this group knows how to write sentences in a structured way.

Overall, the content is intelligible to readers of English. It is important to note that Baasima is from a Deaf family that uses SASL as a home language. During his interview, Greg says English is his first language at home and school. Sara has a hard of hearing sister with whom she uses SASL all the time.

The research participants' background information and written English versions of the produced instruction appear below:

4.6.1 Baasima (RP09)

Actual Text	**Translated Text**
I'M BAASIMA, HOW WOULD I DESCRIBE MYSELF, OKAY. I'M EASY GOING, KIND, CONFIDENT, DOWN TO EARTH GIRL, WHO LOVE TO FACE ANY CHALLENGE THAT ILL FACE IN LIFE AND TO FIND A WAY TO OVERCOME IT. I HATE PEOPLE WHO IS FULL OF ARROGANT WHEN IT COME TO MONEY ISSUE OTHERWISE THEY ARE HUMAN, WHAT CAN I SAY. OH YEAH I'M AN INTELLIGENT GIRL. I'M A FULL TIME STUDENT WHO IS CURRENTLY DOING A BA DEGREE FOR SOCIAL WORK AND PSYCHOLOGY AS A MAJORS. AT WITS UNIVERISTY. I WORK PART TIME A**T** SOME DAYS I TEACH SASL AT SLED ROSEBANK, I ALSO TEACH UJ STUDENT FOR ABOUT 4 MONTHS THAT ABOUT 20 WEEKS COURSE AND I PRESENT FOR DTV SOMETIME, I NEED TO WORK PART TIME	*I am Baasima. How would I describe myself? Let me try. I am an easy going, kind, confident, down to earth girl who loves to face any challenge in life and to find a way to overcome it. I hate people who are full of arrogance when it comes to money issues. However, they are human. What can I say? Certainly, I am an intelligent girl. I am a full-time student who is currently doing a BA degree in social work and psychology at Wits University. I work on a part-time basis. I teach South African Sign Language (SASL) at the Sign Language Education Development (SLED) offices in Rosebank. I also teach a 20-week or four-month course to students at the University of Johannesburg. I sometimes work as a TV presenter for a TV programme called 'Dtv'. I need to work part-time to earn some extra cash as I can't always depend on my parents. I always write*

TO EARN SOME EXTRA CASH SINCE YOU CANT ALWAYS DEPEND ON YOUR PARENT. I WRITE ALL THE TIME, LIKE DAIRY, ESSAY, CV, SHOPPING LIST, FORMAL LETTER, ANY TYPE TO COMMUNICATE OTHER PEOPLE. WORK – WRITE REPORT AFTER SASL CLASS UNIVERSITY – ESSAYS, ASSIGNMENT, NOTES. HOME - SHOPPING LIST - RECIPE - DIARY - PERSONAL LETTER.	*things such as in my diary, essays, CVs, shopping lists, and formal letters. I write anything in order to communicate with people. At work, I write reports after the SASL classes. At university, I write essays, assignments and notes. At home, I write shopping lists, recipes, diaries and personal letters.*

Since Baasima is a university student, she wrote a lot about her academic background. This also involves her part-time job which helps to contribute to her university fees. She also writes a continuation of the interview. When she writes, she uses run-on sentences.

> **I'M EASY GOING, KIND, CONFIDENT, DOWN TO EARTH GIRL, WHO LOVE TO FACE ANY CHALLENGE THAT ILL FACE IN LIFE AND TO FIND A WAY TO OVERCOME IT.**

This knowledge makes it easy to translate. During the interview, Baasima was asked what kinds of things she writes. Therefore she wrote:

> **I WRITE ALL THE TIME, LIKE DAIRY, ESSAY, CV, SHOPPING LIST, FORMAL LETTER, ANY TYPE TO COMMUNICATE OTHER PEOPLE.**
> **WORK – WRITE REPORT AFTER SASL CLASS**
> **UNIVERSITY – ESSAYS, ASSIGNMENT, NOTES.**
> **HOME - SHOPPING LIST**
> **- RECIPE**

- **DIARY**
- **PERSONAL LETTER.**

Because Baasima knows the difference between SASL and English in terms of word order and grammar, she has not been influenced from SASL when writing in English. However, because she is a second language user of English, she has few grammatical errors in forming plurals and using prepositions.

4.6.2 Greg (RP013)

Actual Text
I AM AN ORAL DEAF PERSON, WHO DESPITE, OR IN SPITE OF BEING DEAF, LOVE READING. FOR ME, READING, AND BY EXTENSION, WRITING IS NOT EASY, BUT PROVIDES A MENTAL & EMOTIONAL DOOR – TO THE WORLD OF KNOWLEDGE. I LOVE CREATIVE WRITING & LANGUAGE OF METAPHORS & ALSO GOOD DRAMA (ESP DVD'S WITH SUBTITLES TO 'READ' THE MOVIE WHICH I USED TO MISS). AT THE MOMENT I LECTURE STUDENTS & WORK HARD AT IMPROVING THEIR READING & WRITING SKILLS AS I KNOW THE DIFFICULTY, EVEN FOR HEARING TO MASTER ACADEMIC READING & WRITING. THE MORE I PRACTICE & READ, THE MORE PROFICIENT BOTH BECOME. SOMETIMES I GET STUCK IN ENGLISH AND TRY SIGNING WHAT IS IN MY HEART & HEAD & THIS HELPS USUALLY TO BREAK WRITER'S BLOCK. I USUALLY HAVE PLENTY TO READ & WRITE AT WORK – E-MAILS, LETTER, ~~N~~ MARK ESSAYS, WRITE REPORTS, DO RESEARCH & OTHER STUFF. SO AT ~~A~~ HOME – I REST MY HAND (FROM WRITING) AND READ FOR PLEASURE (MY REWARD) FOR THE DAY!

Since Greg's writing uses the English syntax, no translation is needed. The context is clear to the readers of English. Because it is the continuation of the interview, Greg uses the speech form with influence from English when writing. It is obvious from the actual text that Greg does not use any SASL syntax. He knows the difference between SASL and English. Hence, there are no errors. Even though, he is very involved in the Deaf world, Greg is postlingually deaf and English is his home language.

4.6.3 Sara (RP014)

Actual Text	Translated Text
Let me introduce myself, am Sara, born in 1954 in Gauteng. My parents were Jewish [inserted] Germans, came to S.A. during 1935. Λ Got married in C.T, moved to Johannesburg in +/- 1948, I was born in 1954, my beloved mom discovered I was deaf when I was 2 years and she was pregnant with my sister who is hard of hearing. Grew up in a wonderful environment, went to oral school, it was tough during these days as S.L was forbidden. After school travelled to Europe & worked for 2 years before entering Gallaudent in U.S.A, came back due to financial restraints. Got married in 1984 to a profoundly Deaf man, Scott who is very involved in a Deaf community and sports as well. Bore 2 lovely boys namely Kane & Craig, both hard of hearing, Kane matriculated at King David School, is at this moment in U.K. My little one now is in Grade 11. I have been with Deafsa for the last 16 years, bravo, loving my kind of job and I also help out with many other things. Hope all this info will help you out with your research. Good Luck, Helen.	*Let me introduce myself – I am Sara. I was born in 1954 in Gauteng. My parents were Jewish Germans and immigrated to South Africa in 1935. They got married in Cape Town and moved to Johannesburg around the year of 1948. I was born in 1954. My beloved mom discovered that I was deaf when I was two years old. At the same time, she was pregnant with my sister who is hard-of-hearing. I grew up in a wonderful environment. I attended an oral school. It was tough at that time as Sign Language was forbidden. After school, I travelled to Europe and worked there for two years. Then I attended Gallaudet University in the United States. I came back home due to financial constraints. I got married in 1984 to a profoundly Deaf man named Scott who is very involved in the Deaf community and sports. I gave birth to two lovely boys namely Kane and Craig. They are both hard-of-hearing. Kane matriculated at King David School and is in the United Kingdom at the moment. My little one is now in Grade 11. I have been working at Deaf Federation of South Africa for the past sixteen years. Bravo. I love the kind of job that I am doing. I also help with many other things. I hope all this information will help you with your research. Good luck, Helen.*

Since Sara is confident, she shares her experience of writing in detail. It is, too, a continuation of the interview. When she wrote, her writing includes run-on sentences. The two following examples are extracted:

> **Got married in C.T, moved to Johannesburg in +/- 1948, I was born in 1954, my beloved mom discovered I was deaf when I was 2 years and she was pregnant with my sister who is hard of hearing.**
>
> **Bore 2 lovely boys namely Kane & Craig, both hard of hearing, Kane matriculated at King David School, is at this moment in U.K.**

Naturally, because of this knowledge, it is easy to translate.

Like Baasima, Sara knows the difference between SASL and English in terms of word order and grammar. This means she is not influenced by SASL when writing in English. However, because Sara is a second language user of English, her work reveals some difficulties with articles and prepositions.

4.6.4 Conclusion

The above analysis has shown clearly that Group 3 uses forms closest to written down words with influence from English word order and grammar. Thus, it is very clear that Group 3 benefited from school and have schooled ability in writing. They use English word order with the least errors. Their word order is clear for readers of English. This shows that Group 3 is indeed using schooled literacy (Street, 1984). Like Groups 1 and 2, they use spoken/written English in order to function in mainstream society.

4.7 Error Types found in Research Participants' Writing

A comparison of writing samples between the actual text and the translated text shows English grammatical errors. An analysis will use techniques on how to do a piece of writing provided by Raimes (1983:6) to reveal that there are different error types in most of the writing samples. The following techniques are: 1. the writer's process, 2. audience and purpose, 3. content, and 4. word choice. These are neither comprehensive nor complete but an

idea of how the research participants learn writing is provided. Each error has been tagged with the code number of the research participant's writing sample for ease of reference.

4.7.1 The Writer's Process

It is very clear that no research participant used the writer's process, which involves getting ideas, getting started, writing drafts and revising, when asked to do their piece of writing after the interview. The research participants only answered the questions they were asked as best they could during the given time. It seems that contextual constraints of time inclusion as the end of the interview prevented this process.

4.7.2 Audience and Purpose

The audience and the purpose for which they wrote was the researcher who requested them to produce a writing sample. They had just been given much of this information in SASL.

4.7.3 Content

Since the writing task only required a short paragraph, the content - getting relevance, clarity, originality, logic - was assessed and discussed in 4.3.

4.7.4 Word Choice

Across the written texts, word choice entailing vocabulary, idiom, and tone is basic. It is noted that only Grant used figurative language. He wrote:

> **FOR ME, READING, AND BY EXTENSION, WRITING IS NOT EASY, BUT PROVIDES A MENTAL & EMOTIONAL DOOR – TO THE WORLD OF KNOWLEDGE.**

This metaphor means reading and writing help the acquisition of general knowledge in terms of ways of thinking and feeling. Also, certain things such as psychology, spirituality, current affairs, to name a few, that are inaccessible to Deaf people are accessible through mastery of reading and, more efficiently, writing.

In order to compare the writing samples across the different research participants in each group, additional techniques identified by Raimes (1983:6) will be used to analyse the writing in Sections 4.8.1 - 4.8.4. They are:

1. organisation consisting of paragraphs, topic and support, cohesion and unity;
2. mechanics comprising handwriting, spelling, and punctuation;
3. grammar accommodating rules for verbs, agreement, articles, pronouns and prepositions; and
4. syntax including sentence structure, sentence boundaries, and stylistic choices.

4.8 Analysis of Group 1's Writing

Six of the seventeen writing samples have been included in Group 1 because they are not comprehensible to readers of English. What follows is an analysis of each of the written texts in Group 1. It is essential to note the length of these writing samples which are very short. The maximum length is eight sentences and the minimum is three sentences (see Table 4.2).

For each writing sample, counts (word, paragraph and sentence) of all research participants' written texts in this group were calculated through computer and summarized in Table 4.2:

Table 4.2: Word, Paragraph and Sentence Counts of Group 1's written texts

	Jabu	Thabo	Papi	Daayan	Tyler
Words	36	31	56[24]	31	21
Paragraphs	7	5	2	1	2
Sentences	3[25]	0[26]	6	6	2[27]

[24] There are 57 words; however the symbol '&' is not counted as a word. Thus the count is 56.

4.8.1 Organisation

All of the research participants in this group were signed the instruction by me (the researcher) and wrote independently. Three out of five research participants (Jabu, Thabo and Daayan) understood the instruction. It is interesting to note that no writing samples are organised as required by the instruction. The research participants answered only Parts 1 and 2 of the task. It is not known whether this writing task overwhelmed them.

4.8.2 Mechanics

4.8.2.1 Handwriting

Jabu wrote in both upper and lower case letters. Thabo and Papi used both upper case and lower case letters inconsistently when writing. This may suggest that both the research participants were not taught accordingly how to use upper case and lower case letters. Jabu, Thabo and Papi used the 'print-writing' style of handwriting. This style is a cross between cursive and printing (www.donpotter.net/PDF/Cursive%20First.pfd). Daayan and Tyler used upper case letters and the printing style of handwriting throughout their writing.

This description of handwriting shows that each research participant has his own handwriting style. However, it appears that Thabo and Papi did not distinguish the difference between upper case and lower case letters.

4.8.2.2 Spelling

There was only the spelling error. Jabu wrote:

poepole for "people"

---

[25] Jabu wrote eight sentences; however he did not use full stops at the end of five sentences. Thus, the calculation shows that there are only three sentences.
[26] Thabo wrote five sentences; however he did not use full stops at the end of each sentence. Thus the calculation shows that there are no sentences.
[27] Tyler wrote three sentences; however he did not include a full stop at the end of one sentence. Thus the calculation shows that there are only two sentences.

It seems that during this research, the research participants only used words that they can spell.

4.8.2.3 Punctuation

As mentioned in Section 4.1, there was an error in writing sentences. The four research participants did not use a period (full stop) in order to complete their sentences. It appears that because they did not learn enough literacy as required, punctuation was found to be incorrect.

4.8.3 Grammar

Here, verbs, agreement, articles and pronouns are discussed in each writing sample in Group 1.

4.8.3.1 Verbs

It is noted that in Group 1, each written text uses only the present tense. This is clear because the instruction asked for what writing the research participants do habitually both at home and at work.

Because SASL has no 'to be' verbs, the auxiliary verb 'is' is not used in the following sentences:

Name Jabu N. Msomi

*(My name **is** Jabu N. Msomi.)*

… AND Three CHILDren ALL Deaf Family.

*(My whole family **is** Deaf.)*

THAT Lovely.

*(It **is** lovely.)*

Infinitive is in error in the following sentence:

TRy me want work welding or wood

*(I want **to find** employment that involves welding or woodworking.)*

Since English is his second or third language, Papi made an error by using present continuous tense in the following sentences:

I AM working AT DEAFSA.

*(I **work** at Deaf Federation of South Africa (DeafSA).)*

… ALSO I'm DRIVING TO POST OFFICE…

*(I also **drive** to the post office…)*

I Am enjoyed my JOB…

*(I **enjoy** my job.)*

In SASL, there is only one kind of verb such as WORK, DRIVE, ENJOY. SASL does not have morphological affixes such as –ing, -ed, -es. When writing English, present tense – active and continuous tenses – are confusing.

4.8.3.2 Agreement

It seems that there is no error in using agreement in this group. Also, it is easier to maintain concord with very simple sentences. However, the research participants used the first person during their writing in response to the instruction. It therefore does not require agreement.

Since plurality in SASL is used differently, that is, repetitive movement of certain signs to indicate plurality, the following sentences contain errors of concord:

MAKE KITCHEN AND BEDROOM.

*(I make kitchen cabinet**s**, bedroom suite**s** …)*

MECHANIC WITH COMPANY BUT I WORKING ~~O~~ 9YEAR THIS COMPANY

*(I am a mechanic in this company and have been working there for the past nine year**s**.)*

4.8.3.3 Articles

Because SASL uses articles in a different way (see Chapter 2 for example), it is not surprising that *a* or *the* is missing in the following sentences:

We have ~~worksko~~ workshop for poepole.

*(We have had **a** workshop.)*

Now me feel good New Sun and Time Sunday

*(At the moment, I feel good for being able to read **the** new publication 'Daily Sun' and **the** 'Sunday Times' newspaper.)*

I AM ASSISTANCE my BOSS WHAT They WANT Thing ALSO I'm DRIVING TO POST OFFICE & PICK Them UP AT AIRPORT.

*(I am **an** assistant to my boss and do tasks as required. I also go to **the** post office as well as to pick people up from **the** airport.)*

RECENTLY I BOUGHT new House Three BEDROOMS.

*(I recently bought **a** new three-bedroom house.)*

MECHANIC WITH COMPANY BUT…

*(I am **a** mechanic in this company and…)*

4.8.3.4 Pronouns

Because SASL uses pronouns differently by pointing the index finger at specific items (present or absent), the following sentence errors are shown:

Name Jabu N. Msomi

*(**My** name is Jabu N. Msomi.)*

Now me feel good New Sun and Time Sunday

*(At the moment, **I** feel good for being able to read the new publication 'Daily Sun' and the 'Sunday Times' newspaper.)*

TRy me want work welding or wood

*(**I** want to find employment that involves welding or woodworking.)*

Me *Jabu Msomi* [signature]

(Jabu Msomi [signature])

MAKE KITCHEN AND BEDROOM.

*(**I** make kitchen cabinets, bedroom suits, and wall units.)*

MECHANIC WITH COMPANY BUT…

*(**I** am a mechanic in **this** company and…*

4.8.3.5 Prepositions

The following sentences show that prepositions were used in error (see Chapter 2 for explanation):

I Just Read <u>to</u> Drum/kick off

(I just read 'Drum' and 'Kick-Off' magazines.)

I am here in DeafSA For the work help us

*(I am here **at** Deaf Federation of South Africa office for assistance in finding employment.)*

IN JOHANNESBURG AND I WORK IN METROBUS THEN SOME WORK.

*(I work **for** Metrobus in Johannesburg.)*

MECHANIC WITH COMPANY BUT I WORKING ~~O~~ 9YEAR THIS COMPANY

*(I am a mechanic **in** this company and have been working there **for** the past nine years.)*

4.8.4 Syntax

In this group, the writing analysis shows that the basic sentence structure was influenced by SASL grammar. Hence, sign transliteration predominates English with SASL syntax as written using the strategy of transliteration. This produces what in English appear to be sentence fragments. These run-on or fragment sentences are identified below. This includes different types of error. In other words, these sentences are incomplete in English due to the fact that they are either influenced by the SASL syntax and they are written as the second or third language.

Jabu N. Msomi - Fragment (pronoun, 'to-be' verb)

We have ~~worksko~~ workshop for poepole. - Fragment (verb, article)

Become Not work 2 years workplace. home. - Fragment (pronoun, verb, preposition)

Now me feel good New Sun and Time Sunday - Fragment (pronoun, article)

TRy me want work welding or wood - Fragment (infinitive, pronoun)

I use only Bore home – Fragment

I Just Read to Drum/kick off - Fragment (conjunction, preposition)

my is life nothing work – Fragment

I am here in DeafSA For the work help us - Fragment (infinitive, preposition)

My Name is PApi JiZo AND I HAVE my wife AND Three CHILDren ALL Deaf Family. - Run-on

I AM ASSISTANCE my BOSS WHAT They WANT Thing ALSO I'm DRIVING TO POST OFFICE & PICK Them UP AT AIRPORT. - Run-on

THAT Lovely. - Fragment (to-be verb)

MY NAME IS DAAYAN KHAN, MY WIFE NAME IS RIZA AND THREE CHILDREN. - Run-on

MY OWN WORK FACTORY FOR WOODWORKS. - Fragment

MAKE KITCHEN AND BEDROOM. - Fragment (pronoun)

SUITS, WALL UNITS. - Fragment (verb, pronoun)

WE FAMILY ARE DEAF. FULL. - Fragment

IN JOHANNESBURG AND I WORK IN METROBUS THEN SOME WORK. - Fragment (preposition)

MECHANIC WITH COMPANY BUT I WORKING ~~O~~ 9YEAR THIS COMPANY - Fragment (preposition)

4.8.5 Summary

Before moving to Group 2, a scatter diagram is used to show the spread of error types (Table 4.3) apparent in Group 1's written texts.

Table 4.3: Error Types of Group 1's Written Texts

	Jabu	Thabo	Papi	Daayan	Tyler
Spelling	x				
Punctuation	x	x	x		x
Verbs	x		x	x	
Agreement					
Articles	x		x	x	x
Pronouns	x			x	x
Prepositions		x			x
Syntax	x	x	x	x	x

Jabu spelled one word incorrectly. Jabu, Thabo, Papi, and Tyler made errors when using punctuation. Jabu, Thabo, Papi and Tyler did not always use a period to end sentences. Jabu, Papi, and Daayan made errors when using verb tenses. Jabu and Papi did not use *is* in their sentences. Daayan did not use any verbs at all. The infinitive form has not been used correctly in this group. Jabu and Thabo attempted to use it but they made an error. None of

the research participants used agreement in their writing samples. Daayan and Tyler used plural nouns in error. Jabu, Papi, Daayan and Tyler did not use the articles *an* or *the* in their writing. Jabu, Daayan and Tyler used pronouns erroneously. Daayan and Tyler did not include any pronouns. Jabu did not use the subject pronoun (*I*) and object pronoun (*me*) correctly. Thabo and Tyler did not use prepositions correctly. All the research participants made errors in their English syntax. The most common error this group has made is sentence structure. It is here that the influence of SASL is most obvious. The least common error is spelling.

Group 1's written texts show that they did not learn schooled literacy as expected. It is important to note that this group did not reach matriculation. Therefore, their written competence is below par. However, to function in mainstream society, they use social literacy in which they use writing to communicate with hearing people and understand the environment around them.

4.9 Analysis of Group 2's Writing

Seven of the seventeen writing samples have been selected for Group 2 because their writing is somewhat comprehensible to readers of English (see Section 1). As discussed in Group 1, the length of the writing samples is short. The maximum length is fifteen (15) sentences and the minimum is four (4) sentences (See Table 4.4).

Table 4.4: Word, Paragraph and Sentence Counts of Group 2's Written Texts

	Tina	Grant	Matt	Mary	Rose	Nani	Kersia
Words	79	51	85	38	113	81	50
Paragraphs	1	1	5	3	2	1	1
Sentences	5	4	9	5	15	9	5

4.9.1 Organisation

Two out of seven research participants (Nani and Kersia) read the instruction and wrote on their own. The rest were signed the instruction by me (the researcher) and they wrote independently. The analysis of the writing samples shows that all research participants understood the instruction. However, six out of the seven research participants did not organise their writing as instructed. There are a variety of answers to the task. It is only Nani who answered all the parts of the task. Parts 1 and 2 of the task were written by Mary and Rose and Parts 1, 2 and 4 by Grant and Kersia. Grant is the only one who organised his writing accordingly. Tina answered Parts 2, 3 and 4 and Matt, Parts 3 and 4.

It should be noted that in Tina's writing sample, the following sentence is not relevant. There is no connection with the question or the rest of the text.

for [inserted]
… we went to Pretoria 2 weeks holiday.
^
(My family and I went to Pretoria for a two-week holiday.)

4.9.2 Mechanics

4.9.2.1 Handwriting

All the research participants in this group wrote in both upper and lower case letters correctly. Tina, Grant, Mary, Rose, and Kersia used the print rather than cursive style. Mary and Nani used cursive style. It is clear that they had learned handwriting at school.

4.9.2.2 Spelling

Matt (no. 6) and Mary (no. 7) made the following errors:

commuciate for 'communicate'
simle for 'simple'
illenes for 'illness'

Like Group 1, the research participants used familiar words that they can spell.

4.9.2.3 Punctuation

Even though punctuation is taught, Tina has used commas throughout her text:

> **… I alway's Joke, laugh enjoy without, I alway's stay at home read, …**
>
> *(… I **always** joke and enjoy laughing. I **always** stay at home and read.)*

The comma as part of punctuation should not be placed after the word why (see below).

> **That's why, we are moved back to Jhb for permanent.**
>
> *(This is the reason why we moved back to Johannesburg permanently.)*

It seems that the research participants would have needed extra lessons in punctuation at their school.

4.9.3 Grammar

4.9.3.1 Verbs

Three texts in Group 2 use only present tense. This use of present tense is appropriate because the research participants were asked for what writing they do daily both at home and at work. In this same group, three written texts use present tense with one or more sentences in the past tense. The last one uses past tense with one sentence in the present tense.

Since there are no 'to be' verbs in SASL, SASL writers find difficulty with infinitives. The following sentence is incorrect:

But I still shy myself writes!

*(However, I get shy when I have **to write**.)*

Verbs in the following sentences are used or placed incorrectly.

I'm study N3 than I love more read that is very enjoy I'm very happy read …

*(I am currently **studying** an N3 course and love reading which is very enjoyable. I am happy when **reading**.)*

But I still shy myself writes!

*(However, I **get** shy when I **have** to **write**.)*

… I am doing pack the food parcel and …

*(I **pack** the food packages and…)*

My life is need sign language.

(Sign Language is an important part of my life.)

We are come from ST Vincent School.

*(We both **attended** St. Vincent's School.)*

I was attention at school in 1985 to 2001.

*(I **attended** school from 1985 to 2001.)*

My husband's new company are offer him as a job.

*(A new company that he works for now **offered** my husband a job.)*

I'm really enjoy my job but …

*(I really **enjoy** my field of work but …)*

Thank you for your invited to me for the interview.

*(Thank you for **inviting** me to this interview.)*

I do as teaching them in Sign Language.

*(I **teach** people Sign Language.)*

Other thing I do writes in my diary.

(The other writing I do is in my diary.)

I really like to do on my own thing like write poems, stories.

*(I really like to do things such as **writing** poems and stories on my own.)*

4.9.3.2 Agreement

As in Group 1, agreement is in error in the following sentences:

But I still shy myself writes!

(However, I get shy when I have to write.)

Other thing I do writes in my diary.

(The other writing I do is in my diary.)

All those writing things I does at home and Wits library.

(I write at home and at the library at Wits University.)

I earns money from teaching Sign Language as my living.

*(I **earn** a living by teaching Sign Language.)*

It shows that the research participants attempted to use agreement correctly.

The following plurals are incorrect:

In my history I must write note because …

(I have to write notes in order to communicate…)

I grew up with my parent.

(I grew up with my parents.)

… but my parent don't understand.

*(… but my **parents** do not understand me.)*

So I have to write note.

(Therefore, I have to write notes …)

This error portrays that there is a difference of plurality in SASL and English.

4.9.3.3 Articles

Like the ones of Group 1, the following sentences show that the article *a* or *the* is absent:

… I am store controller …

*(… as **a** store controller.)*

Then afterwards went hearing school.

*(After this, I attended **a** hearing school.)*

I'm working as part-time teacher.

*(I am working as **a** part-time teacher.)*

… and I'm Deaf student at university.

*(…, **a** Deaf university student.)*

4.9.3.4 Pronouns

Errors in pronouns, as those of Group 1, are shown in the following sentences:

Remember to bring pen with me for in case.

*(**I** always remember to bring pen with me just in case I have to communicate with hearing people.)*

Then afterwards went hearing school.

*(After this, **I** attended a hearing school.)*

Drop school bec of my illeness.

*(**I** dropped out of school because of an illness.)*

After that work in Standard Bank.

*(After school, **I** started to work at Standard Bank …)*

The subject pronoun *I* is not used fully in the following sentences:

Am completed Deaf when I was born.

*(**I** was born completely deaf.)*

So, now am living in Edenvale from Durban.

*(**I** moved from Durban and now live in Edenvale.)*

4.9.3.5 Prepositions

As explained in Group 1, the following sentences show that prepositions were used in error:

After that work in Standard Bank.

*(After school, I started to work **at** Standard Bank …)*

I was attention at school in 1985 to 2001.

*(I attended school **from** 1985 to 2001.)*

4.9.4 Syntax

In this group, the writing analysis shows that SASL grammar, however, less so than in Group 1, influences the basic sentence structure. The following sentences are fragments or they run on. Run-on sentences are running

sentences without any punctuation or conjunction (Harris and Hodges, 1981:283). In this sense, they are colloquial.

I'm study N3 than I love more read that is very enjoy

for [inserted]
I'm very happy read, we went to Pretoria 2 weeks
^
holiday. - Run-on

But I still shy myself writes! - Fragment (to-be verb)

I like to write to my friend into letter, I alway's Joke, laugh enjoy , I alway's stay at home read, I'm very happy with my family, than I miss my mother! - Run-on

I'm still study English, ~~work~~ I'm write some~~one~~ time already! - Fragment (verb)

But I enjoy read, without, movie, stay home. - Fragment (verb)

I am Grant Lessing and I am deaf, I am 30 years old. - Run-on

I work at AMCARE and I am store controller and I am doing pack the food parcel and I keep the requisition for food and clothes and etc. - Run-on

& note [inserted]
If I didn't bring pen with me then I lost everything
^
with hearing. - Fragment (tense, noun)

My name is Mary, I was born hearing - Run-on

Then afterwards went hearing school. - Fragment (pronoun, preposition)

Drop school bec of my illenes. - Fragment (pronoun)

After that work in Standard Bank. - Fragment (preposition)
for 16yrs. - Fragment (abbreviation)

Am completed Deaf when I was born. - Fragment (adverb)

I was attention at school in 1985 to 2001. - Fragment (noun/verb, preposition)

Well, I'm seeking as a job but I rather waiting until next year cos of Christmas soon. - Run-on

I'm enjoyable with you. - Fragment (adjective, syntax)

I really like to do on my own thing like write poems, stories. - Fragment (conjunction)

Abbreviation and shorthand should not be included in writing as shown in the following sentences:

Drop school bec of my illenes. - Because
16yrs. – Years

… but I rather waiting until next year cos of Christmas soon. – Because

… we are moved back to Jhb for permanent. - Johannesburg

4.9.5 Summary

Before moving to Group 3, a scatter diagram is used to show the spread of error types (Table 4.5)

Table 4.5: Error Types of Group 2's Written Texts

	Tina	Grant	Matt	Mary	Rose	Nani	Kersia
Spelling				x			
Punctuation	x						
Verbs	x		x		x	X	x
Agreement	x					X	
Articles		x		x		X	x
Pronoun			x	x	x		
Preposition	x			x			
Syntax	x	x	x	x	x	X	x

Mary spelled one word incorrectly. Tina did not use punctuation correctly - an apostrophe for *always*. Mary also did not use punctuation - a period at the end of the sentence. Five research participants (Tina, Matt, Rose, Nani and Kersia) made an error when using verb tenses. Grant did not include an infinitive form in his text. As for agreement, two research participants (Tina and Nani) used a singular ending for the verbs incorrectly. Matt used plural nouns incorrectly. Four research participants (Grant, Mary, Nani and Kersia) did not use the article *a* in their sentences. Three research participants (Matt, Mary, and Rose) used pronouns incorrectly. Tina and Mary used prepositions incorrectly. All the research participants in this group made errors in their use of sentence structure. They followed the English structure with several errors. The most common error this group has made is sentence structure; a less common error is spelling.

Group 2's written texts indicates that most research participants learned literacy at school. However, they were not on a par with the hearing counterparts. Thus, their written competence is below average. In spite of this, they manage to communicate in writing with hearing people and relate to the literate environment around them.

4.10 Analysis of Group 3's writing

Because three of the seventeen writing samples are intelligible to readers of English, even though two of them have few grammatical errors, they have been included in Group 3. What follows is an analysis of each of the written texts in Group 3. It is important to note that one research participant, Greg, wrote almost perfectly since his first language is English. Length is a factor. Group 3's writing is noticeably longer. Baasima and Greg wrote eleven sentences, Sara eight sentences (see Table 4.6).

Table 4.6: Word, Paragraph and Sentence Counts of Group 3's Written Texts

	Baasima	Greg	Sara
Words	175	156[28]	192[29]
Paragraphs	8	4	2
Sentences	8	8	11

4.10.1 Organisation

Each research participant read the instruction and wrote independently. Two of them, Baasima and Greg, answered all the parts of the task and organised their writing. Only Sara omitted Part 4. They all therefore understood the instruction.

[28] There are 167 words however the symbol '&' is not considered as word. Thus, the count is 156.
[29] There are 194 words; however the symbols '&' and '+/-' are not considered as words. Thus, the count is 192.

4.10.2 Mechanics

4.10.2.1 Handwriting

Baasima and Greg used upper case letters the whole time when writing. They both used print. Sara wrote in both upper and lower case letters accurately. She used the cursive style. It is apparent that they know handwriting to an extent that they are consistent.

4.10.2.2 Spelling

Only Sara made the following error:

Gallaundet for 'Gallaudet'

It seems that because they are literate in English, the research participants manage to spell well.

4.10.2.3 Punctuation

This group made no errors when using punctuation. However, it is likely that they make errors in their other writings.

4.10.3. Grammar

4.10.3.1 Verbs

Baasima and Greg's written texts use only present tense. Sara uses both present and past tenses.

4.10.3.2 Agreement

Group 3 does not have any errors in verb agreement. However, the following sentences contain errors of concord in plurality.

I WRITE ALL THE TIME, LIKE DAIRY, ESSAY, CV, SHOPPING LIST, FORMAL LETTER, ANY TYPE TO COMMUNICATE OTHER PEOPLE.

(At work, I write reports after the SASL classes. At university, I write essays, assignments and notes.)

HOME - SHOPPING LIST

- RECIPE

- DIARY

- PERSONAL LETTER.

(At home, I write shopping lists, recipes, diaries and personal letters.)

4.10.3.3 Articles

Like the ones of Groups 1 and 2, the following sentences show that the articles *a* or *the* are absent:

I WORK PART TIME AT SOME DAYS

*(I work on **a** part-time basis.)*

I ALSO TEACH UJ STUDENT FOR ABOUT 4 MONTHS THAT ABOUT 20 WEEKS COURSE …

*(I also teach **a** 20-week or four-month course to students at **the** University of Johannesburg.)*

WORK – WRITE REPORT AFTER SASL CLASS

*(At work, I write reports after **the** SASL classes.)*

… went to oral school, …

*(I attended **an** oral school.)*

… entering Gallaudent in U.S.A., …

*(Then I attended Gallaudet University in **the** United States.)*

Got married in 1984 to a profoundly Deaf man, Scott who is very involved in a Deaf community and sports as well.

*(I got married in 1984 to a profoundly Deaf man named Scott who is very involved in **the** Deaf community and sports.)*

Kane matriculated at King David School, is at this moment in U.K.

*(Kane matriculated at King David School and is in **the** United Kingdom at the moment.)*

4.10.3.4 Pronouns

In the following sentences, it shows that, like the ones of Groups 1 and 2, the subject pronoun is either incomplete or missing:

WORK – WRITE REPORT AFTER SASL CLASS

UNIVERSITY – ESSAYS, ASSIGNMENT, NOTES.

*(At work, **I** write reports after the SASL classes. At university, **I** write essays, assignments and notes.)*

HOME - SHOPPING LIST

- RECIPE

- DIARY

- PERSONAL LETTER.

*(At home, **I** write shopping lists, recipes, diaries and personal letters.)*

… am Sara, born in 1954 in Gauteng.

*(… **I** am Sara. **I** was born in 1954 in Gauteng.)*

Got married in C.T., moved to …

*(**They** got married in Cape Town and moved to …)*

Grew up in a wonderful environment, …

*(**I** grew up in a wonderful environment.)*

After school travelled to Europe …

*(After school, **I** travelled to Europe …)*

Got married in 1984 to a …

*(**I** got married in 1984 to a …)*

Bore 2 lovely boys namely …

*(**I** gave birth to two lovely boys namely …)*

Hope all this info will help you out …

*(**I** hope all this information will help you with …)*

4.10.3.5 Prepositions

Like those of Groups 1 and 2, the following sentences show that prepositions were used in error:

I'M A FULL TIME STUDENT WHO IS CURRENTLY DOING A BA DEGREE FOR SOCIAL WORK AND PSYCHOLOGY AS A MAJORS. AT WITS UNIVERISTY.

*(I am a full-time student who is currently doing a BA degree **in** social work and psychology at Wits University.)*

I WORK PART TIME AT SOME DAYS

*(I work **on** a part-time basis.)*

I TEACH SASL AT SLED ROSEBANK.

*(I teach South African Sign Language (SASL) at the Sign Language Education Development (SLED) offices **in** Rosebank.)*

I have been with Deafsa for the last 16 years …

*(I have been working **at** Deaf Federation of South Africa for the past sixteen years.)*

4.10.4 Syntax

In this group, the writing analysis shows that there are run-on and fragment sentences.

I'M BAASIMA, HOW WOULD I DESCRIBE MYSELF, OK. - Run-on

I'M EASY GOING, KIND, CONFIDENT, DOWN TO EARTH GIRL, WHO LOVE TO FACE ANY CHALLENGE THAT ILL FACE IN LIFE AND TO FIND A WAY TO OVERCOME IT. - Run-on

I HATE PEOPLE WHO IS FULL OF ARROGANT WHEN IT COME TO MONEY ISSUE OTHERWISE THEY ARE HUMAN, WHAT CAN I SAY. - Run-on

I TEACH SASL AT SLED ROSEBANK, I ALSO TEACH UJ STUDENT FOR ABOUT 4 MONTHS THAT ABOUT 20 WEEKS COURSE AND I PRESENT FOR DTV SOMETIME, I NEED TO WORK PART TIME TO EARN SOME EXTRA CASH SINCE YOU CANT ALWAYS DEPEND ON YOUR PARENT. - Run-on

I WRITE ALL THE TIME, LIKE DAIRY, ESSAY, CV, SHOPPING LIST, FORMAL LETTER, ANY TYPE TO COMMUNICATE OTHER PEOPLE. - Fragment (plurality)

WORK – WRITE REPORT AFTER SASL CLASS
UNIVERSITY – ESSAYS, ASSIGNMENT, NOTES. - Fragment (point forms)

HOME - SHOPPING LIST
- RECIPE
- DIARY

- PERSONAL LETTER. Fragment (point forms)

It is interesting to note that as the more competent research participants produced more text, they produced more errors.

Abbreviations should not be included in writing as shown in the following sentences. Since the writing samples are context dependent, the readers, like myself, would know the acronyms. Thus, it is fine to use them if they constitute shared knowledge or if they are explained to the reader.

SASL for 'South African Sign Language'
SLED for 'Sign Language Education Development'
UJ for 'University of Johannesburg'
C.T. for 'Cape Town'
S.L for 'Sign Language'
U.S.A for 'United States of America'
U.K. for 'United Kingdom'
Deafsa for 'Deaf Federation of South Africa'

It is noted that the following shorthand words are not acceptable in writing:

esp for 'especially'
info for 'information'

Symbols such as an ampersand should not be used in writing as shown in the following sentences:

… BUT PROVIDES A MENTAL & EMOTIONAL DOOR…

I LOVE CREATIVE WRITING & LANGUAGE OF METAPHORS & ALSO GOOD DRAMA…

AT THE MOMENT I LECTURE STUDENTS & WORK HARD AT IMPROVING THEIR READING & WRITING SKILLS…TO MASTER ACADEMIC READING & WRITING.

THE MORE I PRACTICE & READ, THE MORE…

… TRY SIGNING WHAT IS IN MY HEART & HEAD & THIS HELPS USUALLY TO BREAK WRITER'S BLOCK.

I USUALLY HAVE PLENTY TO READ & WRITE AT WORK…DO RESEARCH & OTHER STUFF.

… MOVED TO JOHANNESBURG IN +/- 1948, … AFTER SCHOOL TRAVELLED TO EUROPE & WORKED FOR 2 YEARS … BORE 2 LOVELY BOYS NAMELY KANE & CRAIG …

4.10.5 Summary

Before comparing the three groups with each other, a scatter diagram is used to show the spread of error types (Table 4.7) in Group 3.

Table 4.7: Error Types of Group 3's Written Texts

	Baasima	Greg	Sara
Spelling			x
Punctuation			
Verbs			
Agreement			
Articles	x		x

Pronouns			x
Prepositions	x		x
Syntax	x	x	x

Sara produced one spelling error and used pronouns incorrectly. Both Baasima and Sara used articles and prepositions incorrectly. All the research participants in this group have errors in the basic sentence structure. Greg and Sara used symbols in their sentences, which are unacceptable in writing. Baasima and Sara use run-on sentences. All of them use abbreviations and shorthand, which are acceptable in context-dependent writing.

Group 3's written texts clearly shows that the research participants are schooled literate and reached up to the expected level. Their written competence is therefore on the average level. Based on their interview, it is clear that the research participants used both social literacy and schooled literacy depending on their needs in dynamic situations.

4.11 Conclusion

Only Group 3's research participants organised their writing well but not to perfection in aspects of paragraphs, topic and support, cohesion and unity. Interestingly, Group 1 and Group 2 struggled with usage of mechanics such as handwriting and punctuation. The handwriting of two of the research participants in Group 1 is inconsistent. It seems that most research participants were not taught this technique at their schools. Since all research participants, except Greg, are second- or third-language users, their English grammar and English syntax are not on a par with first language English users. The most common errors found across the written texts are punctuation, verbs, articles, and pronouns. As seen clearly in Group 1 and Group 2, word orders are not always Subject-Verb-Object (SVO). As mentioned in Chapter 2, SASL word order is commonly either SOV or OSV.

English word order is SVO. It is clear that this created some confusion for these research participants.

To wrap up, the findings of the writing performance and the learning of each research participant as well as the relationship between English and SASL as evident on analysis of their errors and syntax is summarised in Table 4.8 (see next page).

4.11.1 Spelling

Only three spelling errors were found, one in each group. This indicates that research participants across the groups are comfortable with spelling English words that they are familiar with.

4.11.2 Punctuation

There are more errors in punctuation in Group 2. Across all the written texts, most sentences are run-on. It shows that punctuation is not naturally acquired and it has not been learned.

4.11.3 Verb Tenses

In Groups 1 and 2, verb tenses are used erroneously. Using different tenses is difficult for the research participants. In signed languages, i.e. SASL, these tenses are not found. Thus, they have to be taught. Only three written texts (two in Group 2 and one in Group 3) show correct infinitive forms (see Matt, Sentence 1; Kersia, Sentence 2 and; Baasima, Sentence 2). The other three written texts attempted to use infinitive forms but they were produced incorrectly. (see Jabu, Sentence 6; Papi, Sentence 3 and; Grant, Sentence 3).

Table 4.8: Analysis of Error Types and Syntax

	Jabu	Thabo	Papi	Daayan	Tyler	Tina	Grant	Matt	Mary	Rose	Nani	Kersia	Baasima	Greg	Sara	Total
Spell	x								x						x	3
Punc	x	x	x		x	x		x	x	x	x	x	x			11
Verb	x		x	x		x		x		x	x	x				8
Agre						x					x					2
Articl	x		x	x	x		x		x		x	x				8
Pron	X			x		x		x	x	x					x	7
Prep		x			x	x			x				x		x	6
Synt	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15

4.11.4 Agreement

In Group 2, only two written texts show error in agreement. Determining singular or plural endings can be confusing especially for the subject pronoun *I*. In addition, only four written texts (two in Group 1, one in Group 2, and one in Group 3) have errors in plurality.

4.11.5 Articles

Across Groups 1, 2 and 3, articles are used erroneously. Other languages, including SASL, do not use articles the way that English does. Thus, second- or third-language users/signers struggle to use them correctly.

4.11.6 Pronouns

Pronoun errors occur in all the groups. There is a confusion in one written text (Jabu) in Group 1 with regards to subject and object pronouns.

4.11.7 Prepositions

Only seven written texts include preposition errors. Prepositions are difficult words for second-language users since they do not appear to operate according to clear sets of rules. They are often idiomatic.

4.11.8 Syntax

Errors in the basic sentence structure are common across all three groups. These data show that the writing of most of the research participants is influenced by SASL syntax.

4.11.9 Adjectives and Adverbs

It is important to note that there is one error in one written text in Group 2. Since these written texts are only available for analysis, it is not to say that research participants are free of error when using adjectives and adverbs in their other writings. This is also true of *all* other error types (my emphasis).

Even though the research participants have made errors with their writing, they did indeed have enough collective knowledge with regard to the concept of writing. It is clear from their writing samples that all the research participants understand how to write a sentence. There is some use of inverted commas. Most research participants use capital letters, commas, exclamation marks, and full stops appropriately.

Finally, the writing samples reveal speech syntax. Since the written texts provided by each research participant were a continuation of the conversation from the interview, they are context-dependent and informal. In other words, the writing samples take on the speech forms of the interview context in which they were produced.

The next chapter focuses on the Likert Scaling Analysis and will use the findings from this chapter to authenticate the findings as explained in Chapter 3.

CHAPTER 5 – LIKERT SCALING ANALYSIS

5.1 Introduction

This chapter focuses on an analysis of the Likert section of the structured interview. This analysis provides evidence for an analysis of the attitudes of these Deaf research participants towards *reading, writing,* and *English*. Table 5.1 (shown on the next page) shows the scatter pattern produced from the responses of the seventeen research participants during their interviews. All the research participants were able to understand and answer each statement.

5.2 Analysis of the Research Participants' responses

I begin the analysis by noticing that the midpoint, namely 'undecided', has the lowest number of responses. The strongly 'agree' or 'disagree' columns are also relatively sparse. On the whole, the answers are placed on either side of the midpoint. The midpoint, the least decisive and the most decisive points are identified as follows:

Statement 7 ('I write easily') and Statement 13 ('I am confident with my English grammar') each get the highest number of undecided responses. Overall, there are four undecided responses for each statement. This shows that four research participants are unable to take a position on these two statements. Statement 16 ('I am insecure when writing to strangers') gets no response. In addition, Statement 8 ('I write only when I have to'), Statement 9 ('I never write') and Statement 15 ('I am confident when writing to friends') each get only one response. It shows that the research participants are able to take a position on these statements. That most research participants are able to agree or disagree with all the statements shows that they do have clear views on these attitudinal statements.

Table 5.1: Likert Scale

STATEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I like reading	XXXX	XXXXX XX	XXX	X	XX
2. I read for pleasure	XXXXX	XXXXX XXX	XX	XX	
3. I read only when I have to	XXX	XXXXX XX	XX	XXXX	X
4. I never read		XX	XX	XXXXX X	XXXXX XX
5. I am confident with reading	XXXXX	XXX	XXX	XXXXX X	
6. I like writing	XXX	XXXXX XXXX	XXX	XX	
7. I write easily	XX	XXXX	XXXX	XXXXX XX	
8. I write only when I have to	XXX	XXXXX XXXX	X	XXX	X
9. I never write			X	XXXXX XX	XXXXX XXXX
10. I am insecure with writing	X	XXXXX XXXX	XX	XXXXX	
11. I am confident with English spelling	XX	XXXXX	XXX	XXXXX X	X
12. I am confident about English punctuation	X	XXX	XX	XXXXX XXXX	XX
13. I am confident with my English grammar		XXXX	XXXX	XXXXX XX	XX
14. I am insecure about English words	X	XXXXX XXX	XX	XX	XXXX
15. I am confident when writing to friends	XXXXX	XXXXX XXXX	X	XX	
16. I am insecure when writing to strangers	XXXXX	XXXXX XXXXX		XX	

In Tables 5.2 – 5.4, I separated the statements into positive and negative statements in order to see how the scatter is organised on either side of the midpoint. I also merged the scatters in 'Strongly Agree' with the ones in 'Agree'. I did the same for the ones in 'Strongly Disagree' and 'Disagree' (see Table 5.2). Finally, I separated the statements into three parts: *Reading, Writing* and *English*. To each part, I added the analysis in order to offer a clearer picture of the responses to each statement and I also discuss the matches and the contradictions.

5.2.1 Analysis of Reading

Table 5.2: Likert Scale - Reading

READING		Agree	Undecided	Disagree
+	1. I like reading	XXXXXXXXXX X	XXX	XXX
+	2. I read for pleasure	XXXXXXXXXX XXX	XX	XX
+	5. I am confident with reading	XXXXXXXX	XXX	XXXXXX
+	3. I read only when I have to	XXXXXXXXXX	XX	XXXXX
-	4. I never read	XX	XX	XXXXXXXXXX XXX

Table 5.2.1: Analysis - Reading

	Matches	Contradictions
Statement 1 11 agree that they like reading	**Statement 2** 13 agree that they read for pleasure **Statement 5** About half (7) agree that they are confident with reading. **Statement 4** 13 disagree that they never read	**Statement 3** 10 agree that they read only when they have to
Statement 2 13 agree that they read for pleasure	**Statement 1** 11 agree that they like reading **Statement 5** About half (7) agree that they are confident with reading. **Statement 4**	**Statement 3** 10 agree that they read only when they have to

	13 disagree that they never read	
Statement 5 About half (7) agree that they are confident with reading.	**Statement 1** 11 agree that they like reading **Statement 2** 13 agree that they read for pleasure **Statement 4** 13 disagree that they never read	**Statement 3** 10 agree that they read only when they have to
Statement 3 10 agree that they read only when they have to	**Statement 4** 13 disagree that they never read	**Statement 1** 11 agree that they like reading **Statement 2** 13 agree that they read for pleasure **Statement 5** About half (7) agree that they are confident with reading.
Statement 4 (-) 13 disagree that they never read	**Statement 1** 11 agree that they like reading **Statement 2** 13 agree that they read for pleasure **Statement 5** About half (7) agree that they are confident with reading. **Statement 3** 10 agree that they read only when they have to	

The above analysis shows that Statement 1 matches with Statements 2, 5 and 4. Statement 2 also goes with Statements 4 and 5. Statement 3 matches only with Statement 4.

This analysis shows that most research participants like reading. They agreed more with positive statements. In addition, they also agreed positively with the one negative statement (Statement 4). It shows that the research participants do read for pleasure.

However, the analysis shows that Statement 3 contradicts with all the statements except one (Statement 4). It seems clear that the research participants are undecided about their reading. Based on the literature review, it seems that the research participants are not clear about what is required for reading.

5.2.2. Analysis of Writing

Table 5.3: Likert Scale - Writing

WRITING		Agree	Undecided	Disagree
+	6. I like writing	XXXXXXXXXX XX	XXX	XX
+	7. I write easily	XXXXXX	XXXX	XXXXXXX
+	15. I am confident when writing to friends	XXXXXXXXXX XXXX	X	XX
+	8. I write only when I have to	XXXXXXXXXX XX	X	XXXX
-	9. I never write		X	XXXXXXXXXX XXXXXX
-	10. I am insecure with writing	XXXXXXXXXX	XX	XXXXX
-	16. I am insecure when writing to strangers	XXXXXXXXXX XXXXX		XX

Table 5.3.1: Analysis - Writing

	MATCH	Contradictions
Statement 6 12 agree that they like writing	**Statement 7** About half agree that they write easily **Statement 15** 13 agree that they are confident when writing to friends **Statement 9 (-)** 16 disagree that they never write	**Statement 8** 12 agree that they write only when they have to **Statement 10 (-)** 12 agree that they are insecure with writing **Statement 16 (-)** 14 agree that they are insecure when writing to a stranger
Statement 7 About half (6) agree that they write easily	**Statement 6** 12 agree that they like writing **Statement 15** 13 agree that they are confident when writing to friends **Statement 9 (-)** 16 disagree that they never write **Statement 16 (-)** 14 agree that they are insecure when writing to a	**Statement 8** 12 agree that they write only when they have to **Statement 10 (-)** 12 agree that they are insecure with writing

	stranger	
Statement 15 13 agree that they are confident when writing to friends	**Statement 6** 12 agree that they like writing **Statement 8** 12 agree that they write only when they have to **Statement 9 (-)** 16 disagree that they never write **Statement 10 (-)** 12 agree that they are insecure with writing **Statement 16 (-)** 14 agree that they are insecure when writing to a stranger	**Statement 7** About half (6) agree that they write easily
Statement 8 12 agree that they write only when they have to	**Statement 9 (-)** 16 disagree that they never write **Statement 10 (-)** 12 agree that they are insecure with writing **Statement 16 (-)** 14 agree that they are insecure when writing to a stranger	**Statement 6** 12 agree that they like writing **Statement 7** About half agree that they write easily **Statement 15** 13 agree that they are confident when writing to friends
Statement 9 (-) 16 disagree that they never write	**Statement 6** 12 agree that they like writing **Statement 7** About half (6) agree that they write easily **Statement 15** 13 agree that they are confident when writing to friends **Statement 8** 12 agree that they write only when they have to **Statement 10 (-)** 12 agree that they are insecure with writing **Statement 16 (-)** 14 agree that they are insecure when writing to a stranger	

The above analysis finds that Statement 6 matches with Statements 7, 15 and 9. Statement 7 also goes with Statements 15, 9 and 10. Statement 15 agrees with Statements 8, 9, 10 and 16. Statement 9 matches all the statements.

The analysis shows that the research participants write regardless of their insecurity. It seems that the research participants are uncertain when asked if they write easily (see 'Undecided' in Statement 7). However, they have a

strong position when responded to Statements 15, 8, 9 and 16. Thus, they use writing in their daily lives.

In spite of the above, the analysis identifies that Statement 6 contradicts four other statements (7, 8, 10 and 16). It seems that the research participants are uncertain about what it means to write as explained in the literature review. Statement 9 shows that all the research participants do write.

5.2.3 Analysis of English

Table 5.4: Likert Scale - English

ENGLISH		Agree	Undecided	Disagree
+	11. I am confident with English spelling	XXXXXXX	XXX	XXXXXXX
+	12. I am confident about English punctuation	XXXX	XX	XXXXXXXXXX
+	13. I am confident with my English grammar	XXXX	XXXX	XXXXXXXXX
-	14. I am insecure about English words	XXXXXXXXX	XX	XXXXXX

Table 5.4.1: Analysis - English

	MATCH	Contradictions
Statement 11 Half (7) agree that they are confident with English spelling	**Statement 12** 11 disagree that they are confident about English punctuation **Statement 13** 9 disagree that they are confident with their English grammar **Statement 14** 9 agree that they are insecure about English words	
Statement 12 11 disagree that they are confident about English punctuation	**Statement 11** Half (7) agree that they are confident with English spelling **Statement 13** 9 disagree that they are confident with their English	

	grammar **Statement 14** 9 agree that they are insecure about English words	
Statement 13 9 disagree that they are confident with their English grammar	**Statement 11** Half (7) agree that they are confident with English spelling **Statement 12** 11 disagree that they are confident about English punctuation **Statement 14** 9 agree that they are insecure about English words	

The above analysis indicates that the research participants understand what it takes to write English. They are certain when deciding about their English writing. In other words, their statements did not contradict one another. Based on the literature review, it is clear that the research participants are hesitant toward English.

5.2.4 Analysis of Contradictions

To make sense of tables portrayed above, four contradictions have been identified that show that certain answers from the research participants are unsure. I will look at both the writing analysis and the interview data in order to make sense of these contradictions.

Table 5.5: Contradictions of the Statements

Reading: **Statement 3** (I read only when I have to)	≠	**Statement 1** (I like reading) **Statement 2** (I read for pleasure) **Statement 5** (I am confident with reading)
Writing: **Statement 8** (I write only when I have to)	≠	**Statement 6** (I like writing) **Statement 7** (I write easily) **Statement 15** (I am confident when writing to friends)

Statement 16 (I am insecure when writing to strangers)	≠	**Statement 6** (I like writing)
Statement 10 (I am insecure with writing)	≠	**Statement 6** (I like writing) **Statement 7** (I write easily)

I analysed scatters on either side of the midpoint to check if the answers from the research participants matched or contradicted in terms of 1. *Reading,* 2. *Writing,* and 3. *English*. I inserted a table for each aspect to offer a clearer picture of what the seventeen research participants' interview comments suggest. Please note that 'A' stands for 'agree', 'U' for 'undecided' and 'D' for 'disagree' (see Table 5.6).

5.2.4.1 Reading

Table 5.6: Reading

1.	I like reading	A=11	U=3	D=3
2.	I read for pleasure	A=13	U=2	D=2
3.	I am confident with reading	A=8	U=3	D=6
4.	I read only when I have to	A=10	U=2	D=5
5.	I never read	A=2	U=2	D=13

Table 5.6 shows that in the area of reading, most research participants like reading and say that they do it for pleasure. They are also confident with reading. However, they contradict themselves by saying that they read only when they have to. Besides, two research participants (Matt and Daayan) agree that they never read. This is in contradiction with 'I read only when I have to' as 'never' means never. Despite this, it is unlikely to be true for them because they are constantly in an environment with text.

5.2.4.2 Writing

Table 5.7: Writing

6. I like writing	A=12	U=3	D=2
7. I write easily	A=6	U=4	D=7
8. I am confident when writing to friends	A=14	U=1	D=2
9. I write only when I have to	A=12	U=1	D=4
10. I never write	A=0	U=1	D=16
11. I am insecure with writing	A=10	U=2	D=5
12. I am insecure when writing to strangers	A=15	U=0	D=2

As for writing, most research participants say that they like writing and are confident when writing to friends. It does not mean that they write easily. Interestingly, they write only when they have to. That goes well with their insecurity with writing, especially to strangers.

5.2.4.3 English

Table 5.8: English

13. I am confident with English spelling	A=7	U=3	D=7
14. I am confident about English punctuation	A=4	U=2	D=11
15. I am confident with my English grammar	A=4	U=4	D=9
16. I am insecure about English words	A=9	U=2	D=6

Most research participants are not confident with their English in terms of grammar, punctuation, spelling, and vocabulary. Table 5.8 shows that the research participants are more comfortable with reading than they are with writing. In addition, they are not at ease with English as a language. The analysis in Chapter 4 has supported this evidence. It seems that they feel safe with reading as they can improve their skills in private as explained by Clive Mason (Personal Conversation, April 2006) and these findings show that receptive knowledge is always ahead of one's ability to produce a language as discussed in the literature review.

5.3 Conclusion

Before concluding this chapter, I turn to the interview data to look for findings that support or contradict the findings of the Likert Scale analysis. In addition, it is important to see if the interviews help explain the instability and contradiction in the responses to the four identified Likert Scale statements (no 3, 8, 10 and 16). Since the interview data includes questions in relation to confidence and insecurity in relation to writing, I summarise the information for each research participant.

As explained in the research design section, I use the Likert Scale data to enhance validity and reliability of my qualitative data analysis by comparing and contrasting the Likert Scale with the interview data in terms of reading, writing and English. Yet some of these answers contradict actual competence as in Analysis of the Research Participants' writing (Chapter 4). What is interesting is that the attitudinal results do not match the research participants' actual competence as discussed in the previous chapter.

5.3.1 Reading

Before I write in detail regarding reading, Table 5.9 shows what kinds of reading the seventeen research participants generally enjoy.

Table 5.9: What kinds of reading would the research participants generally enjoy?

Kinds of Reading	No. of Research participants
Books	1
Newspapers	1
Magazines	3
Books/newspapers/magazines	3
Books/newspapers	3
Books/magazines	3
Newspapers/magazines	3

Twelve research participants enjoy reading magazines. From this group, six research participants (Grant, Matt, Mary, Rose, Sara and Papi) read 'YOU' magazine. Four of them (Jabu, Thabo, Pumla, and Tina) prefer 'Bona' and

‘Drum’ magazines. Two (Grant and Mary) choose ‘People’ magazine. Others opt for ‘Heat’, ‘Family’, ‘True Love’, ‘National Geographic’, ‘Time’, ‘Fairlady’, ‘ME’ and ‘Hello’ magazines. Since Greg loves to read anything, it is assumed that he reads magazines of all kinds. Mary explains that she does not usually read but she enjoys magazines since they offer many visual pictures with titles underneath.

Ten research participants (Jabu, Thabo, Pumla, Jasmeen, Nani, Kersia, Greg, Sara, Daayan and Tyler) like reading newspapers. Out of this group, most research participants read the ‘Sun’ (Jabu, Thabo and Tyler), the ‘Sowetan’ (Pumla, and Tyler), ‘The Star’ (Nani, Kersia, and Sara) and the ‘Sunday Times’ (Nani, Kersia, and Daayan). Jabu, Jasmeen, and Kersia read ‘The Citizen’, ‘Lenasia Times’ and ‘Saturday Star’ respectively. It is also assumed that Greg reads all kinds of newspapers since he said he reads anything. Those (Jabu, Thabo, Pumla and Tyler) who read ‘Sun’, ‘Sowetan’ and ‘The Citizen’ explained that the English in these newspapers is easy to understand. ‘The Star’ is seen as more difficult. This seems to support the Likert Scale in terms of reading. However, in the interviews, the frequency of each research participant’s reading was not clear. Those who attend university or college and whose jobs involve reading and writing appear to read more often as required.

Ten research participants (Tina, Rose, Baasima, Jasmeen, Nani, Kersia, Greg, Sara, Papi, and Tyler) like reading books of different kinds. Four of this group (Baasima, Nani, Kersia, and Sara) love reading autobiographies. Two research participants read the Bible (Tina and Papi), romance fiction (Tina and Rose), and cooking (Tina and Jasmeen) respectively. Others go for technology and sports (Tyler), comedy and astrology (Nani), and science fiction (Kersia).

Greg explains that there is a culture of reading in his family. He reads everything because he likes expanding his knowledge. His competency in writing and English is much higher than the other research participants. The other two research participants (Matt and Daayan) say they hardly read either

at home or at work since reading is not required for their jobs. Interestingly, Statement 3 – “I read only when I have to” – in the Likert Scale is in contradiction with all the above. It appears that what the research participants mean by this statement is that when they are required to read different materials from the ones that they usually read, they would be obliged to do so.

5.3.2 Writing

In the Likert scale, it seems odd that most subjects like writing whereas they are insecure with writing (see Statement 10). From the interview data, it is evident that all research participants use paper and ink for writing. However, most research participants prefer ‘Short Messages Service’ (SMS) to writing. It seems that by saying they like writing, they see that writing is part of their daily lives. It is also obvious that writing is a useful tool in a literate society. Interestingly, Matt hardly writes at home and sees no need to do so. At work, he writes in order to communicate with hearing co-workers.

More than half of the research participants do not write essays. Sara is incredulous and asks what she would do this for. She sees no need to write one since she works mostly with finance. Three research participants (Baasima, Nani and Kersia) who attend university do write essays and assignments. Nani says she has struggled to write but she has become used to it. Hence, it shows that the research participants would write something that is outside of their interest only when they are required to do so (see Statement 8). In addition, it seems that when research participants say they like writing, they are not referring to schooled literacy.

When asked which kinds of the writing make them feel more confident, fifteen research participants prefer SMS to writing and computer word processing. Two research participants (Jabu and Matt) say it is easier and faster to send an SMS. The other two research participants (Grant and Rose) say it helps improve their English since it has a facility to correct English spelling and add new English vocabulary. Sara and Papi claim that without sending an SMS, they would be disabled, as it gives them independence, especially with regard to communication.

In addition, it seems that the reason why the twelve research participants like writing is that they, along with five others, ask someone else to help them with or to edit their writing (also see Statement 16). In other words, all of the seventeen research participants do ask someone for assistance. The following table is drawn up to show the clear picture of whom they would ask for assistance with their writing:

Table 5.10: Who would the research participants ask for assistance with writing?

Deaf Friends	1
Hearing Friends	3
Hearing Family	6
Hearing Professionals	2
Hearing Work Colleagues	2
Hearing Friends and Family	2
Hearing Professionals and Family	1

Table 5.10 shows that all the research participants, except Papi, ask hearing people to assist them with their writing. It seems obvious that these hearing people speak English as first language or have writing skills. Families include parents, siblings, daughters and aunts. Professionals consist of teachers of Deaf children and South African Sign Language interpreters. Papi, who asks his Deaf friend for assistance, explains that this friend is post-lingually deaf and therefore has a mastery of English.

The situation also determines whether the research participants would ask someone to help with their writing. Such writings are job-related, university-related, and personal. Table 5.11 is as follows:

Table 5.11: When would the research participants ask for assistance with writing?

General	2
Personal	6
Job-related	6
University-related	3

Two research participants (Pumla and Tina) ask someone to help with or edit their general writing. Six research participants (Jabu, Thabo, Matt, Rose, Papi, and Sara) ask for assistance regarding their job-related writings such as applications, resignation, grievances, promotion, reports, confidentiality, memos, travel and translation. The other six research participants (Grant, Mary, Jasmeen, Greg, Daayan, and Tyler) ask for help with their personal writings such as letters, notes, repairs, recipes, and food orders. The three research participants (Baasima, Nani and Kersia) who attend university ask for assistance with their assignments, essays and proposals.

5.3.3 English

From the interview data, I noticed there are patterns among research participants regarding their attitude towards writing in English. I extract the data and use it to exemplify and connect to works in the literature review in Chapter 7. I then discuss whether the works are supported or refuted. Finally, a conclusion will be drawn about what this analysis says about language and power.

The next chapter – Chapter 6 – discusses case studies of four selected research participants. They focus on the seven different themes that emerged from the interview data: 1) Family; 2) Schooling History; 3) Languages; 4) Attitude to Writing; 5) Writing Ability; 6) Work and Literacy Needs; and 7) Relationship to the Deaf Culture.

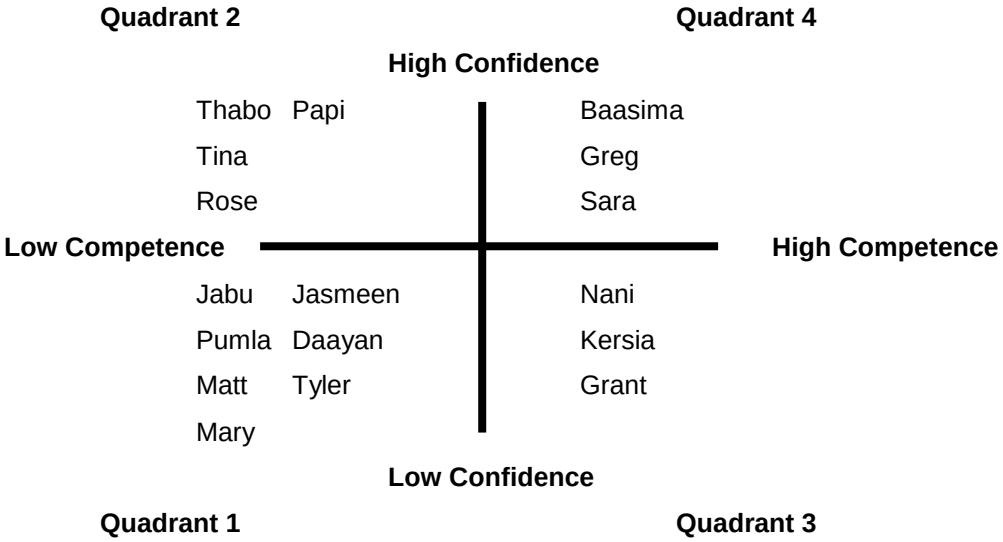
CHAPTER 6 – CASE STUDIES

6.1 Introduction

Before selecting and discussing one specific case from each quadrant, seventeen research participants are placed in certain quadrants in terms of their attitude and performance. It is difficult to measure how much competence and confidence they have shown toward writing on a scale.

Based on three different sets of research data, namely Likert Scales, writing samples and semi-structured interviews, the research participants are assigned to different quadrants. A diagram of using four quadrants is taken from Cummins (1989, 1991) and drawn up to provide a holistic picture of each research participant's attitude and performance in relation to writing. The first quadrant focuses on low competence and low confidence. The second one shows low competence and high confidence and the third is high competence and low confidence. The last column consists of high competence and high confidence.

Table 6.1: Holistic Picture of the Research Participants' Attitude and Performance to Writing



Based on the data (see Chapters 4 and 5), the confidence expressed by research participants has enabled me to place research participants on the table.

6.2 Attitudes and Performance to Writing

In Quadrant 1 of low competence and low confidence in Table 6.1, there are seven research participants. Pumla and Jasmeen refused to produce writing during their interview. This shows that they seem not to have confidence with their writing. They are therefore placed in Quadrant 1. The rest have placed themselves unambiguously as lacking both competence and confidence.

Four research participants – Thabo, Tina, Rose and Papi – can be placed in Quadrant 2. They appear to be over-confident with their writing but the standard of their writing samples show otherwise. It seems that they do not realise that themselves. The Likert scale indicates that Thabo has shown confidence with his writing on the Likert Scale; however his writing sample and interview beg to differ. He is therefore placed with substantiation in the third column. Tina loves reading as well as writing. She seems to equate her reading with her writing according to her interview. Rose seems oblivious to her writing competence and believes she would be more confident with writing when she gets older, according to her interview. Papi in his interview explains that he always asks his friend who is post-lingually deaf and fluent in English to help with his writing. Hence, he is confident only when he gets help with his writing.

In Quadrant 3, Nani and Kersia showed their insecurity with writing in their interviews. Since they attend university, they may be overwhelmed by a high expectation in relation to writing assignments and essays. The writing of Grant seems better than he realises; however, his confidence does not match his competence. Grant depends on his mother almost all the time to assist with his writing.

Quadrant 4 holds only three research participants. In their interview, they are precise in expressing their attitude toward writing. They are mostly confident with their writing and acknowledge that they need help when necessary.

Overall, this analysis shows that out of seventeen research participants, seven are barely competent and they lack confidence whereas three who

write well lack confidence. The other four research subjects who are barely competent have confidence simply because they are oblivious to their lack of competence and the last three research participants have both competence and confidence.

6.3 Case Studies

This chapter focuses on specific cases of four research participants in terms of their attitude and performance with writing. This also helps to understand the relationship between attitude and performance in each of these research participants.

After careful consideration, I have selected the following four specific cases – one from each quadrant - for further discussion in terms of their attitude towards writing:

Table 6.2: Specific Cases of Four Research Participants

Quadrant 1:	Matt	White male in his early 40s
Quadrant 2:	Papi	Black male in his early 40s
Quadrant 3:	Nani	Black female in her early 20s
Quadrant 4:	Baasima	Indian female in her early 20s

The reasons why I selected these cases are that all the four research participants are prelingually deaf and attended schools for Deaf children. However, Nani and Baasima attended a mainstream school when they were in Grade 8. They are now students at a tertiary institution. Papi attended school in King William's Town and learned reading and writing in isiXhosa, both at school and at home. When he came to Johannesburg for employment, he learned English. The others attended schools in Johannesburg and learned in English. Baasima uses SASL at home since her family is Deaf. She learned English mostly at school. Matt and Nani use spoken English at home, as their families are hearing. Among themselves, all of them use SASL as a

medium of communication. Papi and Matt are employed as a general office assistant and an electrician respectively. All of the research participants vary in terms of ethnicity, gender and age. Please note that from Chapter 4 (Writing Analysis), Papi is in Group 1; Matt and Nani are in Group 2. Baasima belongs to Group 3. The difference between Matt and Nani is competence. Matt is not as competent as Nani; however both lack confidence.

Before I start the analysis of each case, I summarise all the research findings that are provided by each of the four research participants in relation to different themes. As I explained in the research design (Chapter 3), I translated all signed data to English to the best of my ability.

The following themes emerged in the interview data: 1) Family; 2) Schooling History; 3) Languages; 4) Attitude to Writing; 5) Writing Ability; 6) Work and Literacy Needs; and 7) Relation to the Deaf culture. The themes identified from each case make it clear that all the research participants have learnt schooled literacy. Each theme is discussed in terms of each research participant's experience with writing. All four cases are similar yet different in their experiences.

By looking at the four case studies, I will discuss in the next chapter – Chapter 7 – how they confirm or refute the literature. I will also include relevant research findings from the other research participants and see if they also confirm or refute the literature. In addition, the literature helps me to understand what is going on in each of the themes.

6.3.1 Matt

Matt is placed in Quadrant 1 of Low Competence, Low Confidence.

6.3.1.1 Family

During his childhood, Matt and his parents had a communication difficulty. . Matt used SASL all the time which his parents could not understand. Because of this communication barrier, he and his parents are not close. They resorted to writing notes to each other. Because of this experience, Matt remembers to

bring pen and paper wherever he goes in order to communicate with people who do not sign. He explained that the other reason for doing this was that his speech is not audible to hearing people.

6.3.1.2 Schooling History

At school, Matt experienced oralism in a negative way. After learning through oralism, he felt that his intellectual ability was not good. Since his teachers were hearing and English first language users, Matt felt oppressed by having to learn to 'speak' as hearing people do.

Even though he used the oral method, Matt used visual cues to pick up 'writing'. For instance, Matt studied written words on the board and linked them with other words. He also followed pictures to understand what had been written resulting in his being led to writing. Matt does not read based on his experience of his previous English teachers. They were poor at teaching grammar and vocabulary, to name a few subjects.

As result, when he did not understand English words, he just ignored them. He knows that he should have worked on his English vocabulary but never came around to it. He learned to look words up in the dictionary. However, there was one teacher who taught Matt well when he was in Grade 10 (Std 8). She used oralism when teaching and he understood her but it was too late since he had only two years left to complete school.

6.3.1.3 Languages

Matt used oralism as a medium of communication at school. Both spoken and written English was a medium of instruction. During his time, South African Sign Language was rarely used in the classroom and it was generally forbidden. He emphasises that, despite his ability to learn and understand oralism, it was a terrible thing. Because of oralism, he states that his intellectual ability is not good. As an adult, Matt uses SASL all the time.

6.3.1.4 Attitude to Writing

Matt is comfortable writing only to his friends. He becomes confident with writing only if there is some serious issue such as a conflict or miscommunication at his work. Otherwise, Matt is not bothered to write. He feels insecure only when writing to strangers. Thus he almost never writes to people, especially his sister, who lives in Australia. He believes that if he wrote to her, his sister would not understand what he is talking about.

6.3.1.5 Writing Ability

Since Matt lacks competence and confidence in his writing as is evident in Chapters 4 and 5, he asks his hearing co-workers for assistance when he writes his CV and needs a written translation of his cellphone messages from Afrikaans to English and vice versa. Matt needs assistance with writing for the reason that the hearing world is advanced in terms of writing. He feels that if he writes a letter on his own, he would be ridiculed by readers of English. He believes that assistance with writing would help open doors.

6.3.1.6 Work and Literacy Needs

Since Matt says he is not bothered to write, it is ironic that he also says writing is necessary at work in order to communicate with his co-workers. For instance, he writes to someone in order to clarify something that he may not understand. He asks for meanings if he still does not understand. Hence, writing is compulsory at his work- place.

Although Matt attempted to learn how to use computers, he never sends e-mails since he has no computer. It seems that Matt, as an electrician, sees no purpose in using a computer even though he would not send out a long SMS via his cellphone. Therefore he has never come around to learning how to use a computer. Matt only sends out brief text messages to arrange a venue for a gathering.

6.3.1.7 Relation to the Deaf Culture

Matt says that it is not part of Deaf culture to write letters. Deaf people sign to each other. They also relate to each other (face to face). He believes that Deaf people tend to draw up directions when asked for them. They do not

write directions. When he has a story, he signs to his friend. The friend then writes for him. Eventually, Matt gets the written story. Matt sees SASL as part of his daily communication.

6.3.2 Papi

Papi is placed in Block 2 of Low Competence, High Confidence

6.3.2.1 Family

Papi mentioned very little about his family. He only communicates with them in isiXhosa when he goes home to the Eastern Cape for a holiday. His wife and children are all Deaf and use SASL all the time.

6.3.2.2 Schooling History

Papi learned articulation/mouthing from teachers' use of Total Communication. When he perceived spoken words, he wrote them on paper. Also, he learned written isiXhosa grammar from a chalkboard. He just copied the writing and wrote on paper. He also looked up at pictures on the walls and 'stole' isiXhosa words from them by copying them on paper. He then arranged words to make sentences. His work was then checked and corrected. In spite of few writing activities in classrooms, Papi says he was fairly good at writing in isiXhosa. When he wrote essays, they were short.

6.3.2.3 Languages

Papi used Total Communication as a medium of communication at school. Both spoken and written IsiXhosa was used as a medium of instruction. In addition, when he came to Johannesburg and interacted with Deaf adults, he learned English via articulation. In other words, the Deaf adults mouthed English words while they signed. Papi picked them up and figured out their meaning, using contextual clues. From there, he learned to write in English. Also, he compared the English Bible with the isiXhosa Bible and worked hard figuring out and understanding the written languages. He states that using Total Communication helps with his writing.

6.3.2.4 Attitude to Writing

Papi is confident with writing because he can always ask his friend who excels at English to write for him. Before they get started, he and his friend discuss what he wants to say in detail. He signs and his friend writes. It is very clear that Papi almost never writes himself. Whereas Papi is confident signing to people with higher status, he is too insecure to write. Papi is aware that his language is not equal to people with a higher status. At home and work, Papi hardly writes. Papi asks what writing is for.

6.3.2.5 Writing Ability

Even though he says he is confident with his writing, Papi asks his Deaf friend to help write for him. Papi finds filling in forms and writing difficult. Thus, he asks his friend to help out. He would ask for help when filling in forms, writing his CV, letters for a job promotion and travel as well as reports and proposals for his work.

6.3.2.6 Work and Literacy Needs

Papi, who hardly writes at home and work, says if his employer were hearing, he would have to write in order to communicate. Papi uses e-mail very little because he has no computer at home. It is expensive and complicated to connect with a phone line and a service provider. There is one at work but he hardly uses it. Most of his Black Deaf friends do not have e-mail. Because he finds it easy and sufficient, Papi relies more on text messages. Without it, he would be lost. During weekends, he and his friends send SMSes to each other to organise a gathering. For him, sending out/receiving SMSes is as if he is virtually present around his receivers. SMSes also guarantee privacy as other people can not see what is being said. Because of this emerging technology, Papi does not write letters and postcards anymore.

6.3.2.7 Relation to the Deaf Culture

Since Deaf people use SASL, a visual language, to communicate, Papi meets with his friends during weekends for socialising.

6.3.3 Nani

Nani is placed in Quadrant 3 of High Competence, Low Confidence

6.3.3.1 Family

At home, Nani and her family use English as a medium of communication. She did not mention if her family could also sign. Nani is comfortable with asking her mother, granny and nuclear family to help with her writing. She would not do that with her extended family.

6.3.3.2 Schooling History

Nani explains that when she was in Grade 1, she used speech while reading. Her speech was corrected by both the teacher aide and the speech therapist. She emphasises that she did learn South African Sign Language before speech. She signed in full only with her peers and older children. When she worked on her writing, Nani sometimes used mouthing to check if her English 'sounds' right. In Grades 2 and 3, Nani focused more on writing. She was taught how to write the alphabet.

With regard to reading, Nani hates reading books. She asked what reading was for and her teacher explained that reading would help improve her English. Eventually, Nani noticed that reading also helps her to identify her English errors such as tenses and word order. However, she would prefer to read books of her choice and in her own time. Nani knows reading is essential for preparation in class and for writing. If she does not read, Nani would be lost and does not know how much she has covered in class. If she were asked questions, she would be stuck. Therefore, Nani prepares by reading and feels good when questioned in class. She does not want to be perceived as stupid. Because of this, she has to read and write in class when necessary. In addition, Nani mentions that if she neglects writing for a long while, she would struggle to get started. Nani expressed that during her writing, she tended to feel unsure whether she is on the right track. Thus, she approached her teacher for assistance. Sometimes Nani's writing did not match her intention. She understood that writing is different from signing. She has to remember how to structure word order. Thus, she has to first read and then write. Once she is into reading, she would feel confident in writing.

6.3.3.3 Languages

At school, Nani used Total Communication as a medium of communication. She emphasised that it was used only in classrooms. It appears that she also uses it with her family. With other people, Nani uses SASL.

6.3.3.4 Attitude to Writing

Generally, Nani is not confident with her writing and only feels confident when writing to her friends and her mother. They know what Nani is talking about.

Nani writes diaries daily in private. She does not care that her English word order is not correct. She feels that expressing herself in writing makes her feel good and helps familiarise herself with written English.

She feels uncomfortable when handing her writing to someone for editing. In addition, she feels insecure when writing to people with higher status and who she does not know. Nani prefers to use SASL instead of writing. She asks what writing is for.

6.3.3.5 Writing Ability

Despite the fact that Nani has no confidence in her writing, her competence tells otherwise. As part of her writing strategy, Nani asks her mother or SASL interpreter for assistance with her university assignments. In addition, Nani is not able to check her writing on her own. She does not ask for assistance if she writes to her friends since they understand her and her English language.

6.3.3.6 Work and Literacy Needs

Even though she asks what writing is for, Nani, who goes to university, does write. Nani almost never uses e-mail because she dislikes and fears technology. She is awkward and feels stupid when working with technology. Regardless of her fear of technology, Nani is aware that sending out long text messages on her cellphone is not a good idea. Therefore, Nani has been using e-mail in order to contact people and receive jokes and news. Thus, she is still trying to overcome her dislike / fear of technology. Because Nani is afraid of using technology, she uses a cellphone to send out and receive

SMSs. It is easy and fast this way. It is ironic that she does not regard her cellphone as ‘technology’.

6.3.3.7 Relation to the Deaf Culture

It appears that she has ties to the Deaf culture in terms of orality. She prefers signing to writing. This way, she communicates faster and more efficiently.

6.3.4 Baasima

Baasima is placed in Quadrant 4 of High Competence, High Confidence

6.3.4.1 Family

Baasima has a close relationship with her family, especially her mother. When she was small, her mother taught her reading and writing. As for reading, her mother signed from looking at the pictures. There were no words next to the pictures when she signed. When her mother signed and she read at the same time, she noticed that her mother narrated differently from the book. These sentences did not match what her mother signed and Baasima got confused. Therefore, she brought the book to the teacher and asked her to sign the story from that book. The teacher signed exactly what was said in the book. She noticed that it was different from what her mother signed and wanted to know why. She asked her mother if she could read. Her mother explained that she could only read very basic words. She could read pictures well. Baasima understood but still could not grasp the concept that her mother could not read. When she got older and had a better reading skill, she got a clear picture of why her mother could not read words.

Baasima noticed that other parents read to their hearing children orally. She looked at them and realised that her mother was different. She wanted to know what the parents and children said. That kind of activity tended to take place at a library. She wondered what that was all about, as she did not understand what the parents and children said. She asked the teacher to do the activity like the one of the hearing children. The teacher agreed and read to her and others in horseshoe style.

Her mother bought a small book for her leisure writing. In there, she scribbled and only drew something if she did not remember a word such as ‘ball’. If she did not understand what a word meant, she would ask someone to explain so she could understand. Sometimes she taught her mother about what she had learnt. Her mother listened and said: ‘Good girl. You must continue learning.’

6.3.4.2 Schooling History

Even though she loved going to school, she hated the hostel. To be specific, she disliked one nun, as she was too strict. At the hostel, there were many books in the playroom. Since reading was allowed, she took books and read them. She asked the nun for help but she did not know the content of the books. Therefore, she asked a student teacher from university who volunteered to assist with children. The teacher sat next to her and explained to her about reading.

During her speech therapy at school, Baasima learned that written English is connected to speech. She also learned some signs. For example, when she signed CONVINCE, she also articulated ‘convince’. This way she picked up English vocabulary accurately. She also lip-read her teachers. She instructed her SASL interpreters that when they signed, they should try to articulate English words. Hence, she learned reading and writing through Total Communication. Baasima was encouraged to read more when teachers noticed that she had determination and motivation. This was how she got into writing. She built up words by writing in her leisure notebook. Baasima learned more English at the hearing school than at the school for Deaf children. She also learned how to understand and write poems and idioms.

6.3.4.3 Languages

Baasima used Total Communication in classrooms. She explains that her older sister, who is also deaf, instructed her to only use speech. Baasima refused since she had already noticed other children signing. She also hated speech therapy and could not stand learning how to speak. As an adult, Baasima signs nearly all the time.

6.3.4.4 Attitude to Writing

Baasima feels honoured to have writing skills. However, it is ironic that Baasima said she is only confident and comfortable writing to her friends, both hearing and Deaf, that she knows well. In addition, Baasima is sometimes not confident with writing university essays. Baasima is unsure whether the information for her university assignments is correct. Baasima is also sometimes insecure when writing to her friends and boys. She is worried about writing to her friends because some misunderstanding may arise. As for writing to boys, she does not know what to say because she feels shy of boys. Regardless of her reasons, Baasima would ask someone to help with her writing when necessary. Despite her insecurity, she maintains that writing and reading play an important role in her life.

6.3.4.5 Writing Ability

Even though Baasima is confident and comfortable with her writing, she asks someone for assistance. She only asks those who understand her English grammatical structure and what she actually means. Up to now, she has asked her former English teacher to assist. At university, she asks her SASL interpreter for assistance. As for other writing, she does not bother to ask for assistance. Baasima explains that even though she is confident with her writing, she feels insecure with her English grammar and punctuation. Thus, she asks for help. Baasima only asks for help with her English language and university assignments.

6.3.4.6 Work and Literacy Needs

Baasima uses e-mail a lot at university. In order to talk with her friends, Baasima would have to write long text messages on her cellphone. Therefore, she resorts to using e-mail. Even though Baasmia sends out SMSes daily, she is aware that SMSes involve many abbreviations and shorthands. They affect her written English spelling. In spite of this, she does not write letters anymore and also sees no reason to write postcards.

6.3.4.7 Relation to the Deaf Culture

Baasima did not say much about her relationship to the Deaf culture; however she chose SASL as a medium of communication.

6.4 Comparison of the Different Themes among the Four Research Participants

Based on the above, the comparison of each of the four research participants in terms of different themes is shown as follows:

6.4.1 Family

It is clear that three of the four research participants are not close to their families who are hearing. They mentioned almost nothing about them during this research. Baasima mentioned quite lot about her family who are Deaf and use SASL. It also seems that because their families are hearing and use no or little SASL, the research participants did not learn schooled literacy to the fullest, as expected.

6.4.2 Schooling History

Each of the four research participants experienced schooling differently. However, Nani and Baasima went to mainstream school and had SASL interpreters who created a communicative bridge between them and hearing people. It is not surprising that, because of this communication access and good education, their writing abilities are quite good.

Matt was forced to use oralism and viewed it negatively. It seems that he lacks confidence because of this experience and believes that his intellectual ability is not good enough. Papi learned writing in isiXhosa in which his experience differs. He eventually learned English during his adulthood.

6.4.3 Language

All the four research participants use SASL in their daily lives. At home, three of them use spoken English for communication with their families. Only Baasima uses SASL at home since her family is Deaf. At school, they, except Matt, used Total Communication in classrooms. Matt used oralism.

6.4.4 Attitude to Writing

It is interesting to see how similar three out of the four research participants are to each other in terms of their attitudes to writing. Matt and Papi hardly write and only write when necessary. Papi and Nani repeatedly asked what writing was for. They prefer signing. Nani, however, knows writing is useful especially for her university studies. Baasima is the only one who believes that writing is essential in her daily life. She enjoys writing.

6.4.5 Writing Ability

It is clear that because English is their second language, the four research participants are not always confident and comfortable with their writing. They therefore ask for assistance. All of them do write but to a limited extent. Matt and Papi tend to avoid writing whenever possible. Nani and Baasima, both university students, write a lot.

6.4.6 Work and Literacy Needs

Since Matt and Papi do not usually write, they would only do so at work. Matt explains that he uses writing as a communication tool with his hearing co-workers. Papi would do the same only if his employer were hearing. Nani and Baasima are currently university students and use writing daily.

They do not only write but also they use computers and cellphones. Matt and Papi do not really use a computer since they do not have one at home. Matt works with electricity and sees almost no need to use a computer. Papi said he and his black friends use SMS rather than e-mail. Even though Nani fears computers, she would use it to communicate with her peers. Baasima enjoys using a computer since she views it as useful.

All the four research participants use SMS daily. Matt and Papi organise social gatherings with their friends. Nani and Baasima ‘talk’ with their friends. They prefer SMS over e-mail or writing. However, Baasima prefers e-mail if she decides to have a long chat with her friends.

6.4.7 Relation to the Deaf Culture

It appears that, because they are very involved in the Deaf world, it does not occur to them to talk in depth about Deaf-related issues when interviewed. From the research data, I picked up that they have their Deaf way of life. They use SASL and orality daily. They use writing as part of the social practice – access to communication.

6.5 Conclusion

In conclusion, the four research participants' attitudes to writing vary according to writing samples, the Likert scale and the interview data. On the basis of the triangulation method, it shows that, with reference to schooled literacy, the research participants are apprehensive toward writing in terms of English as a second or third language. However, they do write English with assistance from first language users of English when participating in a literate society.

With reference to literacy as a social practice, the research participants would not hesitate to write in order to communicate amongst themselves and with hearing people, especially those with whom they are comfortable. Their attitude toward writing in this aspect is positive. They would not let their imperfect English stop them from using writing and technology to communicate in a literate society. It is clear that they read and understand the written English which is adjusted to suit their needs. It is analogous with the second language users of English globally (Graddol 2007).

The next chapter discusses the literature of literacy as a social practice. It explains the findings of Chapters 4 – 6.

CHAPTER 7 – LITERACY AS A SOCIAL PRACTICE

7.1 Introduction

Since this research is based on a socio-cultural theory of literacy epitomised by work in the area of New Literacy Studies, it is important to look at the three different sets of research data to examine how literacy functions as a social practice for these research participants. Two key questions in NLS explain that the new literacy studies in the 1970s and 1980s asked the following questions: What is literacy and what is it good for? (Gee 1996:39) In their interviews, the research participants are adamant that they only use writing for very specific purposes. For example, Tina said she only writes essays if she is instructed to do so for her studies. Outside of her studies, she keeps a written diary and writes letters. Her attitude to writing is closely tied to the social purposes for which she chooses or is required to produce writing.

From Tina's answers as to what literacy is and what literacy is good for, we can glean that she sees no need for writing and can get by with signing only. Sara, however, uses new digital technologies for writing in order to stay in touch with her friends and family. Writing for her is social communication and it is not work related.

In contrast, Papi hardly ever writes because he lives and works in the Deaf world and has no need to communicate in writing. His family and employer are Deaf and use SASL as a medium of communication. He, therefore, signs all the time. When he occasionally has to write a report, he finds it stressful.

Nani, who can see no social use for writing, lives with a hearing family and says that

> *I find writing irritating. I will just write short sentences if necessary. Writing in detail is a waste of time.*

As a student Nani has to write but she feels uncomfortable in handing her writings to someone for editing. She would be disappointed if there are too many mistakes. She prefers to write and hand in at once. It is faster this way. Therefore, she prefers to sign. She likes signing.

Even though these responses show that the research participants do write and do need to write, no-one sees him or herself as a writer.

7.2 Literacy as a Social Practice

In the literature review, we saw that Street (1993, 1984) associates the dominant model of literacy in the western world with schooled literacy. Given that this is the only kind of literacy that the research participants were taught in school, it is interesting that this is the kind of literacy that they feel least comfortable with. Nevertheless, all the research participants are confronted with the writing demands on them if they are to survive in a hearing world. Writing is often the only means of communicating with people who do not sign. For instance, Pumla explained that when she communicates with people in sign, they do not understand. She then has to write something on paper. Also, Papi explained that whenever he gets involved in accidents, he has to write in order to communicate with the police. If it does not work, he asks his friend to help.

Pumla, Grant, Tina and Matt said that writing is a necessary skill for their employment and that they often have to write at work. Pumla had to learn English in order to find employment. Grant is not confident with writing at work but when someone asks him to write something, he will do it. Because one of his tasks is stocktaking, he writes lists. Tina felt it is important to have writing skills in order to find employment. Matt hardly writes at home. At work, he has to write in order to communicate with his hearing co-workers. He also asks his co-workers to help translate his English writing into Afrikaans for other people.

The literacy practices the research participants use in their lives are related to what they learned in school. They do read and write in their daily lives. However, fourteen out of seventeen research participants are compelled to

read and write. It seems that because they live in a literate society, they used text literacy in order to function in both social and professional settings.

In the data, it shows that most research participants do not read as much as they should in order to become fluent with writing. Interestingly, Groups 1 and 2 from Chapter 4 do not write according to the requirement of schooled literacy. They expressed their liking of writing. It appears that they were not referring to schooled literacy. They write to communicate with people who are not familiar with SASL.

Because of the prevailing power of the 'autonomous' model of literacy (Street, 1993, 1984), I used to think that Deaf people who are barely literate were incompetent. However, it bothered me for years that many have coped well in mainstream society in terms of their social and professional activities. Extracted from the interview data, it is clear that all research participants are able to write postcards and letters or draw directions. It is interesting to note that most of them do not write postcards or letters anymore since they use technology such as SMS or e-mail to write to their family and friends. They therefore do not see any reason why they should continue to write on postcards and letters. Some of the research participants wrote in diaries but no longer do. Rose, Sara and Tyler reasoned that after they got married and their daily routine was set, they stopped writing.

Because they participate in mainstream society, the research participants write to communicate with hearing people. Fifteen out of the seventeen research participants fill in forms or documents in places such as hospitals or police stations. Two research participants, Grant and Jasmeen, claimed they cannot do this task. Certainly, *all* of the seventeen research participants ask for help when filling out forms, never mind how big or small this task is (my emphasis). Fourteen research participants have curriculum vitae (CV) of their own. Jasmeen does not have one since she is a housewife. Kersia and Daayan also do not have one as they are a full-time university student and self-employed respectively. Nine of those who have a CV are assisted for the most part by their families.

Only six research participants (Sara, Greg, Kersia, Baasima, Rose, Mary, Grant, and Thabo) use e-mail to communicate with other people such as friends and family. Rose and Thabo know how to use e-mail but have no computer access. Pumla and Daayan have not been taught to use e-mail as they have no access to computers. In addition, because they have no computer access, they (Jabu, Tina, Matt, Jasmeen, and Tyler) do not know how to use e-mail. Nani dislikes technology with a passion and avoids using e-mail. Ironically, she prefers to use an SMS. Papi seldom uses e-mail because it is expensive and most of his Black Deaf friends do not have e-mail. The research participants do shopping lists. Mary, Jasmeen, Papi and Daayan do not bother to write down a list since they memorise what to buy.

It is clear that all research participants attended school and learned literacy. They all use paper and pen for writing. Thirteen research participants learned in English as a first language in schools. Three other research participants (Jabu, Thabo and Pumla) learned in Sesotho and then in English after school. However, Pumla said she learned Afrikaans as a medium of instruction at school. The last one (Papi) learned in isiXhosa and then in English when he came to Johannesburg for employment. However, most only learned literacy to a limited degree as indicated by their written texts. Seven research participants (Thabo, Tina, Baasima, Nani, Kersia, Greg, and Tyler) continued with schooled literacy by furthering their education at either FET (Further Education and Training) or tertiary levels. Sara went to university but due to a lack of finance, she dropped out after one year.

This shows that all research participants use schooled literacy in their daily lives. They use different genres of writing to suit their daily needs as explained by Street (1993). He argues that in the ‘ideological’ model (1993:2), being literate means different things in different cultures. People are socialized into particular ways of reading and writing, and genres of reading and writing. To exemplify, Papi signs all the times - both at work and home. He only writes to prepare his church work as well as in an emergency, such as to communicate with police. He depends on his Deaf friend to write for him.

Therefore, Papi has established his own strategy to fit into a literate society by using signs to communicate and his friend to help with writing. When learning English, he figured out and understood the English language on his own for reading and writing purposes. His way of communication and knowing are also different from what is on offer in his school.

7.3 Orality and Literacy

It is important to note that even though all the research participants went to school, a number of them show their preference for SASL (orality) over spoken and written English.

Ong (1982) argues that because of access to power, the oral cultures want literacy and are therefore aware that gaining literacy means letting go of their orality. I reject this argument since it is evident in this research data that Deaf people, despite their schooled literacy, still hold on to their signed languages.

Even though she knows that reading is very important, Nani finds it boring. She also finds that writing is a waste of time. She prefers signing since it is faster. Therefore she likes this language. Similarly, Kersia sees that signing is much easier and quicker to get messages across.

Without signed languages, it is almost impossible for Deaf people to achieve reading and writing (literacy) like their hearing counterparts. They maintain orality and literacy via technology such as TV, videocamera, computer, cellphone, etc. (see Nover and Andrews 1998, 1999, 2000, 2001 and 2002). As an adult, Sara values SASL and uses it all the time after learning that it is essential to use signed language, i.e. SASL, for teaching and learning English.

Based on the data, it is clear that all the research participants rely on technology in order to communicate among themselves and with hearing people. They rely on SMS more than e-mailing or writing.

However, it is important to note that there are different communication methods that were used by the research participants during their schooling. From the interview data, six research participants were trained in oralism. Out of the six, only two, Greg and Sara, had support from their parents and attended schools that gave support in learning to write. Four (Matt, Jasmeen, Daayan, and Tyler) are not confident with writing. Sara explained that:

> *Sign Language was forbidden at that time and regarded as a monkey's language. It was fifty years ago. I had to learn speech. My parents supported oralism.*

Matt said that:

> *Oralism at school did a terrible thing. My time was different. Sign Language was forbidden. My intellectual ability is not good*.

Tyler explained that:

> *My school used oralism during my time. However, oralism was omitted since it inhibited the teaching… I left school when Sign Language was introduced in class.*

Seven research participants were instructed in SASL. Out of these seven, four (Jabu, Thabo, Pumla, and Mary) are not confident with their writing. Baasima and Kersia had access to communication in two ways: teachers who signed and the provision of SASL interpreters. Along with Baasima and Kersia, Rose is confident with her writing.

Four research participants used Total Communication when learning to write. Out of four research participants, only Grant and Nani are not confident with their writing. Tina and Papi claimed that they are confident with their writing but their writing samples show otherwise.

Papi emphasised that:

> *Signing is great and very important... I hope that schoolteachers will include Sign Language so that small children will be better educated.*

In literate societies, people who only use orality are often regarded as stupid (Edwards and Sienkewicz 1990:5; Levi-Strauss, 1962 in Havelock, 1991:12). Literate people tend to think in dichotomies (Gee in Maybin, 1994:169). For instance, they, as civilised people, view people who are illiterate as primitive. Street (1984) named this the 'autonomous' model of literacy, which he opposes. The research participants experience a discourse of deficit from literate society as discussed in Chapter 2. The examples are as follows:

Thabo said that in school he learned only 50% of the school work. He felt as if he was stupid and his mind deteriorated. He was taught as if he was mentally slow. Hearing teachers signed and spoke at the same time. He was stuck and could not grasp what the teachers were teaching – not even one idea. Thus, teachers were verbally abusive towards him for not understanding. Thabo said that it would be better if there is a Deaf teacher and he or she communicates in SASL. This way, they could relate to each other.

Because Papi, Sara and Daayan have a Deaf family and their home language is SASL, they prefer signing instead of speaking or writing. There is no doubt that society shuns them for being deaf and using SASL.

Matt stated that he never writes to his sister who lives in Australia. He felt she would not understand his writing. He believes that it is not part of Deaf culture to write letters. Deaf people sign and understand each other. It is clear that the Deaf people are marginalised in mainstream society in terms of communication and language. Moreover, Matt experienced oralism in a negative way. After learning through oralism, he felt that his intellectual ability is not good. Since his teachers were hearing and English first language users, Matt felt coerced into learning to 'speak' as hearing people do.

Tyler believes that his written English is not good. He stated that if his desire for writing had been encouraged, he would have written. He needed more

time to learn English. He learned this suppressive behaviour from his school teachers. He explained that:

> *It was unfortunate that teachers constantly told me that my English was bad. That pulled me down.*

It is fortunate that Baasmia grew up in a Deaf family and therefore rejected the notion of using speech. She learned SASL, her first language, from her family and saw that other children at school used SASL. She thus was determined to use SASL as a medium of communication.

It goes without saying that value is placed on writing in literate societies (Halliday, 1985). Evidence is found in responses from the interview data: Jabu agreed that writing some texts such as medical notes, correspondences, and letters to governmental departments is important. He and Deaf people with whom he socialised felt English is useful for communication. He also explained that it is important to write at a job.

Tina kept saying that she must have writing skills. When asked if she can write a direction, she responded that she *must* accept and write down the address (my emphasis). She had to learn vocabulary for filling in forms or documents. She explained that if she gets married and has a child one day she will have the responsibility of writing a note to school or a doctor. Thus, she felt she must learn these skills. Having skills ensured responsibility for her future in term of marriage and independence.

Baasima feels honoured for having writing skills. For her, writing is a way of communicating and having the skill helps enormously. Without it, she would get frustrated.

During their interview, these research participants (Jabu, Thabo, Pumla, and Papi) had shown value in English. They learned African languages at home and at school but after school, they studied English. They said English is used everywhere and useful for employment. Thabo felt English helps

broaden his knowledge. Pumla dislikes English but she wants to learn it so that she can find employment. She explained that if a company gives her a form and she cannot understand how to fill it in, it would be a problem. Thus, it would be better for her to learn English.

In South African society, Deaf people know that writing is essential to learn to gain access to communication, employment, among other things. As mentioned before, some of the research participants (Jabu, Thabo, Pumla, and Tina) learned English and writing in order to find employment. In addition, Thabo said learning to use a computer opens up the world of knowledge. For him, writing on paper is limited. Since English is commonly used and he socialises often, learning English helps improve his knowledge. Nani does not like writing but does it since it is important, especially in a literate society. In addition, as mentioned earlier in this chapter, Nani dislikes technology, especially e-mail, but is willing to learn.

Freire (1985) explains that the use of literacy will help effect change in society in terms of social and economic forces. He argues that literacy only empowers people in terms of lobbying for their human rights. It appears that in South Africa, many Deaf people are barely literate in terms of schooled literacy. Their human rights in terms of education, access to information, etc., are not recognised by themselves and mainstream society. If they were functionally literate, the outcome would be different today. Sara said because we live in a hearing world, it is important that we write English. Papi said because he interacts with Deaf adults in Johannesburg who mouth English words and write in English which is visible everywhere, he learned English. This way, he has had access to English. It is important to bear in mind that the research participants regard writing as a tool of communication, not for the sake of *writing* in itself (my emphasis).

Given that signers can use complicated ideas, build arguments and formulate positions, I agree that orality preludes logical reasoning and structured thought (Ong, 1982). The works of Vygotsky and Luria (1976), and Scribner and Cole (1981), as well as Moll (1984) discuss the relationship between

cognition and literacy. Vygotsky and Luria (Luria, 1976) and Moll (1982) claim that literacy leads to higher-order cognitive skills. Based on the research interview, it seems that research participants' cognitive skills have a link to literacy. However, this matter should be expanded for future research in the field of psychology.

While Ong and his supporters claim that written language outperforms oral communication, Halliday (1989:61) argues that speech is no less important than writing. The two modes serve different purposes. It is clear that all the research participants know when to use SASL as a medium of communication and when to use written English for communicating with both hearing and Deaf people. It depends on the situation.

For instance, Matt only writes at work in order to communicate with hearing co-workers. At home, he signs all the time. Similarly, Papi writes when necessary. Papi and Matt use SMS to contact their friends to arrange a gathering. They meet up and share information via signing. Papi feels that is a complete way of communicating.

It is clear that the writing theories of Mayer and Wells, Vygotsky, and Nover and Andrews are supported by each of the research participants in terms of the use of inner speech and signed English. It is also clear that the research participants learned writing through the traditional literacy pedagogy, that is, formal correctness. They were drilled to learn English word order, grammar and syntax. Because of this, their writing is not on a par with that of the first language users of English as evident in Chapter 4.

Interestingly, there is sufficient evidence from the research data that supports Mayer and Wells' argument: Jabu, Tina, Rose, Nani and Baasima learned spoken and written English through Total Communication – using articulation/mouthing. When writing, Tina signed and then spoke to herself. She stated that she loves reading. Because of that, she learned to write.

Grant explained that he first learned South African Sign Language and moved on to learn writing:

> *I knew that Sign Language is not English. I did not write first. I spoke or mouthed to myself to check if I got English right. I then wrote down on paper. For example, I mouthed 'Please I can…' and then corrected myself by mouthing 'Please can I help you…' Then I wrote down. In Sign Language it would be signed like 'PLEASE HELP… Thus I have to mouth for writing.*

Even though she supports SASL, Baasima learned English via articulation/mouthing from her speech therapist. She realised that to articulate the article 'a' is connected to the written 'a'. At hearing school, when teachers spoke different words and Baasima did not understand, she asked them what words they had used and what these words meant. Not only that but also she mentioned that:

> *I think maybe because I loved reading, I decided to learn how to write.*

Kersia learned writing through speech and signed English from her mother.

Greg used oralism when learning to write. Even though English is his first language and he is Deaf, Greg worked hard to understand English. For example, he questioned why there were punctuations such as commas. Like Tina and Baasima, he learned writing from reading.

> *As a person, I feel good. It is important to me that I read first. Then I develop writing skills. I understand what I am reading and apply it to writing. Writing is not easy for me. I am the only deaf person in a hearing environment.*

Like Greg, Sara used oralism to learn writing. She also read a lot which helped her understand how to write. Daayan and Tyler also used oralism for writing.

Papi learned writing through Total Communication. In order to learn writing in English, he interacted with Deaf people via signing when he first moved to

Johannesburg. When home from social gatherings, he figured out the English language for writing.

Many of these communication strategies are connected with manually coded signs. As I have discussed earlier, this is an artificial system of signing (Mayer 1996) but there is evidence from this research that it might help with teaching writing especially in English. Nover and Andrews (1998, 1999, 2000, 2001, and 2002) in his research shows that Deaf people learn writing through oracy abilities that include fingerspelling, reading, writing, typing, lip-reading, speaking and listening. The findings provided above seem to confirm it.

Regardless of the research participants' sense of the value of learning written English, many Deaf people feel ambivalent towards English. Pennycook (1994:301) argues that 'no knowledge, no language, and no pedagogy is ever neutral or apolitical'. According to Pennycook (1994:159-160), English teachers, native or non-native, tend to use the dichotomy ('we' and 'they'). That creates a series of stereotypes within a discourse. This practice is analogous with the term 'audism' (Lane 1992). Such fear towards writing in English, if it exists, would produce a high, rather than a low affective filter (Krashen 1984).

It appears that these research participants struggled to learn writing because of their negative experience at school. Thabo narrated that he received verbal abuse from hearing teachers for the reason that he could not grasp even one idea of how to write. The teachers used Total Communication. He reasoned that if there had been a Deaf teacher who used SASL, he would then have related to him/her better.

Greg shared this experience:

> *There was one thing I hated so much – interaction tests! I was alone with many children in class. I felt so awkward. The teacher stood and spoke from the book. Children just listened and wrote on paper. I was stuck looking at her and didn't understand at all. Thus I failed. I failed all the time. I told the*

teacher that I was deaf. The teacher said sorry! I replied well but the teacher kept walking around and there were many children around.

It is fortunate that Greg overcame his negative experience. He is not sure how he came to love reading and writing but he believes it was from his family during his childhood.

Sara is lost with complicated words even though she reads well. She thinks her mind can not make connections. Thus she has to read simple books. She said schools should have taught English through signed language. Because Deaf people live in a hearing world, oralism was enforced at that time.

Daayan was never promoted beyond Grade 6 (Std 4) in school. His teachers used speech all the time.

Tyler was pulled down by his teachers who told him that his English was bad. However, when he got out of this environment, he picked up English better. If not for those teachers, he would have developed an interest in writing.

It is very clear that all the research participants, except Greg, have fears of English. It is natural as they are second or third language users of English.

This raises the question of literacy pedagogy used at schools. It appears that schools for Deaf children in South Africa use traditional literacy pedagogies as well as progressive literacy pedagogies (‘natural’ learning through ‘doing’ writing). It is also clear that the bilingual-bicultural approach had not been used at school.

According to my schooling experience, the main focus for teaching writing was on English grammar, not on the context of writing. We will look at what the research participants have explained about teaching and learning at their schools.

Since Jabu only learned English after school, he learned writing in Sesotho. When a teacher wrote something on board, Jabu studied and memorised. Matt remembered that he followed pictures to understand and this in turn helped to lead him to writing. Greg connected words with pictures, which were up on the walls. He also learned to speak those words. He then built up sentences from those words. He learned through demonstration. Baasima noticed alphabetic letters on a board and copied them. She studied the letters and wrote them on paper. She also wrote new words in her leisure book. She wrote essays most of the time during her high school years. Papi wrote all subjects in isiXhosa. He looked up at pictures on walls and 'stole'[30] isiXhosa words from them by copying them on paper. He then modified words to form sentences. Each research participant developed a strategy of how to learn writing. From the writing samples (see Chapter 4), Baasima and Greg are the only ones who are able to write well.

Thabo, like Jabu, learned Sesotho at school. He hardly wrote essays. If he did, he only wrote a short one. Pumla learned Sesotho as a first language and Afrikaans as a second language at school. She did not write essays at all; she took cooking and sewing classes. In those classes, she wrote only individual words at a time or copied word for word from the chalkboard or book. Like Pumla, Daayan was taught practical (vocational) things at school. He worked all the time with his hands. He learned knitting too and hardly had any opportunity to write. Jasmeen explained that she only learned to write one word at a time and did not learn to string words together correctly. Only by the age of nine did she learn to write sentences. Tyler needed more time to learn English. Thus, his written English is not good. Because they were in vocational classes, it is clear to see the reason why both Pumla and Jasmeen refused to participate in the writing sample (see Chapter 4).

Tina said she always read and wrote at school. However, she did not elaborate how she learned writing, especially paragraphs. She only

[30] Please note that this is a direct translation from SASL to written English word in order to show an emphasis of how it was like for Papi at school. It is an interesting metaphor and speaks of a profound sense of exclusion and no right to literacy.

mentioned that when she wrote something, she handed it to her teacher for correction which she then rewrote. Like Tina, Mary did not elaborate on her writing. Mary remembered writing a story of 'The Three Little Pigs'. She also wrote an essay about her school holiday. She claimed that she was good at writing at that time. Nani learned to read and write at school. She wrote a lot during Grades 6 and 7 (Stds 4 and 5). Before that, she wrote simple tasks. Like Tina, she did not elaborate on how she learned.

Grant remembered that he was taught to write at school. In Grade 7 (Std 5), he wrote a story about a dog. He also learned how to use punctuation and to apply it to his writing. The other teachers taught him the same. Sara remembered that she learned English grammar such as articles, nouns, adjectives, etc., right up to her matriculation. She also learned paragraphs, punctuation, etc.

Kersia tried to remember her writing at school. She learned fast from English books. She did not write much at that time. She did a lot of word order and cloze procedure exercises. She also learned vocabulary. She had been pressurised to write.

Based on the above, it seems that both traditional and progressive literacy pedagogies were used at schools for Deaf children.

7.4 Identity

Since Street (1984) argues that cultures have their own belief systems in terms of literacy and the issue of social identity is significant in this research. Deaf people relate to one other in terms of deafness and language. Even though their deafness and SASL are historically and socially stigmatised, they identify with SASL and the Deaf people with whom they socialise. Even though they know writing English is essential in order to function in mainstream society, they have not bothered to make more effort to learn writing. It seems that they are rooted in orality (SASL and Deaf culture). Because writing in English is another aspect of spoken language, Deaf people

appear to feel foreign and do not identify themselves with it. However, when writing, they tend to conceal their Deaf identity.

The evidence from the interview data shows that all the research participants except Greg fear writing to people of higher status or intelligence. Thus, they would ask someone to help with their writings. Because Greg understands that writing requires editing, he also asks someone to help with his writing. Most of the research participants are most comfortable writing only to their family and people they know well.

Thabo explained that he gets nervous when writing for a large audience. If someone realises that he is deaf and becomes sensitive to this, he would feel comfortable with writing. Otherwise he asks his family to help with his writing.

When she does not understand written texts, Pumla tends to keep quiet and seek help in private. She goes to her friends, both hearing and deaf, for explanation.

Grant knows that his English is bad but it does not bother him since he asks his mother to assist with his writing. At work, he gets embarrassed when he does not know names for different food items. He asks someone for assistance.

Matt hardly writes. He believes that if he writes, people would read it and whisper that his writing looks funny. However, he writes when necessary.

Mary is worried that if she writes, someone would say her English is bad. She has a mental block when writing letters to her family. She is afraid of being hurt if someone makes a negative comment on her English. She refuses to ask Deaf friends for assistance since they would criticise her writing. Instead she would ask her hearing colleagues for help.

Baasima is confident with her writing; however, she would use formal English to conceal her Deaf identity. It depends to whom she is writing. She would get

embarrassed if someone, especially hearing people, says that her English sounds funny. She wants to be seen as a normal[31] person. Thus she writes formal English. For her social friends, she would write informally.

Kersia wrote a 30-page autobiography about her pet and would share it only with her future children.

Greg appears to be the only one who actually understands what writing involves. He explained that during his previous job as an English teacher, he always edited students' writing. He understood that he and those students made the same errors. This has nothing to do with his deafness. Writing is just a learned skill. Therefore, he could not think of anybody that he fears writing to.

Like Greg, Sarah understands what is required of writing. She would be careful with what she says in her writing. She believed that since she does not use fancy words, her English is understood by everybody.

As mentioned before, Papi always asks his friend to write for him when necessary. He feels that his written English is not on a par with that of first language English users.

Matt and Tyler are similar in this respect: they would write when they are not happy with something at work. Thus, they become confident with writing. Tyler is more comfortable with Black people since their written English is similar to his. It appears that he was referring to second language users.

7.5 Conclusion

It is clear that the research participants use writing as part of their social practice. When they are required to write, the research participants use different strategies to accomplish their task. They perfect their written English

[31] This is also a direct translation from SASL to written English word. Even though she is from a Deaf family and takes pride in using SASL, she still hides her identity as a Deaf person when it comes to writing English. It seems that she wants to be viewed as the same as the hearing people.

by asking other people for assistance. This helps to mainstream them with hearing people and enables them to function in both their social and professional activities.

The next and last chapter – Chapter 8 – uses the findings from the data to answer the research question: ‘What are the attitudes of Deaf adults in the area of Johannesburg to writing English as a second or third language?’

CHAPTER 8 – RESEARCH CONCLUSION

This chapter uses the research findings to answer the following research question:

> *What are the attitudes of Deaf adults in the area of Johannesburg to writing English as their second or third language?*

Before I continue, it is essential for me to explain again my aim for this research. In both professional and social settings, I had observed that most Deaf people have an aversion to writing. It perplexed me that even though Deaf people seem to avoid writing, they managed to cope in mainstream society quite well. This includes those who are good writers but dislike writing. However, based on the findings of my research, my assumptions were not correct.

Since the research is based on a theory of literacy as a social practice as explained by Street (1983), the following critical questions require answers:

1. What do Deaf adults need writing for?

It is very clear that because Deaf adults do not use speech as a medium of communication and their first language, South African Sign Language, is spatial-visual, they write to communicate with both Deaf and hearing people via both paper and pen, and technology such as SMS and e-mail.

2. How proficient are they?

Because writing was not taught in depth in classrooms, most Deaf adults do not use essay-like writing. However, they are able to write shopping lists, directions, letters/cards, diaries and CVs, fill in applications forms, and send e-mails.

3. How competent do they feel about writing?

Most Deaf adults feel inadequate but they still write whatever they can. They feel comfortable writing their families and friends.

4. What have they achieved without full mastery of writing?

Given that they use SASL as a medium of communication, they have achieved competency in writing as part of written communication. They are able to write shopping lists, directions, letters/cards, diary entries, fill in forms, CVs, e-mails, etc. In addition, they are able to communicate in English on paper with people who do not sign.

Furthermore, the following questions have been answered across the chapters:

1. Chapter 5 (Likert Scaling) and Chapter 6 (Case Studies) cover the reasons for the different attitudes emitted from the research participants. Fundamentally, most research participants feel hesitant towards English. This has an effect on their attitude to reading and writing. They are less comfortable with writing than with reading English.

2. Chapter 5 (Likert Scaling), Chapter 6 (Case Studies) and Chapter 7 (Literacy as a Social Practice) show the English writing practices in the daily lives of the research participants. They use writing to communicate with both Deaf and hearing people.

3. Chapter 5 (Likert Scaling), Chapter 6 (Case Studies) and Chapter 7 (Literacy as a Social Practice) highlight the research participants' confidence about their writing and their reason for having this confidence. Taken as a whole, most research participants feel confident with writing English. It does not matter what their writing ability is. They just manage to write something down.

4. Chapter 5 (Likert Scaling), Chapter 6 (Case Studies) and Chapter 7 (Literacy as a Social Practice) on the other hand discuss the uncertainty of the research participants towards writing and their reason for it. During their schooling, they had negative experiences in

learning to write English. They were not taught second language English in SASL.

5. Chapter 7 (Literacy as a Social Practice) entails the effects of these different attitudes that the research participants carry. The background of most research participants shows that they learned very little at school in terms of schooled literacy. However, they managed to write when needed to communicate with people who do not sign.

As a result of my research, my assumptions have changed in terms of language pedagogy. For instance, most research participants used manually coded signs, an artificial system of signing, to help with learning writing English. It shows that the writing theories of Mayer and Wells, Vygotsky, and Nover and Andrews are supported by each of the research participants in terms of the use of inner speech and signed English.

However, I argue that manually coded signs cannot substitute for SASL and can only serve as a bridge between SASL and English. To make a success of it, the Bilingual-Bicultural approach is to be introduced in classrooms where Deaf children are educated in their first language, SASL, and they are taught to use English as a second language for the purposes of reading and writing.

In conclusion, it is clear that all the research participants use literacy as a social practice. Most research participants write when necessary. It does not have to be essay prose as explained in Street (1983, 1984). Because they live in a literate society, they do read and write. Such dynamic situations prompt them to do so. For instance, they fill in forms at police stations or clinics. Thus, they have motivation to learn writing and regard it as an investment in terms of communication access, employment and participation in society.

In addition, from the interview data and the literature review, it appears that using technology will further motivate Deaf people to focus on their reading and writing skills. Since English and technology is widely used in society, it is an investment for Deaf people to learn both. It is clear that schools for Deaf

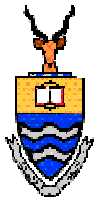
learners should have the new information and communication technologies and they should teach learners how to use them and how to make the most of them.

After doing this Master's thesis, I have finally understood what it takes to learn writing. Writing is an art and a skill to master. It does not matter if one is a first or second language user. One has to *learn* writing (my emphasis). When talking about Deaf people, they can learn writing provided that they use whatever pedagogy will work for them (see Section 2.15, p.59). It is very clear to me that Deaf people do write during their daily lives. They use schooled literacy to function in a literate society by adapting their English in order to understand one another.

Not only that but also educators of Deaf learners, the National and Provincial Departments of Education, policymakers and professional people working with Deaf children and adults can contribute by attending appropriate trainings/workshops in order to understand that spoken and written English is the second or third language of Deaf people. They can be taught to write by using a bilingual/bicultural approach. In this sense, teachers of Deaf children need to learn SASL in order to teach the children schooled literacy. The children will then learn and understand about bridging signs to written forms in their first language, that is, SASL.

It is important to bear in mind that Deaf people regard writing as a tool of communication and they have developed their own strategies for writing and understanding their own variety of English.

Appendix A: Subject Information Sheet (Qualitative/Interview Based Research)



UNIVERSITY
OF THE
WITWATERSRAND,
JOHANNESBURG

School of Education
Private Bag 3, Wits 2050, Johannesburg, South Africa
Tel: (011) 717-4216 Fax: (011) 717-4216
Email: helen@languages.wits.ac.za

My name is Helen G. Morgans, and I am conducting research for the purposes of obtaining a Masters at the University of the Witwatersrand. My research focuses on the attitudes of prelingually Deaf adults to writing in English. This research aims to find out when Deaf people feel secure and/or insecure about writing. I would like to invite you to participate in this study.

Participation in this research will entail being interviewed by me, at a time and place that is convenient for you. The interview will last for approximately one hour. With your permission, this interview will be video-recorded in order to ensure accuracy. Participation is voluntary, and no person will be advantaged or disadvantaged in any way for choosing to participate or not participate in the study. All of your responses will be kept confidential and no information that could identify you would be included in the research report.

The interview material (tapes) will not be seen by any person, except my supervisor and me, at Wits University at any time, and will only be processed by myself. Also, the interview material (tapes) will be kept for a period of three years for the publication of articles after which they will be destroyed.

You may refuse to answer any, or all, questions, and you may choose to withdraw from the study at any point.

If you choose to participate in the study, please fill in your details on the form below. I will contact you within two weeks in order to discuss your participation. Alternatively, I can be contacted at 082 335 4578 (SMS) or via e-mail at helen@languages.wits.ac.za.

Your participation in this study would be greatly appreciated.

Kind Regards

Appendix B: Consent Form (Interview)

I, _____, consent to being interviewed by Helen G. Morgans for her study on ‘Attitudes of Deaf Adults to Writing in English”.

I understand that:

- Participation in this interview is voluntary.
- I may refuse to answer any or all questions I would prefer not to.
- I may withdraw from the study at any time.
- No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed _____

Appendix C: Consent Form (Recording)

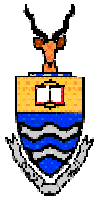
I, _____, consent to my interview with Helen G. Morgans for her study on 'Attitudes of Deaf Adults to Writing in English' being video-recorded.

I understand that:

- The tapes will not be seen by any other person in this institution (WITS) at any time, and will only be processed by the researcher and her supervisor.
- All tape recordings will be kept for three years after the research is complete and then destroyed.
- No identifying information will be used in the transcripts or the research report.

Signed _____

Appendix D: Letter of Access to Premises/Institution/Home



UNIVERSITY
OF THE
WITWATERSRAND,
JOHANNESBURG

Private Bag 3, Wits 2050, Johannesburg,
South Africa
Tel: (011) 717-4216 Fax: (011) 717-4216
Email: helen@languages.wits.ac.za

My name is Helen G. Morgans, and I am conducting research for the purpose of obtaining a Masters degree at the University of the Witwatersrand. My research focuses on the attitudes of prelingually Deaf adults to writing in English. This research aims to find out when Deaf people feel secure and/or insecure about writing. I would like to seek your permission to use your premises/institution/home to conduct the interview with Deaf subject(s).

The subject(s)' participation in this research will entail being interviewed by me, at a time and place that is convenient for them and you at your premises/institution/home. Each interview will last for approximately one hour.

If you agree, please fax back this letter with your signature below at 011 717 4216. Alternatively, I can be contacted at 082 335 4578 (SMS) or via e-mail at helen@languages.wits.ac.za.

Kind Regards

I, _____, consent to Helen G. Morgans to use this premises/institution/home for her research with Deaf subject(s).

_____
Signed

Appendix E: Biographical Information

Please read each of the following questions concerning your background. All responses will remain confidential.

1. What is your gender?
[ ] Male
[ ] Female

2. What is your ethnicity?
[ ] Black
[ ] White
[ ] Indian
[ ] Coloured
[ ] Other

3. In what year were you born?

4. Were you born deaf?
[ ] Yes, go to Question 5
[ ] No

4a. In what year did you become deaf?

5. What kind of school did you attend?
[ ] School for Deaf children
[ ] Mainstream/inclusion School
[ ] Other

6. What is the mode of communication you use daily?
[ ] Sign communication
[ ] Oral communication
[ ] Oral communication with some sign

7. Where do you reside?

8. What do you do for a living?
[ ] Work, go to Question 9
[ ] Unemployed

9. Where do you work?

10. What work do you do?

Appendix F: Likert Scale

	1 Strongly agree	2 Agree	3 Undecided	4 Disagree	5 Strongly disagree
I like reading					
I read for pleasure					
I read only when I have to					
I never read					
I am confident with reading					
I like writing					
I write easily					
I write when I have to					
I never write					
I am insecure with writing					
I am confident about English spelling					
I am confident about English punctuation					
I am confident about my English grammar					
I am insecure about English words					
I am confident when writing to friends					
I am insecure when writing to strangers					

Appendix G: Semi-Structured Interview

Before conducting this interview, the researcher will greet and introduce herself to the research subject after which an informal conversation will be initiated to ensure that the research subject feels comfortable.

When the research subject feels comfortable, the interview is conducted by asking the following:

Tell me the story of how you learnt to write in English and what writing do you do now.

The follow-up questions are:

1. What kinds of things do you write? For example:
    a. Direction
    b. Postcard / card
    c. Letter
    d. Diary / journal
    e. Essay
    f. Form / document
    g. CV
    h. E-mail
    i. Shopping list
    j. Other ……
2. How do you feel about writing these different texts
3. When do you feel confident / insecure?
4. Who are you most comfortable writing to?
5. Who do you feel fear writing to?
6. What medium do you use for writing? For example:
    a. Pen and paper
    b. Computer word processing
    c. SMS
    d. Other ……
7. Which of these make you feel more confident? Why?

8. Do you ever ask someone to help you with your writing or edit your writing?
9. Who would you ask?
10. When would you ask (in what situations)? Why or why not?
11. What was your experience of writing in:
    a. Your school;
    b. Your home; and
    c. At work.
12. How did you learn to write? Via SASL or Signed English or Oralism?

What kinds of reading do you enjoy?

Appendix H: Writing Sample

Write a short paragraph to describe yourself and what you do for a living and what writing you have to do for work/tasks in the workplace/home.

Appendix I: Actual Writing Samples

RP01

Name Jabu N. Msomi[32]
We have ~~worksko~~ workshop for poepole.
Become Not work 2 years workplace. home.
Now me feel good New Sun and Time Sunday
TRy me want work welding or wood
Thank you
Me *Jabu Msomi* [signature]

RP02

I am Thabo Tshabalala
I use only Bore home
I Just Read to Drum/kick off
my is life nothing work
I am here in DeafSA For the work help us

RP03 - No writing sample

RP04

I'm study N3 than I love more read that is very enjoy I'm very happy read, we
went to Pretoria for 2 [inserted] weeks holiday. But I still shy myself writes! I like to write to my friend into letter, I alway's Joke, laugh enjoy without, I alway's stay at home read, I'm very happy with my family, than I miss my mother! I'm still study English, ~~work~~ I'm write some~~one~~ time already! But I enjoy read, without, movie, stay home.

RP05

I am Grant Lessing and I am deaf, I am 30 years old. I live in Kibler Park. I love Alberton Methodist Church. I work at AMCARE and I am store controller and I am doing pack the food

[32] Personal names in the writing samples have been altered to protect the identity of the research participants.

parcel and I keep the requisition for food and clothes and etc.

RPO6

I've to write any note for hearing worker for commciate! In my history I must write note because my voice is very poor to communicate with hearing.
My life is need sign language. I grew up with my parent. I use sign language but my parent don't understand. So I have to write note. (simle easy sentence as like as primary school). Remember to bring pen with me
& note [inserted]
for in case. If I didn't bring pen with me then I lost everything with hearing.
Λ

RP07

My name is Mary, I was born hearing
I went to St Vincent School when I was 8yrs old.
Then afterwards went hearing school. Drop school bec of my ill~~e~~nes. After that work in Standard Bank. for 16yrs.

RPO8

I'm Rose Hart. Am completed Deaf when I was born. I'm married to Barry Hart. We are come from ST Vincent School. I was attention at school in 198**5** to 2001. Well, I'm seeking as a job but I rather waiting until next year cos of Christmas soon. Time is too short.
So, now am living in Edenvale from Durban. My husband's new company are offer him as a job. That's why, we are moved back to Jhb for permanent.
I'm doing as a Nail Techinican. I'm really enjoy my job but the salary is a bit. So, anyway! Thank you for your invited to me for the interview. I'm enjoyable with you.

RP09

I'M BAASIMA, HOW WOULD I DESCRIBE MYSELF, OKAY. I'M EASY GOING, KIND, CONFIDENT, DOWN TO EARTH GIRL, WHO LOVE TO FACE ANY CHALLENGE THAT ILL FACE IN LIFE AND TO FIND A WAY TO OVERCOME IT. I HATE PEOPLE WHO IS FULL OF ARROGANT WHEN IT COME TO MONEY ISSUE OTHERWISE THEY ARE HUMAN, WHAT CAN I SAY. OH YEAH I'M AN INTELLIGENT GIRL. I'M A FULL TIME STUDENT WHO IS CURRENTLY DOING A BA DEGREE FOR SOCIAL WORK AND PSYCHOLOGY AS A MAJORS. AT WITS UNIVERISTY. I WORK PART TIME A**T** SOME DAYS
I TEACH SASL AT SLED ROSEBANK, I ALSO TEACH UJ STUDENT FOR ABOUT 4

MONTHS THAT ABOUT 20 WEEKS COURSE AND I PRESENT FOR DTV SOMETIME, I NEED TO WORK PART TIME TO EARN SOME EXTRA CASH SINCE YOU CANT ALWAYS DEPEND ON YOUR PARENT.

I WRITE ALL THE TIME, LIKE DAIRY, ESSAY, CV, SHOPPING LIST, FORMAL LETTER, ANY TYPE TO COMMUNICATE OTHER PEOPLE.

WORK – WRITE REPORT AFTER SASL CLASS

UNIVERSITY – ESSAYS, ASSIGNMENT, NOTES.

HOME - SHOPPING LIST

- RECIPE
- DIARY
- PERSONAL LETTER.

RP010 – No writing sample

RP011

I am Nani and I am a Wits student. I'm doing a BA fine art degree. I'm working as part-time teacher. I do as teaching them in Sign Language. This is for my living. I do writing as well for my assignments especially and sometimes do for

writes [inserted]

my other subject as English. Other thing I do in my diary. All those writing

^

things I does at home and Wits library. I earns money from teaching Sign Language as my living.

RP012

i [inserted]

My name is Kersia and I'm Deaf student at un versity. I really like to do on my

^

own thing like write poems, stories. I do really like reading especially non-fiction books. In mostly time I do my schoolwork at home ~~co~~ because I feel very comfortable. I'm a full time student.

RPO13

I AM AN ORAL DEAF PERSON, WHO DESPITE, OR IN SPITE OF BEING DEAF, LOVE READING.

FOR ME, READING, AND BY EXTENSION, WRITING IS NOT EASY, BUT PROVIDES A MENTAL & EMOTIONAL DOOR – TO THE WORLD OF KNOWLEDGE.

I LOVE CREATIVE WRITING & LANGUAGE OF METAPHORS & ALSO GOOD DRAMA (ESP DVD'S WITH SUBTITLES TO 'READ' THE MOVIE WHICH I USED TO MISS).
AT THE MOMENT I LECTURE STUDENTS & WORK HARD AT IMPROVING THEIR READING & WRITING SKILLS AS I KNOW THE DIFFICULTY, EVEN FOR HEARING TO MASTER ACADEMIC READING & WRITING. THE MORE I PRACTICE & READ, THE MORE PROFICIENT BOTH BECOME. SOMETIMES I GET STUCK IN ENGLISH AND TRY SIGNING WHAT IS IN MY HEART & HEAD & THIS HELPS USUALLY TO BREAK WRITER'S BLOCK.
I USUALLY HAVE PLENTY TO READ & WRITE AT WORK – E-MAILS, LETTER, ~~N~~ MARK ESSAYS, WRITE REPORTS, DO RESEARCH & OTHER STUFF. SO AT ~~A~~ HOME – I REST MY HAND (FROM WRITING) AND READ FOR PLEASURE (MY REWARD) FOR THE DAY!

RP014

Let me introduce myself, am Sara, born in 1954 in Gauteng. My parents were
Jewish [inserted]
Germans, came to S.A. during 1935.
Λ
Got married in C.T, moved to Johannesburg in +/- 1948, I was born in 1954, my beloved mom discovered I was deaf when I was 2 years and she was pregnant with my sister who is hard of hearing. Grew up in a wonderful environment, went to oral school, it was tough during these days as S.L was forbidden. After school travelled to Europe & worked for 2 years before entering Gallaudent in U.S.A, came back due to financial restraints. Got married in 1984 to a profoundly Deaf man, Scott who is very involved in a Deaf community and sports as well. Bore 2 lovely boys namely Kane & Craig, both hard of hearing, Kane matriculated at King David School, is at this moment in U.K. My little one now is in Grade 11.
I have been with Deafsa for the last 16 years, bravo, loving my kind of job and I also help out with many other things. Hope all this info will help you out with your research. Good Luck, Helen.

RPO15

My Name is PApi JiKo AND I HAVE my wife AND Three CHILDren ALL Deaf Family. I AM working AT DEAFSA.
I AM ASSISTANCE my BOSS WHAT They WANT Thing ALSO I'm DRIVING TO POST OFFICE & PICK Them UP AT AIRPORT. I Am enjoyed my JOB HALLELUJAH. RECENTLY I BOUGHT new House Three BEDROOMS. THAT Lovely.

RP016

MY NAME IS Daayan Khan, MY WIFE NAME IS RIZA AND THREE

[sentence moved]

CHILDREN. ~~MY OWN WORK FACTORY FOR WOODWORKS. MAKE KITCHEN AND BEDROOM. SUITS, WALL UNITS.~~ WE FAMILY ARE DEAF. FULL.

RP017

I'M TYLER, ~~AND I AM I IN~~

IN JOHANNESBURG AND I WORK IN METROBUS THEN SOME WORK. MECHANIC WITH COMPANY BUT I WORKING ~~O~~ 9YEAR THIS COMPANY

~~I,M TYLER AND DEAF~~

I,M

Appendix J: Transcription of the Semi-Structured Interviews

RP01

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:08
'nod'
Well, I grew up at school
Well, he, the principal, said that I must take Sotho, not Afrikaans or English
I accepted and wrote Sotho and had been this way since then
The principal left; the new one was appointed
He instructed that English was used
I was surprised with the change
It happened in 1984
I was surprised, but accepted with resignation and moved on from '84 to '85
It was only for one year
I was disappointed
I did not learn everything
However, I tried to learn outside
I asked my mother to help out with my writing
I learned a lot and well
Again, when mother was busy at work, I tried to ask a hearing person to teach me
He taught me two languages, Sotho and English
From there, I learned a lot and well
I was disappointed that they did not provide English at all until the new principal was appointed
I did not understand that
I understood Sotho fine
I wanted English but there was a problem

00:01:27
They did not teach English
But they only used words such as WALK and SIT
That's all
I accepted this way
TABLE FOOD WASH NAME CAR
That's all
They did not talk about writing in long sentences
I accepted
They gave us children's work
I mean they did not teach us word orders
That's all

00:01:58
It was oral
I was deaf
They use Total Communication, both speaking and signing
I accepted
Later on, they used a balloon and put it next to my ear
But I was deaf
I could not speak
I could not understand
'nod'
Writing words was as the same as making noise on the balloon
I gradually tried to understand
But I did not understand them fully
I did not, at all
I just learned word by word

00:02:28
At first, I was good with words
Then I got it
I was good
I went to my school in 1991
There was an evening class for Deaf people
I was happy and confident and wanted to go there to study again
I asked them if I could study there
The teacher said yes and that it would start from 4pm to 8pm
It did not matter to me
I did not stay at home
I commuted from home
The teacher accepted and agreed to teach me long sentences
I was in awe
It was so different from what I learnt in the past
He used signs
He taught me so well
I finally understood
It was about the first principal
Who was he?
What was his name?
I knew but ignored them
I learned long sentences properly
But he did not teach much
It was only two months
I asked him why not he teaches more during evenings
He said no, it was only for two months
I tried to learn as much as I could
I took usual tests and finally understood them well
But outside the classroom, I felt I should carry on reading
This way, I can succeed
Now, I am doing well

1. What kinds of things do you write? For example: a. Direction
00:04:00
'nod'
I can
I ask someone where it is
I get there and understand
I write for other people and I can do it
'nod'

For example: b. Postcard/card and c. Letter
00:04:15
'nod'
I do it on my own
The teacher had taught me when I grew up
Before that, I was taught to write a letter in Sotho
I did not do it anymore
I wanted to do it in English
I tried writing and went to post office and posted
I got it
However, I did not do that anymore
I am not keen on it

00:04:35
Well, writing long makes my eyes tired
Also, I struggle with ideas of what to write
I prefer to use sms

This way I contact someone immediately and within a day
Letters take long to reach someone

00:04:52
Yes, I use sms to send out
But writing is important
Yes, writing a medical note, for example, for corresponding

00:05:05
Yes I am young for governmental departments
'pause'
I write letters to governmental departments
I want to uplift for Deaf children in Vaal
I contacted the government and they did not respond
I was worried
I contacted again that I do want to establish something for Deaf people
They did not still respond
I was worried
I just left it alone

For example: d. Diary/journal (He seems not to understand the question)
00:05:36
I always...
'scratch head'
'nod'

00:05:43
Well, I can but not always
I first read a book
While reading I learned more words
I then became interested
I wrote on my own
I then compared it with the book
I got it right
I tried to read and learn
I put away the book and wrote long
You know, there were four words to fill in blanks
I filled in and checked if I made an error
I found that there was a mistake and was disappointed
Oh well, three words were right, the last one was wrong
I still tried to carry on practicing with reading
I tried
On one Sunday I was talking to Deaf people
There is a gathering on Sundays
They feel English is useful for communication
I asked them how they feel about communicating to the government and could they?
They could not
I understood
I tried to get support from one another
I am good at English, others are also good
Some of them are not really good
For these, I would give support
We support one another and so on
When I get stuck, I get support from them and vice versa
It works well
If I am on my own, it won't work out
No support
So there are already Deaf people cooperating and supporting
When someone talks and I fairly understand, they make sure by giving me inputs
'nod'

00:07:22
Well, ok, the teacher had written on board and I watched
After reading and memorising, the work was put aside
The new work was written on board
Then the old work was put back
I was stuck and disappointed
I could not remember
The reason was that I did not read
However, I tried my best learning as much as I could
Otherwise it was hard and I had to carry on struggling
'shrug'

For example: e. Essay
00:07:53
I am good at writing stories
I write my own personal story and have ideas
I try to get a hearing person to check and he says it is good
I feel good and try to continue asking a hearing person to check
This way I feel good and relieved
I do make mistakes and still show my work to someone for correcting
Later on I got a new girlfriend
This girlfriend has an outstanding command of English
It is because she attended Filadelphia School
She taught me a lot through signing
I now understood easily

For example: f. Form/Document
00:08:30
I wrote to police
They rejected as I am deaf

00:08:38
'shake head'

00:08:40
'shake head'
They could not give me a form
They made me wait and called an interpreter
I was not comfortable
I wanted for us to do on our own

00:08:50
Yes, I can write

00:08:54
Yes, I did at a clinic - Bara
I had filled in on my own
'nod'

00:09:02
'nod'
Yes, there were difficult words
I read it and found difficult words
I was fine at the top of the form but not at the bottom of the form
I just filled in at the top and left out the rest at the bottom and handed back
'shrug'
My brother would help filling out

00:09:25

Yes
'scratch on face'
Well, when I had an idea, I put it down on paper.
I tried to type
The hearing person checked and said it was wrong
I was disappointed
I found it hard
I tried again writing and went back to the hearing person
He said there were a few mistakes
I was puzzled
I decided to leave it and used a book
I read and got it and applied it to my writing
But I could not do it on my own
From the book, it was fine

For example: g. CV
00:09:58
I am fine
I am good with writing my CV
I tried to check with this office
I got it right
I am relieved

For example: h. Email
00:10:08
'shake head'
'shake head'
I never learned
Never

For example: i. Shopping list
00:10:21
I can
I can
I do write myself
'nod'
It is private, yes

2. How do you feel about writing these different texts?
00:10:29
'pause'
'nod'
I felt something about work - woodworking, welding
Information there was hard!
I wanted to take a class but it was tough
I was never taught all these by the teacher
Nothing, not at all
I got it by learning and understanding
A hearing person said I must know the names
I was taken back and said I did not learn these before
I only did the practical
There were no names
I just did the practical and it went well
No, I really wanted to know the information and their names
There was nothing which made it hard
Last year I studied about work
It was very hard!
I did not have knowledge and could not write well
I asked why it was hard
He said it was required to study for future work

So that a white person would instruct what to do with work and I could understand
I understood but I had managed fine since then

00:11:35
Yes, I still continue
'nod'

3. When do you feel confident/insecure?
00:11:45
'shake head'
I was confident in 2005
I was not like that before 2005
During 2005, I finally became confident
I presented well
I wrote well
I interacted fine

00:12:02
It was the government, the Department of Labour
I wrote and corresponded with them
They understood me and my English
Also I corresponded with CCMA
It went well
I corresponded well

4. Who are you most comfortable writing to?
00:12:18s
Yes, I have two friends of mine
'shrug'
'nod'
We used to support each other but not anymore
They died
I was alone
They were gone into graves
I do not have friends at the moment

00:12:44
Well, I feel ok with writing but get disillusioned
I prefer signing
It is much easier
I can understand signing fast
Signing is like writing
I got it
I am still used to signing
Writing is not easy
It is a waste of time - writing back and fro
'shake head'
I want signing and to use it all the time

5. Who do you feel fear writing to?
00:13:16
'nod'
yes, yes
I see important people and feel inadequate
They are intelligent
I do
'shake head'
I am shy because my writing is confusing
'laughing'
Do you understand?

I write English and hardly remember the correct word order
They, hearing people, won't understand
But, some of them would understand the unstructured writing
Well, I try to approach people of high status
But I do not have confidence
It is difficult when they ask me what I am doing
I am hesitant
It is hard
'nod'

00:13:57
Well, I would say sorry and could not understand
I would use signing and also use an interpreter
Then they understand

6. What medium do you use for writing? For example: a. Paper and ink (He goes off the point)
00:14:16
'nod'
yes, it is good
I always sms
But there is a problem with sms
'pause'
yes, it is 'sms'
that's a sign for 'sms'
When I sent out a sms, it would not work
'pause'
There was enough 'air-time' in this cellphone
But it would not send out
There were several block-outs
'pause'
The MTN contacted me to phone them
But I could not phone
I was stuck
I explained by sending them a sms but they persisted on phoning
I left it alone
I could not understand
I left it
I could not phone

00:15:15
Yes, well
I understand

For example: b. Computer word processing
00:15:20
No, nothing
'nod'

For example: c. SMS
00:15:26
Sometimes
Let me finish about smsing
I sent a sms to a company and informed them that I have a qualification
That's something
They ignored me
But they asked me if I have a qualification
I said yes and I have everything and understand what the job requirement is
They were unsure
They asked how they could communicate with me

I was frustrated
They could communicate with me easily
They were a bit surprised and asked me if I could communicate with them
I said yes, I could communicate and understand them and they me
Secondly, if we get stuck, we could write on paper
They were not willing to try
Their idea was to employ an interpreter
I did not want that
I preferred to communicate directly with them
Interpreter was always on call and a third party
I tried to approach them in person and to make each other confident
'pause'
Well, it was ok to use an interpreter
'shrug and shake head'
There were interpreters who misinterpret messages

For example: d. Other
00:16:32
Well, I wanted us to meet face to face and communicate
They would understand me
Then it would be easy for me to get a job
'nod'

7. Which of these make you feel more confident? Why?
00:16:48
I prefer sms
It is easy to use sms
It is fast and easy
When I sms, I understand well
'nod'

8. Do you ever ask someone to help you with your writing or edit your writing?
00:17:08
Yes
Yes, I wrote that I really want people to be educated for university
Matric is not enough
I want that university level
I wrote that
'nod'
'moving on chair'
I have an idea about my hearing friend who has an university education and works for government
I tried my luck and walked to his place with my paper
I don't know if the content of this paper is right or wrong
Ok, I waited for him to return from work at six
Before I handed in the paper, I asked how he was and he said good
I explained about my paper and would like to know if it is ok and asked him if he could edit
The hearing friend listened
I would not just give it to him
I first talked with him to see if he refuses
He accepted
I then gave him the paper
He read and explained the mistakes
I got it and made some change
This meant he checked the whole content and made several changes
He wrote comments here and there
I made changes by writing on the new paper
It went well
The hearing friend said yes
I was so relieved

Again, I did it twice
I put away without seeing the first letter
I tried to do the letter at once
I wrote down and long
I checked it with the first letter
oh, I have learned fast!
I left out the first letter
I tried to keep up with this for the future in which I meet with people of high status so that we could communicate appropriately
We should communicate with each other without interpreter
I do not want the interpreter
We focus on a topic and communicate with each other
So we understand and share information with each other

9. Who would you ask?
10. When would you ask? Why or why not?
00:19:01
It was my friend, the hearing person
'pause'
I mostly use hearing men
Most of them are out
So I have one who is around
Also, I have a teacher
He is a friend of mine
If he is not available, I would ask a nurse
Yes, it is a nurse
She can help me
Yes, she is my friend
She loves to discuss nursing issues
I struggled to understand what she is talking about
She continued talking about it
I said no, it is hard and I would fail if I sort out someone who is going to die
This topic was not for me
I studied a different thing
So, this is not for me
She understands
I don't like this
I am scared about nursing thing
I am scared to talk about this topic
I am scared of it
She helps me to meet with people of higher status
It did not help much
I did contact them but they did not respond
Last June, Shilowa, you know him, the Gauteng Premier, did send me the letter!
I was lucky
I felt good reading it
He said what kind of occupation am I confident with?
He wanted to know what kind of occupation I wanted - office work or anything else?
He asked I must reply
I said ok
He wanted to know where I would rent a place
I was unsure but ok with answering in writing
I asked a hearing person to check my letter
He said it was fine
I felt good and sent out
The place I want to rent is in Vaal, not here in Gauteng
I was not sure at the beginning
Now I was lucky for receiving the letter
I was supposed to occupy a place
I was not ready as I was not sure of who I should contact for renting

I could do it but I was unsure of where
I tried out with the government and asked for a space
They did not know where the available space would be
There was no interpreter available to help out
I struggled and was stuck
Well, I did not employ the interpreter and gave up
Let's see what happens in the near future

11. What was your experience of writing in a. Your school?
00:21:35
'nod'
I often have experience
I am very good at maths, yes
Maths is very easy
Maths, plus, divide, maths
I am good at this
I am also very good with banking, money, accounts
No, I learned all these outside the school
I did not learn when I grew up
But I learned school maths
I was good at that
Yes, I was always good with it and the teacher knew that
But outside the school I learned English with maths and it went well

b. Your home
00:22:15
'pause'
Well, it was normal
I wrote
It was normal
Sometimes, not always
Now and then, I signed or wrote
They took turns
'nod'
I taught my mother sign language
I taught
She signed well
Then she taught me a lot
It went well

c. At work
00:22:43
Yes
At a workplace, I applied for a job
They asked if I am good at welding
I said yes
They asked what the name was
I responded that I had a qualification from Qwa Qwa (school)
I was taught for two years
They said oh and asked if I could do the pipe properly
I said yes, I could do it well
They nodded and asked what my past job experience was
I did not have any
They said since I didn't have the past experience, how could I do the welding well?
I had a hard time finding jobs
I did try
They said I was to take five tests
I was taken back and never knew anything about tests
Only I knew was that at school I was instructed to do the practical to show my capability
They said no, I should take five tests first

I accepted with resignation
Well, two Deaf persons, including myself, and five hearing people were there for tests
That was seven of us
We wrote the first test, answering questions and so on
During the second test, we did the welding
When we were done, they thanked us and would contact us for our marks
I left
'pause'
I went there on Wednesday but to no avail
On Friday they informed me that I passed well
I was pleased
I asked them if I was the only who passed
They confirmed
I was so happy and relieved
The white person said go ahead and work
I worked since then

00:24:32
Yes, no, once a month
We do it
'pause'
It is part of the job
I do the drawing - bulb, wire
That includes writing down names
For work, I write a report every month
When I have written down, I hand in
They approve and send me to fix
I accepted and worked on welding and changed metals
They do write themselves and send me to do the job
Also I do it when they run out of ideas
We support each other by writing back and fro
'shrug'
'nod'
Well, the union happened

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:25:27
How I learned English was through sign language
Understand?
No, I could not speak and sign at the same time
I always signed
'pause'
Well, I was shown the writing
I learned well
From there, I wrote a lot
I looked at words and signed 'What do I do?'
Only sign
'nod'
Then I wrote

00:26:04
The teacher
Well, I don't know
'pause'
The white, that's him.
I don't know where he was from
He was not from here but from overseas
He signed well and came here and taught sign language
I got it
Teachers here did not know signs

The white from overseas taught the teachers sign language
When I grew up, I signed normally
It went well
'nod'

00:26:33
Yes

13. What kinds of reading do you enjoy?
00:26:37
'look up'
I love reading 'Sun'
'smile'
'nod'
I always read it and Deaf people know me for that
I always read and find interesting jokes
I laugh
I understand words
I always read
'nod'
I am only one
'pause'
Well, I also read newspaper 'The Citizen'
'pause'
The number two is Sun, Citizen, book
The car book
The English book
'pause'
Oh, the book in English is related to the government (gazette)
I read a lot and get it
It is easy
I read further
Well
'look up'
The number three is I try to borrow books from hearing people attending university
I try to take difficult (academic) books from them who have BA degrees
I try to read and find them hard!
I lose my breath over it
The other books are easy but these books are hard
I could not believe it
I like it but try to make a progress
But it takes long
When I get there, I could communicate with them on the same level
It is easy
Otherwise, we could not communicate
It is hard
But there are no signs for words in books
I understand some but not others
'shrug'
'nod'

00:28:05
Yes
I read magazines 'Bona', 'drum', etc
I have been reading them
I do love them
I like them
I love reading them
They are interesting
Yes, I laugh at cartoons

About missing persons, I read and understand
‘pause’
It is also about people’s real life experiences
I read and understand
‘nod’
And so on
I have been reading well

00:28:34
‘look up’
I...
‘pause’
Well, I always read Bona
I asked Deaf people if they like reading
They said no
They said they loved signing
I understood
They would not read
They loved signing
I listened with understanding
I agreed
I asked them they loved signing but there was a problem
What about communicating at a job?
They were hesitant
I explained that it is important to write as a boss would not understand sign language
I said you should write
Deaf people agreed
It is hard to feel safe with an interpreter
I would not use the interpreter
I want that person (employer) to understand
Deaf people preferred to use an interpreter
I accepted
Employing an interpreter means spending and wasting money
I want him to build confidence without interpreter to use sign language or to write
Deaf people got it
It was easy that way
‘pause’
I signed from the bible
They understood but they could not understand the bible’s writing
Deaf people were uncomfortable with it
So, I put the bible aside
They were still uncomfortable
‘pause’
Oh yes, I always watch TV
I watch the drama ER which is always broadcast at eight
I love watching at words (subtitles)
I laugh when I watch them
I always watch it
But there is people talking (orally)
If they use difficult words, I can connect them to written words at the bottom
It is not always like this way
There is more...
‘pause’
‘#S’
On SABC 2 there is an Afrikaans...
No...
‘look up’
7de Laan, that is the one
I like it a lot
I am very interested

I watch but not at people's talking
I am interested in words (subtitling)
I explain what it is all about to someone while watching it
He/she understands
I read and then explain
But when there are difficult words and he/she knows, he/she will explain to me
I am lucky for getting help and learn fast
'pause'
It is the girl
She matriculated at Filladephia
I don't have matric
I only had Std Seven
I left it as is
I relay to her what was said on TV and vice versa
I am lucky
But if words are long and difficult, I get stuck
I am not sure
Then she explains to me
I get it and understand what is said
I understand better
I feel she and I try and cooperate by teaching each other
We are used to it and continue this way
I love SABC 2
'kiss on hand'

00:31:13
I feel... I have said that before to this office (Gauteng DeafSA) about ABET
Yes, I want this!
Deaf people have no writing skills
We must be included in this programme
I was waiting but nothing happened
'pause'
ABET, ABET, yes
I want it
'pause'
We were waiting for a long time
We want ABET for learning English
It is not about learning English words but sentences so that we can learn and understand better
Well, who must I contact about the ABET?
I asked them who I should contact
They said they were not sure but suggested that I contact DeafSA National
I did not want that
They should try to do themselves by finding schools to provide the classes
That is how I think
We should be confident by negotiating with them (Dept of Education)
We ask them if they approve so that we can get started
'pause'
It is the government I must work with
Who else?
It is the Department of Education
I tried to contact them but to no avail
I did not write to them anyway
I am pretty stuck
They are always busy by going to different places/meetings
I just give up
'nod'

RP02

Tell me the story of how you learnt t o write in English and what writing do you do now.
00:00:09
Well, at school, the teacher did not teach English well
The problem was that hearing teacher communicates differently
It was the hearing way, not the Deaf way
So I learnt English poorly
When I finished school and studied at INTEC, my English had improved
It was also by interacting and studying with my hearing friends
Also, my family never taught me English well
I tried to accomplish on my own
'nod'

00:00:38
'pause'
I learned English after school, not at school
I had not understood English during school
The teacher did not care about teaching
I struggled and tried to ask again and again
I still could not grasp a concept
After school, I got it
I realised that at school, they could not help me
Now I got it and remembered the past teaching and understood

00:01:03
'smiling'
I try to think how - by interacting with friends
'nod'
yes, word by word
They taught me using magazines and dictionary
When i found it hard, I asked a hearing friend from university to explain
I then got it and wrote down
'nod'

00:01:27
'nod'
'shake head'
No, I am not good with writing sentences
I do ok and try my best on it
Well, when I find it difficult, I look up in the dictionary
If it is still hard, I ask a friend who has a good command of English to explain the meaning
He explain and I get it and write down
'nod'
after writing, I show it to my friend
He checks and corrects by fixing sentences
I rewrite and learn from it
'nod'

00:01:51
I am now writing
I study Education
I need Grade 12 qualification because it is required outside (the working world)
If less than the Grade 12 qualification, there is a problem with finding jobs
'nod'
So I need to study
At the moment, I have a Grade Eleven certificate
'pause'
'nod'
I did Grades 8, 9, and10

That was hard
Now I am on Grade 11 level

1. What kinds of things do you write? For example: a. Direction
00:02:29
'shake head'
Sorry, please repeat
'nod'
'nod'
DeafSA
'nod'
Not really, I don't remember DeafSA's address
I would sign
Yes, I can write and send out
It is easy as I live in Soweto
'smile'

For example: b. Postcard
00:02:55
'nod'
I can
'nod'

For example: c. Letter
00:03:01
Sometimes when I remember, I will write
But because there is a cellphone, it is easier
'nod'
I sms to everybody
Yes, I use sms
'nod'

For example: d. Diary
00:03:18
'nod'
I...
What happens?
'pause'
Oh yes, sometimes when I feel like it, I write and learn from it
I see something written down and find it fun
Yes, I do it sometimes, not that much
'shake head'

For example: e. Essay
00:03:37
mouthing 'no'
It is difficult
This means very short
'laughing'

For example: f. Form
00:03:46
'nod'
Bank
'nod'

00:03:50
'look up'
'face frowned'
'shake head'

It is difficult
I am stuck
I don't understand this
It was my first time to read this
I never saw it before
School never taught me this
I asked when I was stuck with the meanings
They explained by showing examples
I got it and wrote down
No, this does not mean I am not good at it
'shrug'
'pause'
Yes, it gets better
I have improved well
'nod'

For example: g. CV
00:04:17
CV
'look up'
'nod'
No, another person...
At the provincial office, they wrote it for me
I read and could see how it is written
I did not know how to do it
'pause'
I then sent it out to work places
They called me for an interview
I could see that the CV is the one that helped call in interviews
'smile'

00:04:36
'nod'
Yes
'nod'
'shake head'
I can't write a CV
It does not match
It won't be suitable for an interview
You know that

For example: h. Email
00:04:51
'shake head'
No
It is not possible
'shake head'
No, I can't
Well, I stay home and study
Well
'smiling'
'nod'

00:05:02
'nod'
Well, yes

For example: i. Shopping list
00:05:04
'smiling'

‘shake head’
I...
It is in my head
‘nod’
If it is a big thing, yes
If it is small, I remember
‘nod’

For example: j. Other
00:05:17
What?
‘nod’
‘nod’
Well, I don’t write
‘pause’
You mean food?
Anything?
‘nod’
‘pause’
I like to write from the bible
I learn English from it and apply it word by word
When I am not happy or have a problem, I write which helps sort out using these words
I love the bible, coping words and write them down
I don’t study the bible but English in it and make it through
‘nod’
Yes

2. How do you feel about writing these different texts?
00:05:58
What do you mean confident?
‘pause’
No
‘nod’
I have a problem.
I am not confident with a large audience
‘smile’
When one to one, I am ok and come to agree to work on my writing
With audience I am nervous and have been this way since then
‘smile’
I am used to having eye contact with friends, not with the audience of people with high status
On the one to one, I am ok with writing
‘shrug’
‘pause’
I am scared
It is my first time
I never did this before
They are special people
When I write, they would look at me and say so?
When I write, I can’t get it right
It takes time for me to work out
It is not possible
For one to one, it is easier
I write fast and easy because it is just for one person
It is easy to write
With audience, I can’t
It is just because they are special and important
What I mean by ‘special’, they sit down looking at me stoically and would test me through my writing after learning that I am deaf
They hand me a piece of paper and instruct that I write
‘pause’

I write with struggle
I rather write in isolation
I then hand back without them seeing me
I am uncomfortable when people watch me writing
They watching me makes me nervous and embarrassed
'smile'

3. When do you feel confident/insecure?
00:07:01
Well, it was only last year that I gained confidence
No, sorry, it was 2004
It was 2004
I became confident in 2004
So during the years of 2002-2003, I was working
Nothing was developed
I only had computer skills
I worked hard
When I stayed home, I realised that my mind went down
My family did their own things
So I decided to study again
It has improved
It did not improve dramatically but gradually, about 80%
'nod'

00:07:33
You mean strong?
It was last year
It was strong last year by interacting with people
'nod'

4. Who are you most comfortable writing to?
00:07:48
'pause'
Who?
If a person realises that I am deaf, it is ok
If he doesn't, it becomes hard
'nod'
If I write on paper, he doesn't care and throws it away and make fun of my deafness
I would get away
If the person realises that I am deaf and becomes sensitive, I would feel fine and relieved
I would feel lucky and write when this person is fine with my deafness
'nod'
I like it and am comfortable

00:08:10
'nod'
Yes
It is fine
It is fine provided that it is for hearing friends
'nod'
Yes, also my deaf friends
'nod'
It is really fine
'nod'
Well, sometimes I don't care
I ask my parents for assistance
'shrug'

5. Who do you feel fear writing to?
00:08:24

‘smile’
No, I don’t remember before
‘smile’
I don’t remember before
‘smile’
‘shake head’
Maybe the government who is professional is the one who I am scared of
The government is like a person with a serious face and it makes me nervous
If the government gives me paper and leaves, it is fine
If he is present, it would be uncomfortable
The problem is that if he talks about important points, I get more nervous
That’s the problem
‘nod’

6. What medium do you use for writing? For example: a. Paper and ink
00:08:51
Paper, yes
Yes
‘scratch face’
‘nod’

b. Computer word processing
Computer?
No
No
‘shake head’
I don’t have it
‘nod’

c. SMS
Everyday!
I mean I learn from it
We must write
But the problem is English
But Deaf people communicate in English
Well, I write and sms in English
‘nod’
I can communicate in Sotho but with Deaf people I use English
So, I had to learn it (English)

d. Other
‘pause’
In school, I communicated in Sotho with real persons
If they changed to English, I then used English
If they communicated in English, I followed them
If Sotho, I would do the same by communicating in Sotho
That was it
‘shrug’
‘nod’

00:09:37
Well, I don’t know languages such as isiXhosa
I couldn’t hear well
‘shake head’
I focused on Sotho all my life in school
‘shrug’

7. Which of these make you feel more confident? Why?
00:09:51
I want to learn more about computer

It is important and easy for emailing
It also open up the world of knowledge
From this I can learn a lot
Writing is limited
Computer is very important
There are plenty of emails
'nod'
I want to become confident with using computer
'nod'
Well, I don't have a computer at home
'shrug'
If there is computer, yes, I will use it
'nod'

8. Do you ever ask someone to help you with your writing or edit your writing?
9. Who would you ask?
00:10:20
Yes!
'nod'
A hearing person, particularly my aunt who is a doctor, edits my writing
I asked if I could come over and have her check my English
I wrote on my own and she checked and edited
This means she did not help write for me
I just wrote and she checked and corrected by writing on another paper
I learned, applied and fixed up my writing
It was not that she wrote, gave me the letter and I walked away with it
This way, I would be considered as lazy
I must write and have her check and edit it and I fix up by re-writing
'nod'

10. When would you ask (in what situations)? Why or why not?
00:10:48
It is in English!
'pause'
'nod'
It is for my study
Also, if someone contacts me for an interview, I am given a sample to take home and send back when I complete
I was not sure about writing on that sample and found it hard as I never saw it before
Then I asked her for clarification
I wrote and then sent back
'shrug'

11. What was your experience of writing in a. Your school
00:11:14
'nod'
Yes
'nod'
'shake head'
It is like 50%, I think
It was not clear
It is like that I am stupid and my mind goes down
I was taught as if I was mentally slow
Well, those signs (communication) belonged to hearing people
'shrug'
I understood
'nod'
Yes, they signed and spoke at the same time
I was stuck
I could not grasp even one idea!

I was still stuck
They shouted
I still could not get it
The problem was that I could not understand
'face frowned'
It is better that a Deaf person communicates so that I would understand easily
It is because we could relate with each other
So I did not learn well when I grew up
After school, I managed to pick up well
It was after school that I did well
Not at school
I did ok there
It was like that teachers were abusive
'nod'
When they abused, I could not learn
If they explained patiently, I could understand
'shrug'

b. Your home
00:11:57
'nod'
Yes, I write at home
To my hearing neighbour or my aunt
'nod'
Yes, I correspond with them

c. At work
00:12:07
'nod'
'shake head'
Well, I don't know computer
At the previous job, a hearing person wrote to me but I had a problem with English
I would go off point
The hearing person said no and I got confused
He also got confused and I was not sure
Then I wrote back to explain that I am not good at English and it is my second language
He understood
English is my second language and I am still not good at it
English is not my first language
He understood clearly
So we wrote back and fro fine
'nod'

00:12 30
'nod'
Yes

12. How did you learn to write? Via SASL, or Signed English or Oralism?
00:12:38
'smile'
'look down'
How can I learn?
It is easy
'pause'
By interacting
They help
If I am on my own, it is not possible
'pause'
'nod'
It is easy by interacting

If it is hard, I would ask a Deaf person who has a good command of English to explain
I would get it
If communicating with hearing people is hard, I then write
'nod'
'nod'
If they explain a meaning and I still don't get it, they again explain
Then I understand
'pause'
'shake head'
If they use speech, I would leave it as I could not understand
'nod'
If hearing people who happen to know signs write and explain the content in sign, I relate and would understand clearly
'shrug'

13. What kinds of readings do you enjoy?
00:13:25
Well, it is magazines
Well, it is 'Bono'
'nod'
Also, the 'Drum'
'nod'
I love soccer - Kaizer Chief
Yes, it is the Kaizer Chief
It includes the world news
If something bad happens, it would show in the magazine
I get interested in reading and learn something from it
It is very good, yes
'nod'
What I learn from it is the English language
It is easy
It is good to learn this way
'nod'
'pause'
'shake head'
That's all
Bono, whatever...
Yes, newspapers
I like all newspapers, especially about soccer
'look up'
GUN???

00:14:01
It is Sun
Why? English in it is easy
I learn from it
English in Express is difficult
I learn from this (Sun) and try to learn from that (Express)
If there is no (Sun), I can read (Express)
'shrug'
The Star's English is vey difficult because it is the world's newspaper
Sun consists of the issues of Black people - GUN???
I understand its English
English in The Star is difficult
I try to learn and ask someone what meanings are
So I write down and again ask for meanings
I take the newspaper and write down and edit the English language
Yes, it is difficult
Sun is easy
'smile'

I learn a lot from it
If words are difficult, I would ask someone or look up in the dictionary
It is easy this way
Sun is a very good newspaper; it is very easy
‘smile’

00:14:42
Yes, magazine
‘nod’

00:14:45
Yes
All of them, anything
‘nod’

00:14:50
‘shake head with smile’
‘thinking’
My sister...
I never get bored everyday
I read a lot
My friends don’t have time
If I have a hard time, I would go for other
Those who know me accept me
It is easy to be with my aunt
I am happy that my general knowledge has improved
It is not like before
I was in the dark
Now I wake up and grow intellectually (mind)
I am quite happy with my English
It goes well
But, the problem is communicating with the world only in English
English is everywhere
If someone communicates in a different language, an interpreter would be ere
Understand?
‘nod’
I sign to the interpreter who can speak different languages and he/she voices over
He/she would know
It is easy
If someone writes in English, then it is fine!
I write back
If it is in a different language, I get stuck
So the reason is that I never learned in depth about other languages
I did not learn
But only in Sotho
‘shake head’
English is difficult
When I grew up, I learnt Sotho
Then I learned English
I did not realise that until I finished (school)
‘shrug’
They told me to leave
I said oh and I was naughty
‘smile’
I accepted and got a job
In that job, my mind did not broaden
It was closed
‘pause’
The problem was that I socialised with very few people
The reason was that they have a little knowledge

So when I finished school, no I mean work, I was down
The idea came up
I decided to study further
So I got more ideas and could relate to what I saw around
I prefer to socialise that helps to improve my knowledge
That's it
That's why communicating is important
Yes, I am interested
That's it
'scratch face'
Now I am relieved and happy
I am fine
Someone told me about this interview
It was my first time but I tried
Here am I!
'pause'
We understand each other
'smile'
It is a bit different
'smile'

RP03

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:08
Is it about me growing up?

00:00:11
My mother?

00:00:15
Ok
A long ago, my mother gave birth to me
It was in 1972
She found out that I was deaf
She was sorry
My mother cried
She decided to send me to hospital
She asked the hospital why I did not make any sounds when I cried
A doctor helped by testing my ears
He told her he was sorry to inform her that I was diagnosised deaf
Mother got very upset
Mother decided it was better that she took me home and brought me up there
In 1973, mother took me to hospital in turn to take me to school in Rustenburg
There I grew up
'smile'
'nod'

00:01:03
It was the teacher there who taught me how to write English and Afrikaans
These were only two languages
But I learned a bit of written Sotho
'nod'

00:01:20
I learned?
'pause'
I learned writing...
'pause with smile'
I don't remember
'shake head with smile'
'pause'
I remember...
Oh yes, I learned writing, baking biscuits, sewing clothes, writing ???, etc
'nod'

00:02:02
English?
Writing in English?
I only learned sewing clothes
'nod'
'nod'
Word
'nod'
It is In words
Later in a cooking class, I wrote word by word
So on...
'shrug'
Plenty
'shrug'

00:02:25
No, it was in sign language
Hearing teachers signed to me as Deaf person
‘nod’

00:02:31
‘nod’
I understood their signing
Yes
‘nod’

00:02:37
They...
‘face frown’
They, the teachers, taught me in Afrikaans
They taught me in Afrikaans
‘nod’
Never in English
‘nod’
I wrote in Afrikaans
‘nod’

00:02:53
They wrote and spoke in Afrikaans
‘pause’
Words such as book, pencil, food, shop were written
‘nod’

00:03:15
‘nod’
It’s fine
‘nod’
But I am not good at English
I am good at Afrikaans
‘nod’

00:03:21
‘nod’
I learned English from my mother
‘nod’
Mother taught me
‘nod’

00:03:32
I am writing in Afrikaans at the moment
‘nod’
‘shake head’
I am not good with English
‘smile’
Just a little bit, not much but just little
‘nod’
I know only short words
I understand here and don’t understand there
‘nod’
But in Afrikaans I understand full
‘nod’
It is Afrikaans in full
‘nod’

00:03:55

‘nod’
me?
Now?
I write Afrikaans
‘nod’
At home, I write anything
I read a Afrikaans book and copy sentences by writing down
I copy often
I also copy from TV
‘nod’
I do that at home

1. What kinds of things do you write? For example: a. Direction
00:04:27
‘nod’
I can
‘nod’

00:04:33
‘nod’
I can
‘nod’
If you post to my home, I go to my post-box as usual and look up
I find your letter and open up and read
‘nod’
‘pause’
Yes

00:04:53
The address?
It is at my home in Alexandra

For example: b. Postcard/card
00:04:58
‘shake head’
No, I did a long time ago
I don’t do that anymore
‘shake head’
‘shrug’
I have no friends
They passed away
All of them died
I don’t know why
They just died
So I don’t have friends
Now I have only one friend
Well...

For example: c. Letter
00:05:12
It was fine long before
Now it is not
‘shake head’

For example: d. Diary/journal (She seems not to understand the question)
00:05:22
‘nod’
Yes!
There are plenty of books at home
I take and read them

‘nod’

00:05:46
‘wave’
It is the same
My friend came to my home...
‘pause’
I could not think
It did not matter
I took a book and read
Also I watched TV
I read
Also I watched TV
I didn’t want to watch anymore and switched off
I then read
When the book came to the end and time was also up, I put aside the book and locked up as I went to pick up my child
‘nod’

00:06:16
It is always Afrikaans
Yes, I read in Afrikaans
Not in English
‘shake head’

For example: e. Essay
00:06:32
‘nod’
‘nod’
I know stories in Afrikaans
‘nod’
‘nod’
No...

For example: f. Form/Document
00:06:50
Yes, thank you
At hospital, I gave them a paper
No, they held it and I signed
They got stuck as they couldn’t understand my signing
They then wrote on paper and gave it to me
I looked at it feeling uncomfortable
I was stuck
I informed them that I am deaf
They were cross
I was taken back
I decided to ask my friend in private to find out what was required of me
She read and explained that I should go upstairs
I understood and went up with the paper
I got there and gave the paper to a boss
He/she read it and said it was the right place and asked if I was deaf
I said yes
He/she said fine and gestured that I sit down.
I filled in the paper
‘smile’
‘nod’
I understood and wrote fine
When I got stuck, I asked him/her for help
I knew some words, not other words
He/she helped put in Afrikaans words so that I could understand

Then I filled in
'nod'

For example: g. CV
00:07:55
I know CV
'nod'
Yes, I had written a CV
I know
'nod'
No, Senzo helped
It was Senzo
'nod'

00:08:06
It is in English

For example: h. Email
00:08:11
No
No
No
Nobody taught me this
'shake head'

For example: i. Shopping list
00:08:21
Yes, I have it

00:08:25
Yes, I know
Yes, I have it
'nod'
I remember it in full
'nod'
Yes
'nod'
I write in Afrikaans
Yes, it is in Afrikaans
'nod'

00:08:40
It is the same
It is not only in Afrikaans
I try in English
When someone wrote in English on list, I took it and found an item
I then compared its English with the one written on list
I got it right and bought the item
'smile'
I am learning English this way
'smile'

2. How do you feel about writing these different texts?
00:09:04
Yes, I am confident
I am indeed confident
'nod'

00:09:07
Just a little bit

I sometimes become confident
'nod'

3. When do you feel confident/insecure?
00:09:17
When?
In the past?

00:9:25
'shake head with smile'
I looked at a paper
I got stuck
I kept quiet and decided to seek for help in private
I showed the paper to someone and was explained
I got it and went back
'nod'

00:09:38
I go to hearing or Deaf friends for assistance
'nod'
Yes, it is also hearing friends
'nod'

4. Who are you most comfortable writing to?
00:09:26
I write and give it to someone?

00:10:05
I wrote and gave to someone to check my writing
I become confident?
I am not sure
'nod'

00:10:16
'smile'
Yes, I have felt...
'shrug'
Deaf or hearing

5. Who do you feel fear writing to?
00:10:24
Well, if I write and show it to a hearing person, he/she would laugh
'nod'

00:10:31
'nod'
It is almost the same (with Deaf people)
'nod'

00:10:35
It was over there in Alexandra

6. What medium do you use for writing? For example: a. Paper and ink
MISSING

For example: b. Computer word processing
00:10:47
'shake head'
I don't use computer
'shake head'

For example: c. SMS
00:10:52
Yes, but I lost it (cellphone)
Yes, I used to use it in the past
But I lost it
'nod'
Yes, I did sms to everyone
I just lost it
'nod'

00:11:00
It was in English
'nod'
Hearing people helped sms for me
'nod'

00:11:10
No
'shake head'

7. Which of these make you feel more confident? Why?
00:11:21
Me confident?
Yes, smsing
Yes

8. Do you ever ask someone to help you with your writing or edit your writing?
00:11:29
No, when I wrote in English and made a mistake, I asked a hearing person to help with checking and fixing
I asked her the correction was ok and he/she checked and said no, it was wrong
I fixed it again and remembered
We worked on it and I got it right
I then wrote on another paper
'nod'

9. Who would you ask?
00:11:50
That hearing person is my sister
She is at home in Alexandra
'nod'

00:12:00
My mother gave birth to both of us
Yes, it is so
'nod'

10. When would you ask (in what situations)? Why or why not?
00:12:06
'shake head'
'shake head with smile'
I am shy
Maybe someone would read my writing and laugh at me
I am shy
It is fine with my sister
'nod with smile'

11. What was your experience of writing in a. Your school
00:12:20

‘nod’
I grew up there
‘nod’

00:12:23
It was in Afrikaans

00:12:28
‘nod’
I wrote in English

b. Your home
00:12:33
No, I write anything
‘nod’

c. At work
00:12:39
Yes, work?

00:12:42
‘shake head’
I did not write at work
‘shake head’
They instructed me to do work via gesture
I never read something that would tell me what to do with my job
‘nod’

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:13:00
Yes, they signed like a Deaf person
They who are hearing were good at signing
They signed just like a Deaf person
‘nod’

00:13:07
Yes, I learned well from them
‘nod’
00:13:15
I like writing in Afrikaans

13. What kinds of reading do you enjoy?
00:13:22
Book?
‘pause’
No, I write in a book

00:13:31
Book?
I buy a newspaper
‘nod’
It is the newspaper, Sowetan
‘nod’

00:13:43
At the present, it is in English and at school it was in Afrikaans

00:13:48
‘nod’
Yes

Yes, I understand a bit of English
It is alright
I try to read a bit
It is ok
‘nod’

00:13:56
No, I hate English
‘shake head’

00:13:59
‘shake head’
It is not full
It is like that my hearing friend texts or sends me a letter
I read them with eager
Also, letters regarding clothing store cards are posted to me
You know the usual problem with them, yes (payment)
I get letters similar to those ones
So, there are plenty of letters
They are in English
‘nod’

00:14:29
I always read Bona
‘nod’

00:14:33
‘shake head’
Bona has the Sotho language

00:14:44
‘nod’
Yes, I read Sotho very well
I love Sotho!
‘smile’
Afrikaans is ok
English is not!
‘shrug with smile’
I am good at Afrikaans as well as at Sotho
But Afrikaans comes second
English is the last
‘smile’
‘nod’
‘wave’
Yes, my school taught me Sotho
Yes, it was full in Sotho
‘nod’
It was always in Sotho
Hearing people give me a paper written in Sotho and I read it with ease
I find Sotho on paper easy
‘nod with smile’

00:15:17
Yes, that is so

00:15:20
Yes, Afrikaans is the second (language)
English is the third one
It is hard
Afrikaans is ok

The first one is very good!
‘smile’

00:15:30
I write in Sotho
‘nod’
No, I only do it in Sotho at home in Nelspruit
No, I do English here
Why? I want to learn English so that I can find a job
If they give me a form and I don’t understand, it is a burden
It is better to learn English
‘nod’

00:16:02
‘nod’
It is in Sotho
‘nod’
It is always in Sotho
‘nod’
Always

00:16:11
I use Sotho

00:16:14
‘wave’
I always sent out letter in Sotho
They replied in Sotho and asked me to meet them somewhere
I came there and was asked why I wrote in Sotho
I asked if they knew Sotho and I got it
So I signed
The reason was that they could not understand Sotho
I signed
They said I should write in English
I was upset
‘nod’

00:16:40
When I am on my own and for myself, I write in Sotho
With people, I write in English
‘nod’

00:16:51
Yes, I am confident
Yes, I love it
It is good
‘nod’

00:16:56
No, not really
‘shake head’

00:17:00
I send letters in Sotho to my sister
It is because she is my sister
For Deaf people, I use English
‘nod’
It is in English

00:17:21

Well, if I don’t know a hearing person, I try and approach him/her
If I talk to him/her and he/she does not know how to handle with me, I just respect and leave him/her alone
‘nod’
I would not be hard
I just leave him/her alone out of respect

RP04

Tell me the story of how you learnt to write in English and what writing do you do now.
00:09:27
'nod'
A long ago, I lived in Pretoria
I looked after my ouma
I was deaf at that time
Ouma thought I was hearing and I was not sure about what she meant
My ouma spoke to me orally and I could not understand her
She was shocked and sent me to hospital
I just sat back and watched the conversation flowing around
Ouma said that the doctor told her that I am deaf
Ouma was so shocked and was thinking about which school I should go
She searched everywhere and found one in Lenasia
I just sat back
Mother told me I was going to school
I looked at her not understanding
She said I must read a book
I could not understand the book
Later Ouma taught me how to read
I learned to connect with English words - apple, mango
I got it and so on
It was interesting
Ouma articulated to me - apple, mango
I looked at her and her mouth
The reason was that I did not speak at all and could not know how to speak
Well, I did not understand
Later at school, they taught me how to speak
I wrote in a book
I learned how to do things such as moving the table, pencil, etc.
I was fine by it
Where is a cup?
On the table
I got it
This way I learned
Also I read
The teacher instructed that I must do it for homework
I said ok
At home, I asked Ouma what this word meant
She explained words such as broom, brush, etc.
So I learned how to connect words with things - 'I like to do thing with my friend, I like talking'
I read and understood
I love it
When I was nine, I was reading at home
Mother visited from Pretoria
I was confused as I always called Ouma as my mother
Ouma said I always love reading
I said oh, really
So I continued reading
I read and then wrote a letter to a friend
When there was a problem, I was confident and confronted her about why she talked to other people behind my back
We should talk about it on our own by writing letters
She understood
We were similar in that we read and write
It was so nice
I read and found letters wonderful and interesting
I loved them
This means I enjoyed reading

Reading helps find a future goal
It is a must
I enjoy it
Later I moved to St Vincent School
No, at Lenasia I was taught up to Std 6
I was ok but unsure
It was better that I moved away
I asked why
There was a problem - fighting
I accepted and left
I was sitting in a car
Mother knew I loved reading since I was small
I just read and read
It was wonderful
Sometimes there were difficult and different words I never saw before
So, I decided to use a dictionary and then understood the certain words
Then I wrote down
Then...
My mother looked for...
We were shopping in Rosebank
I saw a sign and was not sure
Mother was not sure
She said it was better that I move to St Vincent
I refused as I loved school in Lenasia and grew up there
She said I should learn a different culture
I said well, there were different subjects
I also said how?
Were the schools using the same works?
How?
Then I moved there and stayed at hostel
'nod'
I looked around and could see that signing was different
I kept looking and was puzzled
I went to library to read
I could choose any books - love stories or love talks or job prospects
I could choose and loved reading them
'nod'
It was the same with magazines such as Drum
I could read and apply it to other readings
It was interesting
Later when I went to hostel at St Vincent and was in the world of reading, a teacher noticed this about me and whispered to someone that I loved reading a lot
She responded in agreement
I just smiled and carried on
I did not really talk to friends as I didn't know them
They were talking and asked me if I loved reading
I said yes, of course
They found it interesting and said it was good
I kept on enjoying it
'nod'
We were talking
However, when I read, a teacher said I was not allowed to read before and after lunch or tea
There was a problem I did not understand
I asked someone what the teacher had said
She could not say anything
The teacher was shocked as I used a different sign language
I just knew the Lenasia signs
The teacher understood
She used a video on TV consisting of St Vincent's signs
I noticed that there was a lot of mouthing and signs together

I found it interesting
I made note of it
The teacher instructed that I must read words for homework
I said ok, no problem
I read a lot and did struggle with some words
So I circled each word and continued reading
When I still could not understand those words, I wrote them down
The next morning, I asked the teacher to explain the meanings
She explained what they meant
I understood and memorised them
I was fine and thanked her
I took them home and re-wrote them
It was important to use a dictionary
I was fine
I loved reading
Then at the hostel, when I carried a tray of meal, I noticed that everyone was eating breakfast
But I loved reading stories
Also what I loved the most was reading bible
I read it almost all the time
It was wonderful
Then at hotel, I sometimes enjoyed myself
I loved it when my mother told the teacher that her daughter loved reading a lot
The teacher was surprised
I said yes
'nod'
Then my mother said that the teacher was impressed with my reading
Then, Ms Laughton called for me and I went to her
She said she heard that I loved reading a lot and gave me books to take home to read
I said fine and accepted
But I said wait, is it ok that if I don't know words and come back to ask
She accepted
I went ahead taking the books
It was fine
Then...
'pause'
When...
I left school
'shake head'
I left school and stayed at home
There, I loved reading
In my bag, there is my bible
'nod'
I carry it everywhere
I read it anywhere even in taxi, shops, etc.
I don't care about people
I am just confident with myself
That is it
I love bible!
Also reading!
'smile'

00:06:40
Writing?

00:06:42
'nod'
'look up'
Well, you mean writing?
I write?
'nod'

I read and write at the same time
I read and write down words
For example, my friend needed to write a letter
I did not have a problem with that
It was fine
She wrote the letter
I read it and could not understand the meaning/content of ‘I love you’
I asked her if her English was not okay
I encouraged her to be confident and learn
I would also help
‘nod’
Those words were interesting
‘nod’
My friend said oh, it is because I miss you a lot
I replied I also miss you
I was so touched
I said I love you
I posted letters to friends in Durban and Cape Town
I used to live in Cape Town
I wrote and posted to Cape Town
They did not reply
I was not sure about what it was all about
I decided to leave it
One day at the summer games in Bloemfontein, I met my friend and asked why she never replied to my letters
She apologised and was busy at school
I understood and asked if she was in matric
She said yes
I said ok and respected her
‘nod’
It was ok
I brought letters to her and said they were for you
She was shocked at my English and asked how I improved
I said well, you should read
It was important than all these (sports)
She got it and said ok
She asked if I could read newspaper and write
I replied well, I read a lot and find words from the newspaper that are familiar
I asked her when teachers give you work, she accepts that your English is good?
For example, she asks you what your future aim is
She was hesitant
So I said you should write more in English or whatever
I don’t like Afrikaans as I don’t know it
Yes, I do more English
I don’t know much about Afrikaans
So, I kept on writing
During examination, it was difficult
It was about passing or failing
It did not matter
I carried on learning new words and write them
That’s all
‘smile’

00:08:43
‘nod’
Yes, I remember that the teacher taught me to write and read
The teacher said I must write
I accepted with no problem
I just wrote
When I finished, I handed it to her

The teacher said wrong and would help fix if I write properly
I said fine and accepted
I re-wrote
She said I must do it for homework
I said fine, no problem
She said I should write paragraphs about anything like computer or whatever that I love
I understood and wrote
After finishing, I gave it back to the teacher
When she looked at my writing, she was shocked
She said for next time, please remember that it is important to read and then to write
'nod'
That's all
'smile'

00:09:31
Now?
You mean writing now?
Well, I am still writing
What?
Well, I don't do anything much
I just read a lot
I don't really write
But I do write for my N3 study
So I carry on writing
Yes, I carry on
'nod'

1. What kinds of things do you write? For example: a. Direction
00:10:01
Yes, I must accept
I will do that if you want to visit and need my address
I just give you my address
That's it

00:10:08
'nod'
I can, no I can't
I am not good (at drawing)
I don't know

00:10:13
Well...
I use sms
Yes, I use sms
I don't know how to write on a piece of paper
'shake head'
'shrug'

00:10:24
I can't
'shake head'
Honestly, I drew well in the past
Now, I lose the skill
I used to draw fruits, faces or whatever
The teacher ordered that I draw anything for homework
I said fine and did my homework
If I made a mistake, it did not matter
I just learned how to draw
It was fine
I drew and it went well

I painted and did different things such as mashing
Then I left St Vincent
Now I lost the skill
I am not good with drawing

00:11:11
Yes, I will
'nod'

For example: b. Postcard and c. Letter
00:11:16
Yes, it was awful before and is still
'nod'
My good friend with blue eyes
'nod'
I posted a letter to her from my mom's place saying that I missed her
Mother did the same by posting back
We continued to correspond this way
Now, it stopped as I became 21
Now I am an adult at 22
'nod'
Mother said shame and she knew how busy she was
I said fine
But we still posted letters to each other
Only now, we stopped
'pause'
We sometimes post to each other as she is busy studying IT
So I could not post and then stopped
I was stuck and decided to leave it

For example: d. Diary
00:12:02
Yes, diary
Yes, diary
Yes, diary
Yes, I never go out
I always stay home writing in private and am confident
But other people don't know who I am
Well, I like my own company and am quiet
I am always like this
'nod'
I write
Well... (Calendar diary)
Sometimes
Sometimes on Mondays
Sometimes on Tuesdays
I read or watch TV or write something interesting
But for N3 courses, I have to write
It is compulsory
For homework I have to bring it and write
I add words and if I don't understand, I look up in the dictionary
I try my best and so on
Whatever

00:12:48
Yes, I keep it

00:12:52
'look up'
I am fine with English but with difficult words, I don't know

It is alright
'pause'
Yes, I am afraid
'smile'

For example: e. Essay
00:13:04
'nod'
Yes, I write but what for?
If the teacher asked me to write a story, I felt what I should write about and what the story would be
'shake head with looking up'
If I wanted to write to a friend, yes, it would be private in a way
'shrug with shaking head'
It is just that...
Words...
That's all
'smile'
'nod'

For example: f. Form
00:13:34
Yes, I can
But with words, I don't know
Sorry, I can't
Sorry, when I write, I know this and that and check with the dictionary
I would say sorry and ask someone for clarification
I then get it and continue to write
I realised I must learn more word vocabulary
'nod'
What if I get married one day
I must do this
I must
If you have a child or are pregnant or get married and have a child, it is important to have writing skills
So that you can understand
It is the same with women who are ill
Also when sick, be responsible and write a letter to school
It is a must
Also, be responsible to write to a doctor
I have to!
'nod'

00:14:11
Yes
'pause'
I can
For example, if something happens to a daughter and my husband and I are working...
If it is expensive for this child, it would be a problem
I need her to be well educated and her English must be good
I send her there
So I write when it happens
I must write a letter to excuse her from school
I have to do it
'nod'

For example: g. CV
00:14:34
'nod'
CV

‘pause’
I must write using computer
Yes, I have a CV
‘pause’
Someone helped me
Yes, I was fine with it
For example, when I wrote a part, someone checked it and told me to learn and do it on my own
I accepted and did the CV on my own
I should write on my own
‘nod’
Then I wrote using his/her example
He/she said I teach you how to write your CV and you write on your own
I said ok and wrote down my name, surname, identity document number, address, driver’s licence, schools attended, subjects taken, employment, teachers’ names, principal’s name and referres, etc.
That’s all
‘smile’

For example: h. Email
00:15:32
‘shake head’
No, I never use it
Yes, I use computer but not email
Now, I am learning more about how to use email
‘nod’
I learn for the first time about email
I am alright
Before, yes, I was taught
Yes, I love computer
But I don’t know much about email
That’s all
‘smile’

00:15:52
‘shake head’
No
I still study for N3 anyway
‘smile’

For example: i. Shopping list
00:16:00
‘nod’
Yes!
Yes, very much!
Yes!
Of course!
Yes, I am responsible
The reason is that mother said from the age of 21, I take responsibilities and could learn
Also, I learned from my mother
She wrote and I asked her why
Mother said you should prepare for your future marriage
I listened with interest
I wrote down names of different items
I got used to it now
Also, I do for electricity monthly
The reason is that I am responsible for buying food and work on its budget of R1,000
Also, I pay for the monthly electricity, water, work, tax
I must learn all these
‘smile’

I feel fortunate for preparing myself for my future
'nod'
I learned how to use words
My mother had taught me
Also my friends taught me
I understood
They both taught me the same things
I told friends that my mother taught the same
They were surprised
I explained: you should learn what to do for future
Mother would give you responsibility and you do on your own
You have to be responsible
'nod'
Whatever
'nod with smile'

For example: j. Other
00:17:22
'shake head'
Other...
'pause'
Yes, I do N3
Yes
'nod'

2. How do you feel about writing these different texts?
00:17:24
Well, I feel alright but I do enjoy writing
Yes, it is very interesting
'nod'
I am pretty confident with myself
Before, my mother warned me that if you want to write some information about future...
I listened with interest
She said for example, if it is about a child...
I said I wasn't sure as I didn't have any experience about having a child
Mother said you should have an experience from school
I was hesitant
So I got used to writing
It is important to teach writing
Agreed
'nod'

3. When do you feel confident/insecure?
00:18:00
I became confident at age of 13
Then...
'look up'
I was confident with writing
I was used to it
Then...
'look up'
At 18, my life was in mess
My mother oppressed me
I did not know what to do
She attacked me
I wasn't sure why
I was oppressed
It got away eventually
'pause'
At 19, I became confident again because of my past experiences

It is important to have experiences like these
So, I was back to writing
'smile'
Then I was taught but could not understand
My friend taught me and I gained experience this way
I told her why my friend was shocked
I said yes it was because my life was in mess at 18 and I was in shock as my family attacked me
I suffered a lot at home
I could not concentrate on reading
Now I was not in shock anymore and came back to reading
Yes, I am confident with reading
'smile'

00:18:58
'nod'
I can
I am confident
'nod'

00:19:06
When I was 15, mother said I must not be shy
I wasn't sure what she meant
I am shy?
Well, I am shy of people, yes
I am not shy of my family, not at all
When I am around friends, yes, I am shy
Friends said you are reading?
I replied yes I am
They said why are I shy?
I explained that I do not have confidence
They understood
Later, while I brought a note with me, I said pardon
A hearing person did not understand due to my deafness
I sighed and wrote down on paper
The man said oh and guided me to a right person
I said thank you very much
He was free so I thanked him
I was confident
It is important to learn about people

00:19:50
Sometimes
Well...
Sometimes
Confident
When people of high status and have very good command of English, I feel insecure to write
So I leave it as I become insecure
Well, when at home, I am confident
That is different
It depends
It is different
'smile'

4. Who are you most comfortable writing to?
00:20:20
I really prefer to talk with my best friend
With other people, I don't
With her by one-to-one, of course
'nod'

I am confident and it is easy
'nod'
Yes, I am confident
It is fine
With someone else, no
I used to my best friend as well as my family
Yes, I talk with them
I don't do that with anybody else

5. Who do you feel fear writing to?
00:20:43
Well, with whom am I insecure?
Yes
For example, when people ask me something by speaking and I can't understand, they write something
I would feel insecure and not know what to do
But with my family and best friend, I am fine
With other people that I don't know, I am insecure
How can we communicate?
I get stuck
I am stuck
I get very disappointed
I can't explain that one
I can explain to my family and friends and they understand me
They don't
'shrug with smile'

6. What medium do you use for writing? For example: a. Paper and ink
MISSING

For example: b. Computer word processing
00:21:28
I never use email but do use computer
That's it

00:21:36
Sometimes
'shake head'
Never
I study about small businesses
I read in English
It said I must do English
Then I read English and write
Then I do practical about how to teach
Yes
'pause'
I write in English
'nod'
Maths...
Yes, it is for a certificate
'pause'
But it goes with computer
So far I haven't used computer
I just write on paper
It is the only paper
Sometimes
Yes, computer and email
I never use the internet or the website
'nod'

For example: c. SMS
00:22:19
Yes
Yes, always
Why? It is just that smsing helps improve English words
Now I understand everything
'pause'
It is the same...
Yes, the same with email
The difference is that I never use computer
Emailing is for looking at pictures
I found them sweet as I never saw them before
They were shown to me
I read them with interest
With smsing, it has facility to help correct words
If I don't know the spelling, the cell would help find correct one
It is like a dictionary
It is interesting and nice
I mostly use sms
For example, when a friend is clubbing, it is important to sms with each other
It is a must
'nod'

7. Which of these make you feel more confident? Why?
00:23:19
'look up'
I like both smsing and writing the most
I am crazy with both
That's it

8. Do you ever ask someone to help you with your writing or edit your writing?
00:23:39
Yes

9. Who would you ask?
00:23:45
It is both my friend and my mother
That's all
Also, my good friend named Frieda with blue eyes helps
We help each other
She is deaf
We are the same

00:24:00
Yes, everything is fine
I enjoy it
'pause'
Well, she asked me why I went deep in it
I said it is important to write for the future
If something happens, what would you do?
You must learn to write
'nod'

10. When would you ask (in what situation)? Why or why not? (She seems not to understand the question)
00:24:27
'nod'
For example...
'pause'
If I am very busy with writing or filing...

Yes, it is a hard work
I use a folder and look up to find something specific
So I fix up the system and hand in
He/she took it and thanked me and informed me that I made one mistake
I pulled my face and was told that I try to fix up the problem and practise
I must practise

11. What was your experience of writing in a. Your school
00:25:02
'nod'
Yes
'look up'
Up to age of nine, I always read
Yes, I also write
Since then, I always both read and write
'gasp'

b. Your home
00:25:21
'nod'
Yes
I am writing for my N3 courses
It is important
The aim is to analyse and to write???
For example, he/she said if your English is good, we would give you the English work similar to a Std 6 work
It would be easy for you
It is important for an interview
You should try how to apply words by writing
Wow, you should do that
So that you can pass English
You reach to the level and then it would be enough
He/she would speak to someone that I do well at English and I would therefore get a job
'pause'
I must learn
For example, if I am very new at a job and unfamiliar with tasks that are given to me, I would practise and learn
It may take about one week to learn and remember
It is important
'nod'
I continue to practise and a boss would notice my good performance
He would want me to stay and ask to employ me permanently
It would be then approved
I am then given the job

c. At work
00:26:29
I don't have a job
'shake head'

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:26:38
I sign and then write
Yes, I sign and then write
'pause'
The reason was that the teacher could not sign
He/she signed differently from mine
Yes, I loved to sign and then to write

00:26:54

‘nod’
The teacher taught using Total Communication and said Do your homework
I couldn’t understand
I did not understand the paper that I was supposed to write
She explained in TC
I understood
Yes, she continued explained in TC
Yes, I also spoke myself when I wrote
Yes, I understood
‘pause’
‘shrug’
It is just that I am confident
That is different

00:27:15
‘nod’
For example, if mother asked me that I write, I would say wait, I would prefer to teach you signs
Mother said ok
She explained, for example, about someone verbally attacking
I would understand and write down
Yes, she signed
‘pause’
She also used mouthing
So I understood
‘nod’

13. What kinds of reading do you enjoy?
00:27:46
Yes, I love it
‘look up’
I love stories
Yes, it is love stories
The name of love stories is Danner Davis
It is wonderful and interesting
It is about a long ago in the 1980s
It also involves war
I love bible, Sweet Dreams, advices about future, something about how to achieve, for example, locius
That’s right
It is like reading about events in the future such as job losses
This reading explains what actually happens
I read a lot and find it wonderful
‘pause’
I am alright with newspaper
It affects me the way they present negative news
I find it depressing
People die or something like that
I feel sorry for them
As for TV, I also understand what are happening and find them interesting
They are terrible
Newspapers are for looking for jobs and for that I understand
For other things, it hurts me
That’s terrible
I only look for job prospects and understand that
That’s it
‘pause’
Magazines?
Explain what you mean about magazines
‘pause’

Oh yes, I love them!
They are Druma, True Love, You...
I am not sure about the one with the Afrikaans title
Yes, I like the first three ones
I only scan the Afrikaans one and look at interesting pictures
But I find cooking fantastic there
I do love cooking books a lot
It involves how to bake and so on
Altogether, it is beautiful
‘smile’
Can you ask me more?
‘smile’

RP05

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:14
It is from St Vincent School
'nod'
The English teacher taught me to write
'nod'
You know Mrs Botcher?
Yes, it was Mrs Botcher
When I was in Std 7, I wrote
'nod'
She oversaw but did not help much
She just evaluated to decide who would promote to Std 8
She also decided who would take a low grade or standard grade or something like that
Mrs Botcher informed me and the other two people that we take the low grade
It was because Mrs Botcher wanted to make it easier for me
'nod'
So I moved on to Std 9
I did not get to matric
I left school
You know that
'nod'
It was because of Mr Venter
I just got out
'nod'
I still write English
If I write bad, it does not matter
I ask my mother or my sister
They are fluent in English and help write for me
My family is trying to help me with writing

00:01:15
It is the same with my signing
First, I learned writing
'pause'
I learned from signs and then moved to write
I wrote
'pause'
'nod'
Sign Language is not the same as this (writing)
It is like...
Sign Language is not English
You remember you taught me
'nod'
I try...
Sign Language is for Deaf people
So I try to write in English words, not in Sign Language
First, I speak orally to myself and then write
I do not write first
I mouth first to see if I get it right
It does not matter
When I write, I again mouth to myself
I go through this process
'pause'
Yes, I mouth to myself on my own
Yes, on paper I write
Let's pretend that I write to my friend, I would mouth, 'please I can...'
I would correct myself by changing to 'please can I help you..'
I then write down

‘nod’
In Sign Language, it would be like ‘PLEASE HELP...;
The word ‘can’ is omitted
For writing, I must do that
‘smile’

00:02:57
You know...
The teacher was good
You know the teacher was good
‘pause’
‘shake head’
No
It was in Sign Language
I memorised writing from the board
Then I wrote
You know -ion
It is important
‘pause’
Words go with other words
For example, ‘national’ has ‘al’
You know international
Yes, national with al
‘nod’
I wrote down
‘nod’
‘pause’
It is national...being omitted and is added with another word
You know solution
‘nod’
I add -tion and so on
‘nod’
I wrote
‘nod’

00:03:49
‘nod’
I write
‘pause’
‘shake head’
My friend from work, Amcare, gave me ‘City Vision’
You know City Vision, the newspaper?
You see the article about Deaf people in it.
Black people tend to read this newspaper, City Vision
So, my friend gives it to me everyday
I took it and read
I found the biblical verses there all over on one page
So I copied them by writing down in a book
‘nod’
For me, I like it
Also, I copy poems
I learned poems on my own
I just love it!
‘smile’
Yes, I understand them
I just copy them by writing on the book
I know what the specific poem talks about and the reason for it
So I thought why not send it to my friends
Most of them are interested in love poems
I tried to test by sending out to them

Friends said they love it especially from me
'nod'
One hearing friend from church said it is so beautiful and asked how I got it and from whom
I replied that I copied it on my own from the newspaper
She said wow
I said yes, I copied it from the newspaper
So far, I have three books that I wrote in.
They are at work
'smile'
They are full
I write down every week
When I have nothing to do at work, I just write

1. What kinds of things do you write? For example: a. Direction
00:05:41
'nod'
It is easy
'wave'
From Southgate, it directs to the highway to Vereeniging
No?
To write down?
'nod'
If I write wrong, I would show it to my mother
She would correct the writing
Then I give it to you

For example: b. Postcard/card
00:06:04
'nod'
If I am away for holiday, I would post a postcard to my friends in Johannesburg
I write them
'nod'
Before I write and don't want to show hearing friends my bad English, I ask mommy.
She is good at English
You know she taught at St Vincent
So she knows
She checked at my writing and make some correction
I then wrote the correct one on postcards and posted out
'pause'
'shake head'
No, I am bad at English
No, it is bad
I write but I am not sure if I get it right or wrong
I never know
I write but I do not mean that my English language is that bad
It is just that I could make a mistake
I rather show my writing to my mother
She checks and makes little correction
It is the same with the computer software that uses spelling check
I use this software to help correct my writing
'nod'

For example: c. Letter
00:07:05
'nod'
Yes, it is the letter
I try to send letters to famous people
But it is difficult that I write to famous people
To friends, it is fine
'pause'

Yes, I write
‘pause’
‘nod’
Sometimes I do on my own or my mother helps
‘nod’

For example: d. Diary
00:07:33
‘shake head’
I don’t write any private book
If someone at my work is horrible to me, I would write in a diary immediately
‘pause’
I only remember as I don’t talk about it to other people
If...
‘pause’
‘nod’
No, I don’t write in length
I just write one or three lines about the specific subject
For example, I write ‘I never talk to Peggy’ and ‘I never talk to Maureen’
It would help me not to talk to them
That makes them understand what I am writing about
I have them at home
That helps me to remember
That’s it

For example: e. Essay
00:08:22
You mean school gives to me?
‘pause’
Yes, I write stories on my own
Well, I write about my growing up as well as about anything
‘nod’
I write in length
‘pause’
No, I mean it is not that long but quite short
‘nod’
‘pause’
No, it is alright
It is not easy to write long as I would lose the point
I keep it short
If I write long, my mind gets full
‘nod’
I get confused
So I write it short
‘nod’
I then leave it until the next day
I carry on writing
‘wave’
You know writing a poem?
It takes me one hour to write one at home
I leave it until the next day
The next day I continue writing
‘smile’

For example: f. Form
00:09:23
‘shake head’
I can’t
‘shake head’
For example, if I am in a car accident, I would wait for my mother to come

‘nod’
‘pause’
‘shake head’
A form has difficult words
So my mother knows the meanings of the words in the form
Alternatively my friend would help
She is an interpreter at church
‘nod’
If she is not available, my mother would help write
‘pause’
‘nod’
I sign
But I use speech to friends
To police or counsellors, it is not possible
I rather that my mother sits by me

For example: g. CV
00:10:02
Yes, CV
No, it is my sister
She knows CVs
I tried but asked my sister to help
She knows CVs well
She is a teacher and uses to send out her CV
That’s why she took in my CV
My sister asked me what work I did in the past
I gave her information
My mother did the same to her
‘nod’
She wrote down on computer
‘smile’
‘nod’

For example: h. Email
00:10:28
‘nod’
Yes, I use computer
‘nod’
Yes, I email
I email poems to my uncle, my mother’s friends, my friends and others
‘nod’
I email
‘nod with smile’

00:10:42
‘shake head’
I do it myself
The reason is that there is a spell check
So I use it for checking my spelling and send out

For example: i. Shopping list
00:11:02
‘shake head’
At first, I take it easy and am not in hurry
I take time
‘nod’
When it is time to buy something such as food, I would remember
I go to shop and shop for food
‘smile’
No

I always remember food
My mother is always with me
'pause'
I don't reject mother
I don't say to mother, 'Please don't come with me'
It is fine that she comes with me
'nod'
Sometimes my parents are away
I do shopping on my own so that is how I remember what food to buy for tonight
At work I decide and go to shop
I shop and buy food
'nod'
'shake head'
No
I shop
If I want a pie or chips for tonight, I get it

For example: j. Other
00:12:03
It is fine

2. How do you feel about writing these different texts?
00:12:08
'shake head'
Not really
I am alright with writing
'nod'

3. When do you feel confident/insecure?
00:12:25
Well, I am not confident in writing only at work, not outside
Yes, it is fine (refer to outside)
It is because they said I looked strict
I always write everyday
It is for delivering soup, breads...
At Amcare, delivery takes place
At eight in the morning, I write at once and would not put off until later
'nod'
Also, they asked me to write on a paper for something
No, they didn't really ask me as I did on my own anyway
I was disciplined to do my job so that I can finish it off and do something else
'nod'
I write

00:13:09
'shake head'
It is not possible to write
People make mistakes with names of the food
'pause'
People came here
The supervisor tells me via my boss that I should write down the name of food items
I could not write as I was not familiar with names of new food items
They were difficult
I did not use these food at home; they were different
I know the food at home
Here at work, I knew only few items such as baked beans, green beans or jams
I was not sure with the rest
I was embarrassed
'pause'
I thought why not I go to another lady's office

As I didn't know names, she wrote down
I then copied her writing

4. Who do you feel most comfortable writing to?
00:14:12
I wrote on email and sent out to my uncle, my mother's friends, or whoever
I just wrote fine and sent out to my friends all over

5. Who do you feel fear writing to?
'pause'
'shake head'
I can't do that to people that I don't know
'pause'
I wrote to my boss in the past
I could not, anymore
It was because of Maureen, the lady at office
She attacked me for writing to the boss
'pause'
I knew that she loved to control me
She did not control other hearing people
You understand?
How do you feel if someone at work controls you?
'pause'
How do you feel?
'shake head'
It is impossible
I wrote nicely to say thank you and that I understand and sent out
The boss said I wrote too much
I replied that I write out of respect
So, Maureen attacked me
'pause'
I asked how I could communicate?
She used the computer (Maureen)
He said I must read her typing to see what she was saying
So there was no communication between us
Yes, we do communicate
But for important things, I type on computer immediately
'pause'
This way she had control over me
You know what I mean

00:15:42
'nod'
When I wrote something first, Maureen picked on me
She, not my boss, controlled me

00:15:51
Maureen (fingerspelling)

6. What medium do you use for writing? For example: a. Paper and ink
00:16:00
I...
First, I write in pencil
Paper?
Yes, I use paper and pen

For example: b. Computer word processing
00:16:13
Yes, I have computer at home
'pause'

No, I use MSN
'shake head'
'pause'
Yes, I use MicroSoft
'nod'
'pause'
'wave'
I use XP
'nod'
Yes, I am using it
'nod'
But if there is a problem, my sister knows what to do
'wave'
She knows a lot and has experience
She has large files on her laptop
'shake head'
My family, my parents, at home has small files on computer
Hers is bright
I am not saying I am clever but she is very clever and advises me only if I make mistakes or don't understand or there is something wrong with email
My sister explains and I get it
I know better and look at comments
I learn a lot and improve

For example: c. SMS
00:17:18
Yes
'nod'
Yes, I use sms
'pause'
I smsed to my friend in Port Elizabeth
'nod'
She replied
Also did my mother's friends
My sister did
'pause'
There are few people including my family and friends that I sms
'smile'

7. Which of these make you feel more confident? Why?
00:17:45
I...
'hesitance'
I would say I like computer and sms
Writing is alright

8. Do you ever ask someone to help you with your writing or edit your writing?
00:18:00
'shake head'
No, not for outside
It is only with my family

9. Who would you ask?
'pause'
My mother or my sister writes for me
'smile'

10. When would you ask (in what situations)? Why or why not?
00:18:17
They help me write for...

‘pause’
‘shake head’
No, I never write in private
It is just a letter to be shown
‘pause’
It is for my friends or my mother’s friends or the karate club
‘nod’
The reason was that I left the club
First, my mother wrote a letter because the teacher...
If it were not for my mother, I wrote a letter and they would scoff and would find out that I am doing a Deaf way
I rather ask mother to write
‘nod’
When mother finishes writing, I take it and copy it on the other paper and send out

11. What was your experience of writing in a. Your school
00:19:10
‘nod’
Yes, I write
In class, I did write
When I was in Std 5, Mrs Thurston...
You know the tiny one?
‘nod’
She taught me how to write a story about a dog
I learned how to use punctuation such as a question mark and apply it to my writing
‘pause’
Ms Cousins did teach the same
Everyone taught the same
I did not reject any one of them
They were all the same
I understand why the English language works this way
‘nod’

c. At work
00:19:51
‘nod’
‘pause’
No, when I do nothing at work, I would write poems for my friends
‘nod’
They are lovely to me
‘nod’

00:20:06
‘nod’
When people such organisations, children’s homes, to name a few, come here...
It is because the government won’t give them food
So we better help them
‘nod’
They, the officers, decide and choose food by telling me what they want
I take food and pack them in boxes
I tick items such as strawberry jam, peach jam, etc. on list
But on Thursdays, I have to write five things - Blu... School, T... School, the school for the Black, Old Aged Home, Broken B..., the school for the Disabled, and crèches
‘nod’
She...
I write them down on the book

b. Your home
00:21:02
No, I alway write at home during weekends

I am busy during weeks
'pause'
I prepare notes for church, especially for my friends
I try to be nice to them
If I don't write, they would reject me
'nod'
I try to please them so we can become friends
'smile'

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:21:34
The teacher used Total Communication
'nod'
Total Communication helped but I wrote on my own
It was Total Communication
I wrote on my own
'pause'
I wrote

13. What kinds of reading do you enjoy?
00:21:59
'smile'
Book?
'pause'
I love reading books, no, magazines
Yes, it is magazines
I read them - You and others
I try People
'shake head'
I tested People and read it
'nod'
Also, I read other books
I mean books from home
I choose any books
'pause'
It is about interesting stories
Yes
I look at books that are easy to read
I am interested in any happenings from the beginning to the end
'nod'
'pause'
I just read
'smile'
I read newspaper only if it has something terrible stories to tell
For example, a hijack in Cape Town
It is terrible and I therefore read to find why
I don't read the rest
'shake head with smile'

RP06

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:09
Yes, the teacher at school did not teach vocabulary
At that time, she was poor at teaching sentences, grammar, etc.
'shake head'
I was not good at reading
'smile'
It was just like that
When I didn't understand the vocabulary, I just left out alot
I should have researched but never came around to it
I just left out
Well, at that time...
You know Ms Laughton
'nod'
She taught me and I got it
But it was too late, especially at my age
'nod'

00:00:39
I asked what this meant
She was willing to explain
Yes, Ms Laughton used oralism
She explained the meanings
I got it and understood
Before that, I just left out many times
She explained what it meant and said I must look up in a dictionary
I looked up and got the meanings
I understood those long sentences
But it was too late
I only started to learn in Std 8 and continued to Std 10
It was too late especially during the two year period
'shrug'
'shake head'
I did not go any further than that
'shake head with smile'
That's it

00:01:10
It was used a little (SASL)
Oralism was mostly used
Signs were rarely used
It was by law at that time
So signs were seldom used
'nod'
We used speech
'nod'
I watched writing on board
I learned from it
We were taught written words on board via oralism
We looked at them and learned
Words were linked with other words
We compared them with others
'nod'

00:01:34
'shake head'
Why?
I work as an electrician

‘shrug’
I fix electricity
I am given an instruction and read it and then off I go to some place to fix electricity
‘shrug’
I don’t get involved in business communication
‘shrug’
If something happens that involves business, I would write something
So I am not used to this for a very long time
Every time I write down, I am criticised for spelling wrong
It is such a long time
I simply forget to structure words by words correctly
‘shrug’
I just leave it
‘nod’
It is a different kind of job
‘smile’

1. What kinds of things do you write? For example: a. Direction
00:02:15
Yes, I can direct but I can’t write
Well, yes, I can draw the direction
Writing down to explain the direction is no-no
Deaf people tend to draw directions, robots, etc.
That’s all
‘smile’
‘nod’

For example: b. Postcard/card
00:02:40
‘nod’
‘pull face’
Sorry, I never do that
‘laughing’
No, I never!
Back then with a girlfriend, I did write letters
As we are now together, I stopped
‘smile’

For example: c. Letter
‘pause’
No, my sister is in Australia
I never write to her
‘shrug’
It is not part of my Deaf culture to write letters to her
She would look at it and say what is he talking about?
‘shrug’
Deaf people sign to each other and can understand and relate to each other
Writing to her would result in that she says what is he talking about and oh, I see
‘shake head’
‘nod’

For example: d. Diary/journal
00:03:22
‘pause’
If there is a problem, I will have to write something
It is for my confidentiality
I put it away
Sometime then, when it is found out, then so be it
‘nod’

00:03:42
‘shake head’
I just write my way
I don’t fix it by looking up in a dictionary
I just leave it alone
‘nod’

For example: e. Essay
00:03: 56
‘shake head’
At that time I had a story and asked Tania Pereira to write
You know Tania, the Deaf person from school?
She is with Shaun White?
Yes, that’s her
I signed to her and she wrote down my story
She was excited writing down
When I got the written story, I was so happy
That was it
I did not write but signed
She wowed and wrote for me
‘nod with smile’
‘pause’
It was just that I was not sure how to write from here to there
I preferred to sign
She had an idea of what words to use to write the story
I looked at them and agreed with her
I liked it and found it interesting
‘nod with smile’

For example: f. Form/document
00:04:48
‘nod’
Yes, I can
Most of the questions are easy
But there are a few questions that are hard
I leave them out
I would ask someone for clarification
He or she would help or say, leave out
I then leave out
‘shrug’
What must I do?
‘shrug’
‘nod’

For example: g. CV
00:05:09
No, I learn from a hearing person
I look at it and take off some information
Then I write down my information
‘nod’
I give the CV sample to my wife or my friends
That hearing person is very good with writing a CV
Also, he writes letters well about important issues such as interviews, contacts, etc.
I copy from his work
I can’t do them on my own
‘shake head’
It is the hearing world
They are advanced
‘shake head’
The Deaf world is so small and far behind

If we write them a letter, they would read it and ridicule
They then ignore the letter
So if this letter is well written and given to them, they would read and become impressed
Then they welcome us
It's like that
That letter is from the hearing person
He knows what to say
I don't
The letter would help open up doors
'nod'

For example: h. Email
00:06:04
'shake head'
I never do it
I don't have computer
'shake head'
No, I did try but nothing came out of it
'shake head'

For example: i. Shopping list
00:06:12
'nod'
Yes, I often write down on paper
It is because I don't want to buy silly things
'pause'
If I buy something new, I would never use it
'nod'
I must write the list
So I buy necessary things as written on the list
I don't have to buy silly things
'shake head'
'nod with smile'

For example: j. Other
00:06:37
'shrug'
'pause'
'shrug'
Just nothing
'shake head'

2. How do you feel about writing these different texts?
00:06:43
I hope that he/she is clever
My wife said so
'shrug'
I hope so
'nod'
Myself?
'pull face'
I would feel 'kak' if he/she finds out and ridicule
'nod'
That's different
'shrug'
'nod'

3. When do you feel confident/insecure?
00:07:14
Well, if there is a problem, I would get confident and write

If there is no problem, I would not be bothered and be confident to write
'shake head'
If problem, I become confident!
'nod'
I would write immediately
It is the right way to write and hand in
That's it
It is like that
'smile'
'nod'

4. Who do you most comfortable writing to?
00:07:37
Only to my friends (write)
That's all
'nod'
For strangers, no
I would feel funny
'shake head'

5. Who are you feel fear writing to?
00:07:48
'nod'
It is difficult to communicate in writing
They would read and whisper to others what it talks about as it looks funny
'nod'

6. What medium do you use for writing? For example: a. Paper and ink
00:07:59
Yes
'nod'
'nod'

For example: b. Computer word processing
'pause'
No, nothing

For example: c. SMS
'pause'
Yes, I sms
'nod'
I do sms
Well, it is easy to sms about where to meet
But I am not good with smsing long messages
I am not
I just sms usual messages (short)
'nod'

7. Which of these make you feel more confident? Why?
00:08:22
'smile'
Smsing is better
'nod'

8. Do you ever ask someone to help you with your writing or edit your writing?
00:08:31
Yes, sometimes
To translate from Afrikaans to English, I would ask around for help
'nod'

9. Who would you ask?
00:08:43
Yes, it is my friend

00:08:47
'shake head'
Not really
I always ask my friend to write
He is a hearing person from work
We are both close
We talk to each other
I do not do that with my family
'shake head'
'nod'

10. When would you ask (in what situations)? Why or why not?
00:09:04
If it is about important issues...
Or if someone smses in Afrikaans and I would not understand, I would show my friend and he says I must reply back in Afrikaans
I then write in English and he translates it to Afrikaans
I send it out
'pause'
If someone writes or smses something difficult to me and I could not understand, I keep it and show it to my friend for explanation
I then understand
I tend to ask him as we work together

00:09:20
'nod'
Yes
'nod'

11. What was your experience of writing in a. Your school
00:09:35
'nod'
'smile'
It is the drawings
'nod'
'pause'
Yes, it's the drawings
This means I can follow with drawings
If you create on your own, nothing would come out of it
'nod'
The drawings help lead to writing something
Well, something like that...
'nod'

b. Your home
00:11:59
'nod'
'shake head'
Well, I don't need to
'shrug and shake head'
Well...
It is just like that
'shrug'
If there is a crossword, I still never write in it
'shake head'
'shrug'

I have no need to write
I just read something and put it away
'shrug'
No writing
'nod'

c. At work
00:10:18
Yes, for communicating, writing is a must
I write and show for clarification
From there, we communicate
If someone speaks to us and I could not understand, I ask someone next to me for clarification
If this person explains to me via speech and I still could not understand, I would ask him/her please to write down
Then I read and understand
If there are difficult words, I would again ask for their meanings
He/she explains and I understand
So writing is compulsory
'shake head'

00:10:43
Yes, I sometimes write but I do it simply
For example, when I need something such a light bulb and ask someone for it, he or she may not understand me
Then I write down my request and show it to him/her
He/she understands and collects it for me
'nod'

12. How did you learn to write? Via SASL or Signed English or Oralism
00:11:02
'pull face'
Oralism did a terrible thing
It was at school
Remember that my time was different
Oralism was in place; sign language was banned
'pause'
Well, it was hard to fight back
It was too late
I move on
My intellectual ability is not good
'shrug'
'nod'

13. What kinds of reading do you enjoy?
00:11:24
Well, when something happens or there is an exciting news, yes
If there is something interesting in YOU magazine, yes
If stories are boring, I would not read
If news are exciting or important, I would read
'nod'
I ignore the rest
'nod'

00:11:45
Well, I read YOU magazines
Yes, I read a lot of them
I read them
'nod'

RP07

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:10
You mean learning to write?
From school?
Well, I can't say
'smile'
I don't remember
No, I don't remember everything
Writing?
'shrug'
I don't know
'smile'
I don't know

00:00:30
'nod'
I just remember that I learned writing from...
'pause'
It was Mrs Munnikhuis
That's it
This is only I remember and nothing before her
I don't remember
'shake head'

00:00:41
I was taught how to do handwriting, alphabet, sentences, etc.
It was simple
That was all I had learnt
Before that, I don't remember

00:00:53
'nod'
Yes, she did both
'nod'
'nod'
'nod'

00:01:00
You mean writing now?
It is at work!
I write debits and credits
'nod with smile'
'pause'
Smsing is the same or not the same?
'nod'
I do sms
But...
'pause'
I try to keep it simple because I am not intelligent like you
I am not and do my best
That's it
'shake head'
Yes, it is simple

1. What kinds of things do you write? For example: a. Direction
00:01:29
'nod'

Direction?
Oh, left and right...
'nod'
'nod'

For example: b. Postcard
00:01:38
'nod'
Yes
For example, my family from England
It is only them
Also, in America
That's all
'nod'

For example: c. Letter
00:01:49
Yes
To my family such as my brother in law, my sister, my daughter
That's it
'nod'
'nod'
But it is not long
Not me
'nod'

For example: d. Diary
00:02:03
Yes, I always have a diary (calendar diary)
Diary?
Yes, I have one
'pause'
Oh...
'fold arm'
No, no, I don't (diary/journal)
'shake head with smile'

For example: e. Essay
00:02:19
No
'shake head'

For example: f. Form
00:02:23
'nod'
'nod'
Yes
'pause'
Yes, I did
When I read something and am not sure, I would ask someone
I don't feel small this way
'nod'

For example: g. CV
00:02:39
CV?
Yes, I do it on my own
'nod'
I do for Wojciech and my daughter
That's it

‘nod’
‘nod’
Yes, no problem
‘nod’

For example: h. Email
00:02:48
Email?
Yes
It is alright
‘pull face’
‘nod’
It is because if I send out, he/she says my English is bad
I would feel awkward
But I can’t tell people what to do
‘shake head’
I just keep it simple
That’s my English
That’s it
‘nod’

For example: i. Shopping list
00:03:10
I only memorise
I do not bother with writing down
‘shake head’
‘nod’
‘shake head’

2. How do you feel about writing these different texts?
00:03:21
After that?
‘pause’
writing?
‘pause’
I don’t mind if write especially to you
So you have to accept my English
Some other people don’t accept it
They would say, ‘Your English is bad’.
How do you feel?
‘shake head’

3. When do you feel confident/insecure?
00:03:43
Confident?
‘nod’
‘scratch face’
‘pause’
You mean when or before?
‘pause’
Oh yes
‘nod’
Sometimes when I want to write a letter to Tania, I write up to half
‘pull face’
I can’t think and get stuck
I rather leave it
‘shake head’
I don’t know why
I just try to think and write
I am worried about what if she may hurt me about my English

I am just worried
That's all
'shake head'
It is Tania White
'nod'
You know her?
'nod'
It is because she is very good at English
Yes, she is very good
'nod'

00:04:21
Yes
Last week, I struggled to write
I just tore up the paper and threw away
I know that I can write
But my mind goes awry
I just can't
I can't explain
'shake head'

4. Who are you most comfortable writing to?
00:04:38
'pause'
It is my family
Well...
'nod'

5. Who are you feel fear writing to?
00:04:45
If you mean people with intelligence, I can't do it
'shake head'
The intelligence
'nod with smile'

6. What medium do you use for writing? For example: a. Paper and ink
04:53
Yes
'pause'
You mean my own paper and pen?
A pad?
Yes

For example: b. Computer word processing
00:05:03
Computer?
Yes, but I do not type
I write on paper
Sometimes I use email addresses and type up and print out and hand out
'nod'

For example: c. SMS
00:05:15
Yes
'pause'
For me, I like emailing
That's all
I have no patience with smsing as there is not enough space
'shake head'
'nod'

7. Which of these make you feel more confident? Why?
00:05:34
'nod'
Yes (I think she is referring to SMS)

8. Do you ever ask someone to help you with your writing or edit our writing?
00:05:42
Sometimes I am shy or embarrassed
'pause'
But I have to
I need to know

9. Who would you ask?
'pause'
At work, it is fine
With Deaf people, I won't do it because they would criticise
So I rather ask him/her (hearing person)
He/she would understand and explain
Sometimes I use my own dictionary in office
Sometimes I am still unsure and ask him/her for help
'nod'
If he/she can't, I will ask someone else
'nod'
Yes
'nod'
Yes
'nod'

10. When would you (in what situations)? Why or why not?
00:06:12
If a confidential or private letter about something important comes to me, I may not be sure of its meaning
I would like to ask but am not sure as he/she would think I am stupid
I would think and decide not to care about what people think
I just ask him/her nicely please to explain
He/she would say it is fine and explain
'nod'
I would say to him/her to excuse me because I am ...
He/she say no problem and check and explain
Now I am comfortable for going to him/her for help
With Deaf people, no way
'shake head'
'nod'

11. What was your experience of writing in a. Your school
00:06:49
Yes
Yes
You mean I write like...?
They tell me to write a sentence?
'pause'
The Three Little Pigs
What else?
'pause'
About my holiday, I wrote an essay
Where was I going away to?, etc.
That was all
But at that time, I was good
I don't know why I was not afterwards

‘shake head’

b. Your home
00:07:11
Now, at the present?
‘pause’
Not really
But at work, yes
‘nod’

00:07:18
‘pull face’
Sometimes I write a bit, not that much
‘shake head’
Now I write and ask my daughter to check if it is right or not
Because...
Why did I write that letter?
‘pause’
Oh, it was for a personal problem
‘nod’
I just make sure before I give out
That’s all
‘shake head’

c. At work
00:07:33
Yes
‘nod’

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:07:43
Writing?
Yes, I used signs
‘nod’

13. What kinds of reading do you enjoy?
00:07:56
‘smile’
I just like reading magazines such as YOU, Heat, People, Family...
You know Family?
‘pause’
It talks about clothes, beauty, hair,...
‘nod with smile’
Also, about houses
‘nod’
‘shrug’
It is just my type of thing
I am interested in them
I can’t read books/novels as I can’t concentrate
Magazines have pictures with titles underneath
‘nod’
I can’t concentrate very long when reading novels
‘shake head’
That’s it

RP08

Tell me the story of how you learnt to write in English and what writing do you do now.

00:00:10
I learn how to write?
Wow...
'pause'
When I was young, I remember...
You know Mrs Miserz?
'nod'
She was a very good teacher
She told me I must write the alphabet
I did write ABCs.
That was how I learnt
I wrote
Then I did well
'smile'

00:00:34
'pull face'
She used more of sign language, not oralism
She was not a strong teacher
'pause'
I prefer the nuns as they were more strict teachers
She was just a normal teacher
She was alright
She was not good

00:00:52
I learn?
'smile'
I learned from...
'pause'
Mrs Storbeck and some other teachers who were strong and loved English
'nod'
I learned from them!
That included Kirsty, Storbeck, others
They were very good to me
I wrote English well
'pause'
Yes, words, grammar, spelling...
Also, I remembered that Kirsty taught me difficult words
I had to learn them
I looked at them; they were big words
I learned
I took a vocabulary test
When I saw the word 'flabbergasted', I wrote to explain what it meant
'nod'

00:01:41
You mean I write long sentences/stories?
'shake head with gasp'
For me, it was very good but sometimes I only wrote short stories
I tried to write long stories but I was not sure
'nod'

00:01:58
The reason was that I used to be in the A class
I moved to the B class

‘pause’
That was why
I was depressed, you see
I should have stayed in the A class
It would help maintain my confidence to write stories
‘shrug’

00:02:18
Yes
‘pause’
Well, I send them to my family talking about my life, what I have been doing...
I wrote down
‘nod’

1. What kinds of things do you write? For example: a. Direction
00:02:39
You mean the direction?
Yes, I can
‘pause’
If some Deaf people don’t know what I write, that would be difficult
I would explain the direction in a simple way
‘pause’
Yes, I would draw
If Deaf people are intelligent, I would use words and punctuations

For example: b. Postcard
00:03:07
‘nod’
Yes
‘nod’
It is fine
There is no problem but my family is very busy
I often communicate and find it difficult
So I am being patient
‘shrug’
I mostly use sms
‘shrug’
‘pause’
Yes, I post to my family in England
‘shrug’

For example: c. Letter
00:03:31
Yes
I do to some of my friends and more to my family
‘shrug’

For example: d. Diary
00:03:44
Well, when I was at school, yes, I wrote in diaries
I often wrote from one diary to another
Now, I don’t do that anymore
‘pause’
Why?
It was over
I did write about my life in the past
Now, I just don’t do it anymore
I don’t know
There was nothing to do by then
‘shrug with smile’

‘pause’
You see, for example,...
‘shake head’
For example, at the moment, I am cleaning at home
What should I write about?
‘shake head’
So, if there is something important to remember, I would write down

For example: e. Essay
00:04:26 (essay)
Umm, I did that before when I was in Std 6 and 7
From Std 8 to matric, no
The school made the change
They said I do Std 6 and 7 and then promote to College 1 and 2!
It was not right
‘shake head’
‘nod’

For example: f. Form
00:04:57 (police’s form)
It is hard to say because I don’t have much experience
Well...
Maybe I would ask the police to help explain
Then I could write down
That’s it
‘pause’ (doctor’s form)
Yes, I can
Before, when I got married, I was awkward but got used to it
Now, I know
‘nod’

For example: g. CV
00:05:23
Yes
‘nod’
At first, my mother helped me
‘nod’

For example: h. Email
00:05:31
No, I don’t have email
‘shake head’
‘pause’
Well, I never use it
‘pause’
You see
I don’t have email at home
‘shake head’
‘nod’

00:05:45
‘nod’
At work, maybe I would
‘nod’

For example: i. Shopping list
00:05:53
‘nod’
‘nod’
You mean food shopping list?

Yes
'nod'
Yes
Well, it helps you to remember
If I don't write down, I would get stuck about what to buy
I rather write down so that I could buy the stuff
'nod'

For example: j. Other
00:06:12
'shake head'

2. How do you feel about writing these different texts?
00:06:16
'nod'
It is fine
'pause'
Yes, I am confident
Yes
'nod'

3. When do you feel confident/insecure?
00:06:27
What do you mean?
'pause'
From now on?
'pause'
Well, I am a bit young
I am not sure
Maybe when I get older, I may become confident with writing
Wait and see
Yes, I still
'nod'
For example?
'pause'
Well...
'pause'
It is hard to say

00:07:04
I can't do it for people of high status
But for people of equal or low status, I can do
For the people of high status, no
'nod'

4. Who are you most comfortable writing to?
00:07:22
You mean only to my trusted friends?
'pause'
Yes
To hearing people, no
A few hearing people, yes
I don't often write to them
I do more to Deaf people
'nod'

00:07:39
'shake head'
Never
'shake head'

5. Who do you feel fear writing to?
00:07:46
I am embarrassed
'pause'
I think going to court, something big, ...
'nod'

6. What medium do you use for writing? For example: a. Paper and ink
00:07:59
'nod'
Yes

For example: b. Computer word processing
'nod'
Yes

For example: c. SMS
'nod'
Yes

7. Which of these make you feel more confident? Why?
I prefer sms
Sms...
'pause'
It makes me do better English, especially with words
My English has improved
I never phoned or smsed in the past
That made me feel as if I was nothing
So when I started using phone or sms, it made me like it more
It helped expand my knowledge and learn more English words
'nod'

8. Do you ever ask someone to help you with your writing or edit your writing?
9. Who would you ask?
00:08:44
What do you mean?
Writing?
'nod'
'pause'
Sometimes
'nod'
Why?
Well, who?
It is my close hearing friend
'nod'
I ask her for clarification as my mother lives far from me
So I use my hearing friend
She explains the meanings
So I understand and write

10. When would you ask (in what situations)? Why or why not?
00:09:10
At that time, my husband resigned from work
I was in panic
I was not sure what that meant
I carefully read the letter to understand what it had said
So he/she wrote and added the content
'nod'

11. What are your experience of writing in a. Your school
00:09:35
When I grew up?
Wow, I don't remember
'pause'
You mean I was young?
'pause'
I remembered the best time during Std 4 that I started writing a diary
My English was not good by then
I gradually learned well

b. Your home
00:10:03
Yes
'nod'
'pause'
I use computer more often
I seldom write
'pause'
I talk about my life, my family, what I do, etc.

00:10:23 (diary)
Sometimes I talk about myself
'nod'
Yes
'nod'

c. At work
00:10:33
No
'shake head'
I only did painting nails
At that time, my husband and I did not write
We were together all the time and communicated in signs
You see...
'nod'

00:10:49
'nod'
Yes

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:10: 57
Sign Language was used more
'pause'
Ms Laughton gave me the testimonial when I left school
She said that when I grew up, I depended heavily on sign language
When I got older, I used more Total Communication
Also, I was sensitive and had temper
'pause'
That was why I was more open and used speech more
So I became a LRC headgirl
'nod'
It was during my matric
That was why...
'nod'

13. What kinds of reading do you enjoy?
00:11:39
'pause'

I read love stories or romance
I love them
‘pause’
It is something that starts with ‘El’
I don’t remember
Wow, I neglected those books
Just love stories
‘nod’
‘shake head’
Yes... and It is very important (newspaper)
I must know what is going on
And magazines, etc.
‘nod’
YOU magazines has very interesting articles
They are about banking, life, future, etc.
I find them interesting
Also, I love famous stars
‘pause’
That’s why I am interested
Yes, they are interesting (pictures)
‘smile’
Also, I love it when I finish reading and talk to my husband about it
My husband gets tired but knows it is my favourite past-time
‘pause’
My husband loves reading space, geography, and history
That’s different from mine
Mine are famous stars
We are different from each other
‘nod’

RP09

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:07
When I was small and my mother could not read, she only read stories with pictures
She could not understand words
She made up stories on her own
I was listening to her and reading at the same time
I loved reading
I read all the time
When I was at primary school and drew something, I saw the alphabet on board and wondered why they were written like that
I did not want to draw as I wanted to copy the ABCs from the board
So I studied the ABCs and wrote them on paper
I learned that myself at that primary school
I disliked playing with other children
I loved looking at pictures and reading on my own
When I was small, I was lost as I was used to my parents
I learned that other children and I were the same
'nod'
At the same time, my sister who was young at that time told me that I should not use signs but speech
I was not sure but refused to accept as I saw other children signing
She insisted that I speak as speech was good
I was still not sure and got confused
At home, my mother signed
So I continued signing
That's it
My identity was in dilemma
Must I sign or speak
In school, teachers speak
I hate speech therapy
I could not stand learning to speak
At the same time, I noticed that the speech therapist articulated 'a' from the reading
I got it and found it interesting
I realised that to articulate 'a' helps write the same
'pause'
It was the speech therapist and teachers who helped
First, at school, I noticed the ABCs and could not figure out what it was for
I couldn't make any connection between the pictures and the words underneath
Now, when the speech therapist showed me the connection, I realised how they worked
The letter 'a' has articulation
I thought 'a' is not related to speech and it is just a written form
So I realised that
I was taught to pronounce 'a'
'nod'
Then I was given hearing aids
The teachers realised that I could hear
It did not matter to me; I didn't worry about that
So I put on hearing aids and got used to them
I did not react to noise and never came to dislike it
I just wore hearing aids as part of the rule
If I did not wear, I would be punished
I was afraid of that and had to wear since then
'nod'
The speech therapist taught me the alphabet
In Grade One, I started writing
'nod'
When I got home, I showed my mother my writing
Mother also taught me to write the letters

She did her best showing me how to do it
I just wrote and loved it
My aunt gave me the worksheet with dotted letters
I practised on it
I always wrote from home
Aunt tended to stay at home
I hated playing and only sometimes played with hearing children
I stayed at home reading books
I was playing like a teacher teaching and as a clever person
'nod'
When I was small, I said when I grow up...
'bell ringing'
I want to work hard and be clever and bring home a lot of money
Mother said that's good and you have to work with reading
I loved writing from primary school and stayed this way until I got older
The teachers taught and motivated me to write

00:02:42
'shrug'
I don't know
I did on my own
I just saw the board as well as my mother signed
Mother did not read; she just signed from looking at the pictures
Yes, mother signed
She signed differently
There were no words next to the pictures when she signed
When I was in Grade two, I started to read basically
So when mother signed and I read at the same time, I noticed that she narrated differently from the book.
I wondered why
These sentences did not match what mother signed
I started to get confused
So I brought the book to the teacher and asked her to sign the story from that book
She signed exactly what was said in the book
I noticed that it was different from what mother signed
I wanted to know why it was different
I went home and asked mother if she could read
She said yes but I don't know how to read words and I only sign stories from pictures
I understood but I still could not get it that mother could not read
When I got older and had a better reading skills, I got an idea that mother just could not read words
She just signed from the pictures
I could link between them and understood
Mother understood only basic words such as ball and related them with pictures.
She taught me that way
That was it
'nod'
You know mother can relate letters with pictures such 'a' for apple, 'b' for ball, etc.
She signed APPLE and BALL to me from the book
She did that all the time from the same book
Mother had books from her old days
She read the English sentence 'She went to the shop' and signed SHE GO WHERE SHOP BUY WHY FOOD CLOTH
So mother signed a story
That interested me
'nod'
Mother was the one who started to get me into reading
'nod'

00:04:11

‘nod’
Yes, the teachers always gave to the class a reading time everyday
The children sat on pillows and slept on them
I refused to sleep as I could not
As we were small children, we should sleep before going home
I was determined to get a book and read with the teacher
The teacher sat next to me and I read and spoke at the same time
At first, I didn’t sign and only used a bit of speech
Then I signed word by word
The teacher noticed and instructed that I read everyday
I got excited
Every time the children went to sleep, I sat next to the teacher and read pictures
At that time, the teacher, Janet, was so strict but she encouraged me to read
I took advantage of that and read a lot
I think that was how she noticed I was good at reading
I kept reading and loved books
‘nod’
The teacher always noticed that I was excluded
I did play but was not fully included
I was on my own and was like a nerd reading
I always helped a girl in wheelchair
She was Denise
When she was in need, I helped her pushing around and feeding her lunch
Also I read
‘shrug’
‘nod’

00:05:12
I think maybe because I love reading, I decided to learn how to write
I just tried to write so that I could read my own writing
So I asked the teacher how to write the alphabet
Like I said before, my aunt taught me to fill in dotted letters
‘nod’
I wrote by lining the dotted letters
I built up words through reading
When I saw a ball, I would think of the word ‘ball’ and spell it out
I also looked at the colour of blue and worked out
The teacher taught me vocabulary everyday and I remembered them
When I went out and saw a real object such as ball, I would spell out the word ‘ball’
Then I got home and wrote down the word ‘ball’
I always wrote down new words everyday
The book got so dense
Mother bought that small book for me to write leisurely
I used it for writing down words
I scribbled
I only drew something if I didn’t remember a word such as ball
If I didn’t understand what a word meant, I would ask someone to explain
So I could understand
‘smile’
‘nod’
Sometimes I did it and went home and taught my mother about what I had learnt
I used different signs
She listened and said ‘Good girl. You must continue learning.’
‘pause’
Even though I love going to school, I hate the hostel
‘shake head’
When I left home and noticed street lights passing by, I knew that freeway and asked where we were going
I was told that we were going to buy food
I said I didn’t want to go to school

I was assured that we were going to get food
I was sceptical as I knew the street lights
I just knew and made a drama
I hated the nun, Sr Berndette as she was too strict
I could not wait to sleep so that I would get ready in the morning and rush to school
At school I was excited
In the afternoons, I got back to hostel and hated it
'pause'
At hostel, there was many books in the playroom
Reading was allowed
So I took books and read them
I asked Sr Berndette for help but she didn't know about books
So she asked a student teachers from university who volunteered to work to help out
She sat next to me and explained to me about reading
'nod'
I just demanded to do the same...
Hearing children were read orally by their parents
I looked at them and realised that my mother was different
I wanted to know what they said
I resigned
That kind of activity tended to take place at library
I noticed that and wondered what that was all about
I did not know what they said
I went to school where there was sign language
I asked the teacher please do what the hearing children did
She said ok and sat us in horse-shoe style
So we could do the same as hearing children
I loved reading
'nod'

00:07:22
'pause'
I compared my Grade 8 English at Deaf school with my repeated Grade 8 English at hearing school
When I compared, I realised that hearing school was wow
At the Deaf school, basic words were used
'nod'
For example, the hearing school would use the word 'convince' instead of 'to make sure'
That's different
The Deaf school just gave out basic words so that Deaf children would understand easily
'shake head'
At the hearing school, for wearing play clothes, they would say 'civics'
I noticed it was different and asked what it meant
I was told that it meant play clothes
The mouthing 'civics' is different
That was how I built up my vocabulary at that school
I instructed my interpreters that when they signed, they should also try to articulate words
This way I could learn new words
From that, I built up.
In Grade 8 at St Vincent, I wrote simple English without any fuss and was not bothered to see if I did fine
At the hearing school, I felt insecure about English grammar and punctuation
I was insecure
I was with the hearing people and thought it was a wow
At the Deaf school, I just wrote and did not care much as they would understand me
Now at the hearing school, I wondered if they would understand me or not
I was worried and also insecure
I was not sure if I was that confident with writing
If I wrote and showed to the teacher, she said it was fine but reminded me to watch at my verbs

During Grade 8, I decided to take extra lessons and wanted to fix up and understand why my verbs were always wrong
At the beginning, she taught me sentences, how to answer questions, how to write paragraph, how to use punctuations, etc.
The training was worthwhile
The other girl did not want to attend the afternoon lessons as she preferred playing sports
I was determined to attend even though I loved sports
But I preferred to learn English as it was useful for later writings
What if I don't know how to write such as assignments, etc.
So I attended the class
The teacher used speech without interpreter as the interpreter's duty was only up to 2pm
So I did on my own lipreading and writing
She gave me exercises and corrected me when I made mistakes
I identified and learned a lot
That way I memorised
Since then I used them when I was taught something new about writing
'nod with smile'

00:09:12
'nod'
It was through speech in that I picked up
Sometimes teachers spoke using different words and I did not understand
When they finished teaching, I asked them what words they had used and what they meant
They explained and I understood
'pause'
I picked up
Sometimes the interpreter articulated usual words but I lipread and found that teachers used different words
So I waited until then and asked the interpreter why she signed differently from the teacher's use of words
She explained no it meant the same
I said I would prefer that she articulated the same words
So that we could the link between her interpreting and the teacher's presentation
As the teacher said different words, I would view it unfair if we didn't learn them
I wanted to learn as other children already knew
'nod'
Exactly
'nod'
I just wanted to...
I was very inquisitive
I just wanted to know why I don't have it
'shake head'
I kept asking why
She said something different
So I wanted to know it
'nod'

00:09:55
'hesitant'
I felt I have improved in comparison with...
I think I improved

00:10:01
My writing style?
It is okay
'smile'

00:10:08
Yes
I write letters, email, ...

SMS?
‘pull face’
I sms very bad because there are a lot of abbreviations
I do abbreviations a lot!
But I write formal English for emailing
It depends on to whom I am emailing
‘nod’
For example, if I email to Francis or Wilma, I write formal English
It matches their status
I can’t write like this: Hello! What’s up? Can I email you to find out about a conference?
‘shake head’
I write formally and email to them
It is about conferences and even personal issues
I write formally to say Hello, I hope you are well...
You know the formal English I write to them
They then respond
‘nod’
‘pause’
I just type as if I am talking to my social friends
‘nod’
I also chat online
With any hearing people, I use formal English as I don’t want them to know that I am deaf
Otherwise they would say my English sounds funny
I would be embarrassed
So I use formal English to make them see that I am a normal person
‘smile’
I just don’t know why
Some of them asked if I am from another country
I said no I am from South Africa
They asked why my English is different
I told them it is because I am Deaf and English is not my first language
It is my second language
They said oh that’s interesting but your English is still different
I was taken back
So I decided to write formal English
‘nod’
It also depends on individuals
‘nod’
I chat...
I sms in abbreviations
Sometimes smsing influences my spelling
‘pause’
When I spell, I get stuck as I get so used to smsing
Also, when I write a test, I get stuck but try to write properly
When I think of the word ‘to’, I write ‘2’
‘shake head’
I have to correct it
So smsing has influence on my writing
I must take it easy with smsing and control my writing
If I write fast, I would make errors
‘nod’

00:11:49
‘pause’
I don’t know
I can write to people of high status?
I can’t
I don’t have confidence
To my friends, it is fine

00:12:00
'nod'
I can write formal letters but need to ...
'pause'
Friends?
I write fast?
I can do that to my friends!
It is especially for people that I know well
I enjoy corresponding as they understand
'nod'
I trust them for understanding what I am saying on paper
I write normally and give it to them
If there are people who don't know me, I have to write and explain in details about what I mean
I write to my hearing friends and they know what I am talking and will do as asked
'nod'
'pause'
They are hearing
Deaf friends?
Yes, I email to two of my Deaf friends in Cape Town
I always email them otherwise I sms too much
I email long and normal messages to them
Yes, it is the two Deaf friends in Cape Town
In Johannesburg, I just email to Nyeleti
When she misses classes for one week and has to catch up the work, I email information/notes to her
She read and does the work
She understands what I exactly mean
'nod'
'pause'
Yes, I also send email to some hearing people that I know well
I write normally to them
It is normal
'nod with smile'
'nod'
It is like when in class, I write a note to find out what I have been missing and hand out to someone next to me
He/she writes back to tell me what's what
So I catch up well with the work
'nod with smile'

1. What kinds of things do you write? For example: a. Direction

00:13:09
'nod'
Yes
'nod'
Yes
'nod'
Yes, I must know the name of the road, etc.
If I don't, I would say sorry
If that person does not know how to get here, I would give her a lot of description of this area
I would say do you know where the petrol is located and draw
But I am not in drawing as I prefer to write in words
'shake head'
'shrug'
I am not good at drawing
If I draw, I would doubt myself for giving out correct direction
I am not confident with drawing
I know I would make a mistake somewhere
So, I rather write the names of the roads

If that person's English is not good, I would sit her down and sign the direction
If it is not possible, I would accept and try my best to draw and give out
'smile'
I just try
I am not keen on drawing
'nod'

For example: b. Postcard
00:13:50
Postcard?
'pause'
During holiday, I never posted any postcard in my life
'shrug'
'shake head'
'shrug'
I don't post to my family when I am on holiday
'pause with thinking'
'shrug'
That is good as I never thought about it
Yes, I can post to my family!
But, what for?
I never post
'smile'
During holiday, I would phone or sms to say that I am having a great time
I only sms
'pause'
I never go overseas
So, I can't say
'nod with smile'

For example: c. Letter
00:14:13
Yes, I always...
Long ago, there were no cellphones
Nyeleti, my best friend, and I lived far from each other
She was in Johannesburg; I was in Mpumalanga
When I wanted to get in touch with her, I wrote a letter of about four to six pages
I enjoyed it
There are plenty of letters at home in a box
I enjoyed talking about the past, our dreams, etc.
I talked a lot on paper
The letter was thick
My aunt took it and posted
I could not wait for two or three weeks to receive the reply
It said happy xmas but it arrived so late
The post was delayed
But we still always wrote
Now we stopped because of smsing
'smile'
In the past, we always wrote letters to each other
At home, there are bags of letters
Mother was fed up
I was so excited when I went to post office
Letters were there for me to open up
'smile'
'nod'
They were mine
I wrote and posted back to Nyeleti
Mother was fed up as I spent the whole day writing my whole life story
I wrote about what I had been doing during holiday

When we met in person, we still caught up with our holiday news
There were plenty of news
I wrote back and fro
'nod with smile'
'nod'

00:15:06
Yes, I have it
'nod'
It is a must
'nod'

For example: d. Diary
00:15:10
It was mine
That was how I talked in writing
I wrote how I felt
'nod'
Yes
It is my own diary
'nod'

00:15:19
'pause'
Sometimes I can't share my situations with someone
So I write down in my diary
The book just listens
That's all
I know it can't reply but is always there to listen
It does not matter about what I say
I can swear or be angry or be happy or be in love!
If I am in love, I can't tell my sister or anybody else
If I explain to my mother, will she understand me?
I would not know where to go
So I express to the book
But sometimes, the book causes trouble
'pause'
Why?
I was asked, "What are you doing?'
For example, during one holiday, I was naughty and wrote something in the book
I wrote the sentence, 'I slept with him'
This means I had sex with him but that was not what I meant
I only meant that I slept next to him
That was all
I did not mean I had sex with him
So, there was a big trouble
It was mine (personal)
'pause'
Yes, it happened when I left the book around on the table
I made a mistake but I thought I trusted that person
How could she open the book?
What for?
From that, I almost turned my back from writing in a diary
'pause'
Fortunately I moved here to my parents' home
Because of what happened in the past, my mother respects my privacy
She leaves my computer and things alone and won't touch them
'nod'
It is my home and I feel safe with my personal stuff being laying around
I can leave them open

Well, my mother can't read
It is a lucky advantage
'grin'
'nod'

For example: e. Essay
00:16:31
Assignment?
'pause'
'nod'
First of all, at school, I wrote assignments and found it fine
When I attended university, I realised there are different styles of writing
I must use references
I was not used to this as I didn't know how to do it
For example, at that time, I just wrote down from my mind
I did not copy ideas from the readings
It was not supposed to be like this
I should have used references to indicate from where I got information
I learned and understood
That was how I learned about using references
'pause'
I found it interesting
I used references by writing down the name of the author next to something he/she said
I included the name of the book
'nod'
That was what I learned about how to do it
It was a good practice
Usually I read something and wrote on paper in my own words
Now, I must use facts and quotes by referencing and so on
I learned a lot about how to do essays at university!
'nod'
Yes, I enjoy it
I love it when there are essays given out
I prepare two weeks before by reading
I take time to prepare
'nod'

00:17:32
'nod'
Sometimes it depends on subjects
I am fed up with some subjects and don't like them
So, I prepare essays at the last minute and hand in
I get good marks but I still should do better
It depends on subjects
'nod'
I wrote one essay not understanding fully what is required and tried my best and handed in
I got high marks!
I was surprised and pleased
I was just amazed
'pause'
But even though I get high or low marks, I always ask lecturers to explain how I can improve and why I am good at this or that
So I can use them for other essays
If I do bad and am suggested not to do this or that, I learn
I always come to lecturers
Yes, it is all of them
'nod'

For example: f. Form
00:18:17

‘nod’
Yes
‘nod’
Yes
‘nod’
Yes, I write
I am given a police report, etc
I fill in
‘nod’
I write when I have to
I write
‘nod’

For example: g. CV
00:18:29
Yes?
‘nod’
Yes, I always...
School trained me how to write
School provided the training
I was trained
At the same time, there was a workshop about identity, how to dress for an interview, etc
There I learned about CVs
Also I always watch out for new ideas about how to write CVs
You know CVs always change by using new ideas and creativity so that they can match companies’ requirements
I always look around and pick up
‘pause’
When my matric came to the end last year, I prepared my CV as I wanted to find a part-time job
So I sent out my CV
I got two job offers
‘nod’
I worked at Wimpy
I enjoyed working there for four weeks
It was part of my experience
I made patties
I did not care what kind of jobs I did
At least I gained experience
‘pause’
I worked with clothes
‘shake head’
It was not a good experience
That was not my kind of people
‘pull face’
I left after one week
But...
‘nod’
It was interesting
‘nod’
CVs work!
‘nod’
But it is interesting that companies enjoyed to see that my CV included more about my TV experiences and nothing else
I wanted to spice up my CV by adding other work experiences
So I could work with clothes and different types of job to show that I am a flexible person
It was exactly like that
‘nod’
CV...
I am confident with the CV

‘nod’
I always update my CV when I do something new
Otherwise I forget
‘nod’

For example: h. Email
00:19:40
‘pause’
‘nod’
Yes, I do a lot lately especially after I started university
I was not allowed to email at school
I only used the internet for the educational purposes
There was no email
Sometimes I had to use email for assignments
The school asked someone if it was fine and checked that I sent out by reading
It was not allowed to email to anybody
When I attended university, it was great
I was free to email to anybody
I took advantage of that and wrote on email
I was so happy
It was a lovely experience
Also, I could chat online
It was great
I chatted as if I needed to talk!
‘laughing’
‘nod’

For example: i. Shopping list
00:20:20
‘nod’
I must write down
I must...
I won’t remember
I write down
If there is no list and I shop, I would overspend
‘laughing’
‘shake head’
I rather follow what is written on list
My mother!
‘gasp’
She walked up and down on every aisle and shopped but some items she took were not on list!
I just accepted that mother went overboard
‘sigh’
If I write on my own, I will follow exactly what are written there
I say this and that’s it
I am responsible for toiletries such as pads, shampoo, etc
That is my responsibility
Mother’s responsibility is food
So I just follow what is written on list
If mother doesn’t write down and I shop, she may forget something
I would say it is your problem for not telling me
‘nod with smile’
It is my responsibility
It is a must to write down on list
‘nod’

For example: j. Other
00:21:02
Sometimes at university, there are too many things to do

What I do is that in my monthly calendar, I highlight yellow for tests
the blue highlight is for assignments
Also, I plan for events
For example, if a friend comes later this week, I must make sure that all my work is done before Wednesday
When I finish, I move on
I always do that on Mondays
For each week, I start planning on Sundays
I tell myself what I want to do this week such as going to an interview on Monday, preparing work at SLED on Tuesday, etc
I must organise like this
When I complete and get to home, I tick off the work done for the day
My calendar is full
I ought to show you what it looks like
'nod'
That is my calendar

00:21:45
It is blurry
I don't know what to do
I hate it if something unexpected comes up
If someone wants us to go out, I must be informed one week before
So I can
He/she would insist that he/she wants to go out now
I would refuse and want to be asked to go out ahead of time
So I would say fine
Also, someone asks me at 12pm if he/she takes me out to dinner at 6pm on the same day
I would not mind as I prepare well ahead of time
You know...
I must write down my life
I must organise
'nod with smile'
'nod'

00:22:19
'nod'
That's right
'nod'

2. How do you feel about writing these different texts?
00:22:27
I feel honoured for having this skill
'nod'
It is because I have seen other people who can't write
How can they...?
For example, I feel good to write and to express my feelings in writing
I need to express out of my system and to talk
I feel it is like that writing is part of talking
'pause'
Imagine that I don't speak and don't know how to sign
So I have a skill to write and hand out
People will then understand me fine
Writing is a way and part of the skill to communicate
I think writing is part of communication
'nod'
I am very comfortable with writing
'nod'
Yes, writing is a wow
If it is not for writing, I don't know what my life will be like
How?

‘shake head’
Where do people who can’t read get pleasure?
I don’t know
I would be frustrated
I imagine if I can’t read, I would go mad
What would I do with my life?
What am I doing?
Drawing?
I can’t draw
What other things can I do?
Knitting?
No, it is not my kind of thing
‘nod’
Writing and reading are very important
‘nod’

3. When do you feel confident/insecure?
00:23:37
‘pause’
Sometimes I am not confident with essays
Is my information right or not?
That is for university
On the personal level, it depends on who
‘nod’
Sometimes I write and email to a friend
He/she replies fine
But sometimes there is a misunderstanding
He/she doesn’t understand what I mean
So I write again
That is how I start feeling insecure about whether or not he/she understands me
What if I write the wrong thing and he/she tells others or something like that?
There would be a miscommunication
‘pause’
For example, a friend of mine in Cape Town
It is far
Imagine if we misunderstand and I say I don’t mean this or that
She/he would ask how I could say that
I say no I don’t mean this
For example, a personal problem comes up and he/she contacts me
He/she always contacts me when he/she has a problem via email
He/she asks what must I do
I try to suggest, not to advise
He/she messes up
I explain no I am just saying...
So I am stuck
He/she is Deaf
‘nod’
‘pause’
Hearing people are fine
Yes, I am confident
Yes, but it depends on which hearing people
For example, I usually email to hearing people that I know well
If I am not sure of other hearing people, I would hesitate to email
I ask them if I don’t make sense in my email, they must contact or meet me
So I can explain what I am trying to say
This way, they would be okay with meeting me
‘nod’
Yes
‘nod’

4. Who are you most comfortable writing to?
00:24:55
Yes, my friends in Lenasia, Nyeleti, Kirsty, and my sister
It is a very few people that I can trust
'nod'
That's not a lot

5. Who do you feel fear writing to?
00:25:15
Writing letters to hearing boys...
In the past, I struggled to write
How could I write?
So I asked a hearing person to come help with my writing
She said fine
I wrote and gave it out

00:25:29
I would make a big fuss over this
I write and show it to her for checking to make sure
I would make a very big fuss
I won't give out if I am unsure
No way!
I would make a fuss
I ask if I do something wrong
I would ask someone who excels in English
Before, I didn't care and walked in the English Department and asked for help with checking my writing
Someone checked and corrected
I rewrote
I wouldn't tell him/her to write for me
I wrote on my own and showed it to him/her
He/she corrected
I didn't care how many mistakes I might have made
I just wanted to fix it until perfection
Then I showed again and was told that it was ok
Then I sent out
'nod with smile'

6. What medium do you use for writing? For example: a. Paper and ink
00:26:01
'nod'
Yes, I use paper and pen

For example: b. Computer word processing
00:26:06
'pause'
Yes, I mostly use Microsoft Word
I don't know how to use excel
I am not good at it
I also don't know how to use PowerPoint
I remember back in Grade 8
I haven't used it since then
I must go and practise
'nod'

For example: SMS
00:26:21
'nod'
Yes
Everyday!

Of course

00:26:26
'pause'
I write on paper
'shrug'

7. Which of these make you feel more confident? Why?
00:26:35
'pause'
Well...
The best choice is smsing
The second one is emailing
The last one is writing assignments, etc.
'nod'

00:26:45
Personally, I feel confident when writing personal things
It is easy because they are for me
As for assignments, I am not sure when I put in information from elsewhere and give in exactly what they want
'nod'
On the personal side, you do what you want
Assignments are what they want
I have to guess what they are looking for
I hand in to match their requirement
'nod'

8. Do you ever ask someone to help you with your writing or edit your writing?
00:27:14
Yes
'nod'
But...

9. Who would you ask?
00:27:17
'shake head'
I only ask a person who understands my English and what I mean
For example, when he/she edits, he/she asks if I mean this and says it does not make sense and explains what this mean to him/her
I see that I make a mistake and say sorry and rewrite
'nod'
Up to now, I always asked Kirsty to check my English
At university, I didn't know who to ask as people there didn't know me well
So I used Jackie
Jackie and I are together
It is okay
She explains what it means in English
I say no and rewrite
She checks and says fine
She explains and advises about the English language and why it works this way
I can see that she is very good at English
So she explains and teaches me
At the same time, she edits for me showing me my mistakes
I get it
'nod'
Yes, I trust her
All my assignments were good because of her
'nod'
She helps make sense with my writing

Jackie would say, The information is accurate but the way you say is like talking
I learn and correct the way I write professionally
It is different from the way I write on the personal side
I would say, You know this assignment is about...
It is not right
I must write formally, using the third person, not the first person
This is what I have been struggling with
I tended to use the first person
'nod with smile'

10. When would you ask (in what situations)? Why or why not?
00:28:30
'pause'
Its because of educational assignments
'nod'
I make sure that I make it formal/fussy
For others, I am not worried
It is my English
'nod'

11. What was your experience of writing in a. Your school
00:28:45
'pause'
Do you know that school has maths literacy?
I am very good at it
Personally I am not good with numbers
But I read it and wrote and counted right all the time
I was always right in class because I read
Other children got it wrong
But when I did sums, I was helpless
'shake head'
I got a 'F' for maths
But I was very good at maths literacy
'shake head'
It didn't make sense
'shake head'
Reading helped
'nod'
I have language and can do well
'pause'
I loved books at school...
You know school had a reading competition
I indicated that I wanted to participate in the competition
The teacher let me enter and instructed that I read only five books
So I asked the teacher what each book talked about
I got it and entered the competition with hearing children
We sat down in circle
There were three of us and two other girls
Two of the three of us never read most of the books
I read all of them!
I raised my hand up and answered all the time
'pause'
I came second
Yes, it was via the interpreter
Kirsty interpreted the questions asked about the books
What is the name of the book?
James the Giant book
What happens to James?
Why does James escape?
I raised my hand up and answered in sign

Also, I quickly tapped on surface
Normally, the interpreter looked at them
But, I kept on raising my hand and answering
I knew they never read
You understand?
‘smile’
‘nod’
I participated
My reading skills had built up since school
‘nod’

00:30:03
‘pause’
‘shake head’
No stuff for writing
Oh yes, it was at the hearing school
There was a writing competition
I was required to write a topic or something like that
So I wrote about my perspective as Deaf person and something about music
Is music sound-based?
My signing is like music
So I wrote an essay and tried my luck by handing in
I was selected to go to a meeting as one of the top ten finalists
I was confused and said what was going on
I was instructed to go there and I went with my essay
It was like an orchestra packed with hearing people
I was on the top two
They said I did very well as my essay was unique
All of them were thinking of violins and I used signing as a music
‘nod’
Yes, it was the writing competition that helped motivate me
At the same time, I started becoming confident...
At the Deaf school, I was never confident with poems and didn’t understand what they were about
During Grade 8 at the hearing school, I discovered poems and learned what they meant
Poems were tough and I didn’t understand at all?
I was taught skills of how to understand poems
I then read
At school, I didn’t really like poems
Now at university, I love them
‘smile’
I am inspired by writing my own poems
Poems are about deafness
‘pause’
Oh yes...
‘pause’
Yes
It is true that my poems are based on sounds
What I have been doing is writing my Deaf poems
I am unique this way
I tend to write and show to a teacher
He/she says it is nice and unique
But I follow...
‘pause’
No, it is my signing
The signs that match...
You know signs go into flows with other signs
Poems usually have rhymes
So I sometimes use rhymes in some places
‘nod’

‘pause’
People give you some technique of how to write a poem
So I learned and adapted to match my style
But I moved English words around
It was part of the style
‘nod’
I love writing poems
I don’t write for myself
When people ask me to write a poem, I would write about four or five poems immediately
I ask them which I should hand in
‘nod’
Only when there is a reason, I would do it
On my own, I would not really write
‘smile’

b. Your home
00:32:04
‘pause’
‘shrug’
I just write everything such as diary
‘pause’
At home, my father could not read and write
When I moved in with my parents, mother asked me to write a fax to father’s work
So I wrote for father
I also do for mother when receiving orders
People phone in and I write
The order is for samosas, etc
People phone directly to me and I write down
Mother can’t read sms
So I write down for her
I also work out how many food is to be made
For example, four rotis per person times ten people equals to 40 rotis
Mother then makes rotis up to 40
‘nod’
I work out and write down

c. At work
‘pause’
At my sister’s work when there is no hearing people around in office, Atiyah and I work on computer
She asks me to check the English language
I check it
Sometimes when I am not there and Cara and Kirsty get online to talk with them, they would misinterpret what they say
So I have to tell them exactly what Kirsty says
Sometimes Kirsty uses the ‘hearing’ sayings
I explain to Deaf people the meaning of the sayings
They get clarity
Otherwise there would be arguments
I would pull out my hairs
So they ask me to check and make sure
Sometimes Kirsty asks if I am there in office and tells others to ask me to explain
They all ask me for clarity

00:33:12 (idioms)
‘shake head with smile’
Truthfully, I have no idea of how I know
‘look up’
Sometimes when I talk to hearing people and listen, I check in a dictionary for idioms
I have a specific dictionary for idioms

I look up and find it interesting
I learned that in the English class at the hearing school
No, I did learn in Std 5 with Kirsty
'nod'
She had different resources
She never taught directly
Kirsty taught but always made me work on my own
There were a lot of English materials such as synonym, antonym
That package was mine
Kirsty gave us work
I worked fast and completed before others
Kirsty got fed up
She decided to give me the whole package
She said I work on my own
So I worked
Kirsty gave me memos and I marked on my own
'pause'
From that, I learned idioms
'nod'
I worked on my own
'nod'
I did the English language on my own
I detested maths
'pause'
Yes
I read and pictured about the expression: It rains like cats and dogs
Others would think it means cats and dogs are fighting
I have to correct by telling them that it means it is raining very hard
When the saying is perceived, it has another meaning behind
'nod'

00:34:16
Yes, I sometimes struggled and asked Kirsty for an example
She gave me a real life Deaf example
I listened and got it and remembered easily
'pause'

12 How did you learn to write? Via SASL or Signed English or Oralism?
00:34:40
I feel strongly about signing
Mother signed
At school, teachers were quite strict and used signs
I learned a bit of signs from the speech therapist
'nod'
'pause'
Yes, it was some, not all of them
It was the speech therapist
'pause'
You know the three letter words such as bat and b-a-t
She taught me how to pronounce these words through Total Communication
'nod'

00:35:07
Yes, different...
'pause'
Yes, I must use speech and signing at the same time
When I sign CONVINCE, I articulate 'convince'
So I can pick up English words accurately
But for others, they didn't accept that
They preferred full sign language

‘shrug’
They might not be confident
I don’t know
They just felt uncomfortable
I did ask them if we could use speech and signing at the same time
They said no, they would prefer only signs
I accepted with resignation
But I always looked at the interpreter’s signs and the teacher’s lips at the same time

00:35:35
Yes
Yes, it is because I wanted to use it
Why can’t I?
‘nod’
‘smile’
‘nod’

13. What kinds of reading do you enjoy?
00:35:44
‘pull face’
I mostly read biography - true life stories of people
‘nod’
I love it!
Yes!
‘pause’
It is interesting to see different lives of people and they are true
‘nod’
I also love Marve Binchy
‘pause’
Marve Binchy?
I think it is the British books
I love it!
It makes me feel like I am in her world
‘pause’
It is a fantastic book
I love it
A new book is coming out
I collected them but I don’t have time to go to library
I thought the university stocks them but I am wrong
It only stores academic books
Only if the university has books like these, I would read stacks and live in library for ever!
‘smile’
When I was in school, I went to a public library in Parkview every week
Four large women knew I would come by and got heaps of books ready for me
They checked to see if I was okay with these books
They were also flexible when I happened to return books late
They never fined me as they knew I was honest and loved reading
From that reading competition, the lady remembered me
When I left school and joined the library, she recognised me
So she welcomed me there
I just went around and collected books
I also brought recipe books for my mother
‘nod’
Then my aunt died
I could not go to that library as it was quite far from where I live
‘nod’
When I get a car, I will definitely go back to that place
I am sure that people there are waiting and miss me
‘nod’
I love books

I go to library...

00:37:04
I read any books
‘pause’
Definitely not Stephen King’s
I am not interested in science fictions at all
‘nod with smile’
‘laughing’
I am not interested in UFO things
‘shake head’
‘pause’
‘shake head’
‘nod with smile’
I don’t like Harry Potter
People say it is a wow
I read and said, ‘So?’
I read...
‘hesitant’
I hate magazines
I find magazines distasteful
I hate them!
All...
‘wave’
YOU, Compostem..., Elle, etc are ‘shit’ and brainwash people
Also, they make me feel deflated
People are skinny in them
I read and could not identify with them
I reject them as I don’t want my self esteem destroyed
Plus, magazines are a waste of time
It costs so much money
Books are free!
You just pay R100 for membership and get books for free!
You can feel as if you are in their world!
Magazines cost money and are read
For what?
My sister read and likes them
I take hers and look up for clothes
That’s all
I then pass them to my mother
‘nod’
Magazines!
‘roll up eyes’
‘smile’
‘nod’

RP010

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:06
'shake head'
When I was small, my grandmother taught me how to write the alphabet
I washed and cleaned up the house
During evenings, my mother taught me to write the alphabet
I practised writing
I also cleaned up
That's it and nothing more
'pause'
You know '...'
The bread...
I kept practising
That was all
'nod'

00:00:34
'shake head'
I just took books from my friend next door
'nod'
She was Chinese
I took them and brought home
I looked at them and copied by writing down
None of my family helped me
So I did on my own copying
I learned writing
I then handed my writing to my mother and sister
They checked and said it was right
I didn't tell them that I copied
They corrected my spelling a bit and closed off
I wanted to do sums
But there was nothing to learn
I used buttons and counted them on table
I counted two, three, five and was not sure
So I called my Chinese friend to come and teach
She said ok
I told my mother that I would go and study sums with her
She asked if I go over for kissing
I said no I wanted to study sums, especially multiplication
She said ok
I went off to the Chinese friend for help with my sums
I practiced everyday
She used balls to teach me
I wrote
That was all

00:01:55
My mother as well as my family used speech
They didn't sign; they spoke
'nod'

00:02:03
I used a book on my own
'nod'

00:02:10
'nod'
Yes, I wrote in it

‘nod’

00:02:16
‘shake head’
The Chinese friend helped
She helped me to write the letters
When I was small, I made silly mistakes with writing
So she helped me to write properly
I practised and got it right
‘pause’
From the book...
‘pause’
‘shake head’
I just wrote
That was it
‘shake head’
No
Time was not there
‘nod’
That’s it

00:02:49
Sometimes I stayed...
‘pause’
When I cooked biscuits, I wrote down the recipe from the book
It showed me how to make food
I learned on my own
Words were long like the ones in the book
Also, I wrote down words from the sms (vocabulary)
‘nod’
I continued to write
Well, sometimes I buy something but am not sure of words
So I take out the book and check for words and write them down
I don’t use long words
‘nod’
I helped other people with letters
They are my friends
I wrote and copy from the book and gave to them
They checked and corrected
It was well
That was all
I helped friends out there
‘nod’

1. What kinds of things do you write? For example: a. Direction
00:03:51
‘shake head’
I just talk
‘shake head’
No, I don’t write
‘shake head’
I just talk
‘nod’

00:04:11
‘shake head’
I just talk to my husband
‘pause’
I would walk
‘laughing’

‘nod’

For example: b. Postcard
00:04:27
Yes, sometimes
‘shake head’
I give to my friends and cousins
‘nod’

For example: c. Letter
00:04:40
It was for my cousins
I used to do for my friends but not anymore
‘shrug’
‘shake head’
It is just like that
‘shake head’
‘nod’

For example: d. Diary
00:04:57
‘shake head’
I am determined???
No one...
I leave it over there???
‘nod’

00:05:09
‘shake head’
I brought a book about biscuits and read it
That is all
‘nod’

For example: e. Essay
00:05:29
‘shake head’
I just tell Atiyah to help
That’s it
‘nod’

For example: f. Form
00:05:45
‘shake head’
‘pause’
It is Atiyah
‘smile’

For example: g. CV
00:05:54
‘shake head’
‘shake head’
Nothing
‘nod’

00:06:03 (She seems not to understand the question)
‘nod’
Yes, everyday I write
I write or call Atiyah for transport
It is fine
That’s all

‘nod’

For example: Email
00:06:15
‘shake head’
It is fine
‘shake head’
‘nod’
That is fine
‘nod’

For example: i. Shopping list
00:06:20
‘shake head’
No
‘shake head’
I am just staying
‘nod’

2. How do you feel about writing these different texts?
00:06:31 (insecure to write)
‘shake head’
‘pause’
‘shake head’
No

3. When do you feel confident/insecure?
‘pause’
Yes, I just write a bit
That is all
I don’t know how to write
‘nod’

4. Who are you most comfortable writing to?
00:06:51
No, I do on my own
‘nod’
Yes, I do on my own
I ask Atiyah or Bibi
Yes
‘shake head’
No

5. Who do you feel fear writing to?
‘pause’
No (scared to write)
No
Sometimes I am afraid to fill in a doctor’s form at hospital
‘nod’
Yes, that’s one
‘smile’
‘pause’
Yes
Big ???
Yes, that’s one
‘nod’
‘pause’
‘nod’
Yes
Police?

It is fine
'nod'

6. What medium do you use for writing? For example: a. Paper and ink
00:07:28
Yes
I write
'nod'

For example: b. Computer word processing
'pause'
'shake head'
No

For example: c. SMS
'pause'
Yes, I use just a little bit
Just one word
Yes
One word
I sms to Bibi
'nod'
Yes
'nod'

7. Which of these make you feel more confident? Why?
00:07:50
'pause'
I like sms!
'shake head'
I don't write as there is no help around
Smsing is easy
Yes
Yes, right

8. Do you ever ask someone to help you with your writing or edit your writing?
00:08:06
'shake head'
No

9. Who would you ask?
'pause'
I ask Bibi (to help write/fix)
'nod'

10. When would you ask (in what situations)? Why and why not?
00:08:16
'pause'
It is about food
'pause'
Yes, recipes
Also she helps with letters
'nod'

00:08:30
'shake head'
She helps write (Bibi)
Alternatively I contact Atiyah for help
For doctors, Bibi helps
I ask Bibi for help with samosas and food

‘nod’
‘pause’
No (strangers)
‘shake head’
‘pull face’
They could not understand what I try to explain
‘shake head’
‘nod’

11. What was your experience of writing in a. Your school
00:08:52
‘nod’
Yes, I wrote in Cape Town
‘nod’
‘shake head’
It was word by word
When I got older at about 9, I wrote sentences
Yes
It was ok
Just a little bit
‘nod’

b. Your home
00:09:07
Yes, it was fine
It was ok
‘nod’

c. At work
00:09:11
‘shake head’
I stayed home
‘nod’

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:09:19
‘shake head’
Nobody helped
I did on my own
My Chinese friend and teachers used speech
‘nod’
‘nod’
We all spoke
We did and it was fine
‘shake head’
There was no signs
We just spoke
‘nod’

00:09:40
It was fine
‘nod’

13. What kinds of reading do you enjoy?
00:09:47
‘nod’
I read very little of books
‘nod’
‘pause’
I read love, clothes, food, obituaries...

Magazines?
Yes, I read magazines and newspapers
Fight...
The newspaper is over there (Lenasia Time)
Time...
‘nod’

00:10:16
I read cookery books, clothes... (magazines)

00:10:23
I look at pictures, marriages and divorces...
Also, I read about beauty
‘nod’
That’s one

00:10:35
‘shake head’
No
‘shake head’
‘pause’
No! (novels)
‘shake head’
‘nod’

RP011

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:08
'nod with smile'
I started school at St Vincent
In Grade 1, I learned how to write and read
Normally, the teacher aide sat next to me and read and spoke to me
I read and used Total Communication
If I made a mistake, she would correct my speech
I learned from that
I also used hearing aids so that I could hear and learn
Every time I made mistakes with speech, I was corrected
I continued this way with books from the beginner level to the advanced level
'nod'
Then in Grades 2 and 3, I focused more on writing
I was taught how to write alphabetic letters
I learned to write properly and not to be clumsy
'nod'
Later, in Std 5 with Kirsty, she looked around and said that we must read a lot
I hated reading books!
What for?
The teacher explained that if I read books, it would help improve my English
'nod'
I couldn't picture how it would help improve my English?!
So I accepted and got to read
I was given interesting books and I read with eagerness
Later, there was a reading competition with hearing children
We read a book and memorised and answered questions that were asked
I enjoyed the first book
'nod'
We came second
I was disappointed
I should have read more
What for?
I preferred to read in my own time, not to be told to read by the teacher
I didn't like it
I would read in my own time
'pause'
After high school, I was not really keen with reading
Perhaps if I choose a book on my own, I would read it with interest
I find some books very boring (I think she means academic books)
I prefer to read true life stories so that I would be interested
As for other books, they are boring to read
What for?
However, reading is very important
As I can read, it helps me to write and to see the grammatical mistakes I make
It is especially about tenses - past, present, future
Deaf people don't really know how to use tenses when writing
That's why I must read
I don't read all the time but I do now and then
'nod'
For classes, I have to read
Otherwise, I would get lost and don't know how much I have covered
If I am asked questions, I would be stuck
So, I prepare by reading and feel good when questioned in class
I don't want to be perceived as stupid
So I have to read and write in class
It is compulsory to write especially to everyone else
'nod'

00:02:49
‘nod’
Yes
‘nod’

00:02:53
Well, I normally wrote and was not sure if it was right
I handed it to the teacher
She read and informed me that she didn’t understand what I was saying
I said oh, you didn’t understand
She asked me to explain
I explained
The teacher understood and showed me that what I wrote was different from my signing
I said oh, that was different but why?
She explained that what I thought is different from what I wrote
She showed that the word ‘I’ meant me as the first person
So the sentence would be ‘I walk to a shop’
‘nod’
I understood
I then asked how to use tenses
I asked if I wanted to go to a shop today, how could I write?
She explained ‘Today, I am going...’
I wrote down and could see that I did not use ‘was’ and ‘ed’
It was like I signed for today
She taught about what you did yesterday
I was not sure and wrote
She checked and corrected
I understood
Yes, it was done in Total Communication
I learned that from the speech therapist
I spoke through her
Sometimes I didn’t sign right and the teacher spoken to me orally and I responded orally
It was from when I read a Grade 1 book, I spoke words from it
I learned that from the speech therapist who taught me to speak properly
‘pause’
‘shake head’
Not really
‘shake head’
I learned signs first
I signed with small and older children
I understood the small ones
I did not understand the older children
When I watched (eavesdropped) the older children, I found their conversations very interesting
But they would tell me off as I was nosy
They said I should interact with my own peers
It was just that my peers were fine but I was more interested in the older children’s conversations and how they used signs
With my peers I learned very little
I continued interacting with them but they and I were still interested in older children
They would keep their distance from us
We were disappointed
‘nod’

00:05:10
‘pause’
‘shake head’
When I signed from the book and wrote mistakes on my own, I showed to the teacher
The teacher refused to correct and said I do it on my own

I accepted with resignation and did correct
I sometimes used mouthing to check if it sounded right
When I mouthed a sentence and felt it was wrong, I corrected it
When I was done, I again handed it to the teacher
The teacher checked and found them correct
I said oh
When signed, Deaf people never used ‘was’, ‘today’, ‘play-ed’, etc.
Deaf people tended to sign ‘LONG-PAST WE PLAY’
We know it was an activity that took place in the past
But to write is different
I didn’t know whether it is present or past or ‘-ed’
Signing was different
The teacher showed me and I understood
I wrote ‘I was’ and added ‘-ed’ to ‘play’ so that the sentence would make sense
I learned from books that I read and knew how word orders worked and what characteristics they were talking about
I worked hard on word orders
If I neglected writing for a long while, I would be stuck when I started again
‘smile’
I had to remember how to structure word orders
‘nod’
So I had to first read and then to write
I would feel confident about writing when I got so used to reading
At the moment, I read books once in a while
It depends on my mood to read
If books are interesting, I will read
I will put books away if they are not interesting
If friends give me books to read, I will be awkward as they may ask if I complete reading
They would say how they can discuss the books with me if I don’t read
Sometimes when I finish reading and ask them if I am right about this and that
If I am wrong, they will correct by explaining
I understand
I am supposed to finish off the book
I am interested in the book but when I ask if I am right or wrong with understanding, it becomes awkward
When I am wrong, they would say I pretend to understand
‘pause’
I become less motivated in reading
‘shake head’
If my friends tell me the overview of a book, I would read it with interest
If their interest is different from mine, I find their books boring
They say it is interesting and I say almost nothing
‘shake head’
‘pull face’
‘nod’

00:07:35
‘nod’
I am still writing at the moment
I write about English, letters to friends regarding problems and to important people such as Mandela, or to the interpreter who helps edit
I don’t check my writing on my own
‘pull face’
‘shake head’
I ask someone else to check
If it is for a professional, I would not be able to write on my own
I ask someone to check for me
If it is correct, I write again
For friends, I write easily as they understand me and my language
For someone else, I would hesitate to write

‘nod’

1. What kind of things do you write? For example: a. Direction
00:08:23
I can
‘pause’
I draw
‘nod’
I don’t write
‘pause’
I am more comfortable with drawing
Writing?
‘pull face’
It is just irritating
‘nod’
I prefer to draw
‘nod’
‘pause’
But along with drawing, I am more comfortable to write short sentences
I am not comfortable with long sentences
I am comfortable with short sentences and find them much easier
‘nod’
Also it is easy to use point forms and not to write long sentences
Otherwise I would write more in details that waste time
‘nod’

For example: b. Postcard
00:09:05
‘nod’
I will try
I will try
I can write and post to my family
I would ask myself if I must reply
If I reply, they would read and notice my English and say if it is the Deaf way of saying that
Yes, I am not sure about my family
I prefer to write to my mother and granny
I wont write to my other family (relatives)
‘shake head’
We have no relationship
If I relate with my mother, she can see my mistakes and help edit
I accept
If other people edit, I would feel uncomfortable
I would reject and do on my own
How can I fix it?
Someone has to explain tenses to me and I learn
I am not comfortable with my family (relative)
I will write only to close ones
‘nod’

For example: c. Letter
00:09:57
Yes, it is the same with letters
I post it saying I miss you
Sometimes I write
It is just that I neglect doing that
What are letters for?
I see friends everyday
If someone lives far, I will have to write
I will have to
So that I will know what is going on with his/her life

But I find writing letters useful
'nod'
That's why it is useful
I mean I am eager to write and find out what's happening over there
We continue to post and write to each other
Also I correspond overseas
As of now, I don't do that anymore
'shrug'
'shake head'
I don't keep in touch with my family
If I post letters to them, they would not respond
'nod with smile'
If they contact me, I will post
At the moment, they do not contact me
'nod'

For example: d. Diary
00:10:41
Yes, of course, I write diaries
I write the diary everyday
'pause'
No, no one read it
It is mine and my privacy
It does not matter that my English word orders is not correct
It is my diary
Others don't read my diary
It is mine and about me
'pause'
Yes, everyday I write
It is about what is happening at WITS, my activities during weekends such as teaching or staying home, reading magazines
About whatever I do, I write
'pause'
It is just that I want to remember my days, what I have been doing, etc
For example, I read about what I did last year and would compare to this year and see if I stay the same or have changed
If the same, I learn nothing
'pause'
It is like when I express in writing about my shyness, I ask myself about how to meet a boy
I write down and try to find a solution by pointing out different ways
I may still find it hard to carry out and leave it alone
I then see if something will happen
Expressing in writing makes me feel good and helps know myself
When my friend and I fight and I am not happy, I write in diary
I express to the book as I can't do that with my friend
But sometimes the diary does not respond to me
I get stuck and don't know where to go for a talk
'pause'
Sometimes I look for a solution by writing and comparing
I try and see if I can reconcile
If it works, I write down
'nod'
When my other friends give me messages, I copy them in my diary
'pause'
I put them there
I also use dates as they are important
I want to know what has happened yesterday or a while ago
I also see different years
'nod with smile'

For example: e. Essay
MISSING?

For example: f. Form
00:12:33
'pull face'
Sometimes!
'pause'
Sometimes
If words are difficult and I don't know their meanings, I would feel uncomfortable to ask for clarification
I am not sure about writing
What if they give me the wrong stuff
'pause'
I just leave it and ask my mother about sickness
I understand and fill in
It is the same with the police form
When I read and understand well, I will fill in
If there is something that I don't know such medicine and allergy, I would not know
I don't like it that I am given the wrong stuff
I am afraid of that
'nod'

For example: g. CV
00:13:19
Yes, I wrote the CV on my own
Yes, it is fine
I feel fine as I just know myself and what I have been doing annually
'nod'
I write down on the CV on my own
'nod'

For example: h. Email
00:13:34
'shake head'
Never
I dislike computer
I just dislike it
I have no link with computer at all
I use the internet for news, etc but not the email
All my friends encouraged me to email as emailing is free of cost
I know emailing is free but I am not keen on emailing
'shake head'
Smsing is good enough
But what if they sms a long message?
It is true but...
Maybe I write letters
'pause'
I feel like as if I am afraid of computer
I know nothing about technology
I am awkward
So I am not connected to computer
I am so awkward
I cant tell this to others
They say hey they will teach me
I am just awkward and feel stupid with technology
Everyone uses computer!
I am awkward
I still try to use email as it is free for contacting, receiving jokes and news, etc.
If I sms, it may not arrive

I get stuck, for example
When I ask friends if they receive my sms, they may say it arrives late
I am stuck
So emailing is useful
I can keep emails on computer or laptop
'pause'
'shake head'
From now on, I will see
'nod'
WITS has the facility but I am just not attracted to it
'shake head'
'nod'

For example: i. Shopping list
00:14:55
'shake head'
I just memorise
Sometimes I forget and just buy
At home, I check and find that I buy double
But I don't write the list myself
I never do that
'shake head'
Yes, I can do it
But at most of the time, I stay at my mother's
Sometimes I write down and give it to mother and she reads and goes to shop
So I have written
'nod'

2. How do you feel about writing these different texts?
00:15:31
'pause'
I feel writing now?
I am not really confident
It is alright

3. When do you feel confident/insecure?
'pause'
I feel irritated
All my life I wrote
Now, I write for what?
I write for what?
I prefer to sign
'nod'
What do I write?
When I write, I feel uncomfortable for handing it to someone
He/she reads it and says fine
I would worry
If there is a mistake, I would feel disappointed
I see many mistakes and have to correct
I prefer to write and hand in at once
He/she says fine and then I send out
It is faster this way
So I get frustrated if I am wronged and then re-write
I prefer to sign
I like it!
'nod'

4. Who are you most comfortable writing to?
00:16:25
You mean I give a letter to people?

No?
‘pause’
Oh
‘pause’
It is just friends
‘nod’
I am confident with friends
Yes, I write fast
Also to mother
But with people that I don’t know, I feel insecure
With people that I know, I am fine to write
I know that they know when reading my writing

5. Who do you feel fear writing to?
00:16:58
With important people regarding the proposal
‘pause’
Applying for a job, etc would take more formal writing
The style of writing for these is different
Terms used are long
For friends, I use easy words
But for people of high status, I use long words
I am not sure about these when writing
‘smile’
When using long words, I am not sure of how to apply them in sentences
‘nod with smile’

6. What medium do you use for writing? For example: a. Paper and ink
00:17:31
‘nod’

For example: b. Computer word processing
‘shake head’
Sometimes
I type
‘nod’
It is useful
It is ok

For example: c. SMS
‘pause’
Yes, I use sms

7. Which of these make you feel more confident? Why?
‘pause’
I prefer sms
It is easy to use
It is fast to send out and receive smses
It is easy
Also it is easy to text short messages
To type...
‘pull face’
I get irritated because of the technology
I am frustrated and hate it
Smsing is fine
I am also fine with writing
I am fine by it but it makes my hand tired
‘smile’
‘nod’
I prefer smsing and writing, not computer typing

‘shake head’
‘pause’
Yes, but writing is easier
It is the technology.
‘nod’

8. Do you ever ask someone to help you with your writing or edit your writing?
9. Who would you ask?
00:18:35
‘nod’
Yes
‘pause’
At most of the time, it is my mother
It is mostly my mother
‘nod’
Sometimes, it is the interpreter
‘nod’

10. When would you ask (in what situations)? Why or why not?
00:18:50
It is the assignments
‘nod’
It is mostly assignments
‘nod’
As for letters, not really
Sometimes it is the proposals
Mostly it is the assignments
‘nod with smile’

11. What was your experience of writing in a. Your school
00:19:10
‘nod’
At school I learned to read and write
I had experience
Yes
‘nod’
‘pause’
‘look up’
I wrote a lot in Stds 4 and 5
Before that, I wrote simply
It was because of the teacher who insisted that I write
She said writing is for sending out to people
‘pause’
I just got into writing more and had been this way since Std 4.

b. Your home
00:19:43
Home?
Yes, I write homework
I write in a diary
‘pause’
I do crosswords and games
‘nod’
I love them as they make me think hard
‘smile’
‘nod’

c. At work
00:19:59
Yes, I have to write at university

‘nod’
I write assignments
I prepare assignments one week before to hand in
I write and have someone to check
‘pause’
What must I do if the interpreter is not here?
‘nod’
Sometimes my mother read my assignment and is not sure about what it is about
So I go to the interpreter as she knows what it is talking about
‘nod’

12. How did you learn to write? Via SASL or Signed English or Oralism?

00:20:30
‘look up’
Well, to write...
It was the signing I used first
‘nod’
To write...
‘pause’
The teacher signed to me
I sometimes used Total Communication for writing
I signed and spoke
‘nod’

13. What kinds of reading do you enjoy?

00:20:54
‘pause’
It is autobiographies
Yes, autobiographies
‘nod’
People tell facts about their experiences
I am not keen on fantasy; it is a waste of time
‘shake head’
Today there is no fantasy as it is real out there
‘nod’
Facts are interesting
Others?
‘shake head’
I read comedy
‘pause’
You know Sunday Times magazine?
‘nod’
Garfield?
‘nod’
Blondie?
‘nod’
I like and enjoy reading them
I like jokes connected to pictures
‘nod with smile’
‘pause’
I sometimes read star signs
‘nod’
Yes, the star signs
Sometimes they are not true
They are also sometimes true
‘nod’
So I don’t like fantasy
‘shudder’
Also, science fictions
‘pull face’

‘nod’
‘pause’
Sometimes (magazines)
‘nod’
I mostly look at pictures
If it has something interesting and factual, I will read it
‘nod’
Yes, newspaper
I read newspaper
It is Sunday Times and The Star
That is all
But I want to read Daily Sun as I heard it is easier to read
‘nod’
I don’t have time to read it
‘shake head’
If someone gives it to me, I read
‘nod’
I don’t buy it myself
‘shake head’
‘nod’
‘pause’
‘pull face and smile’
I don’t like novels!
I know it will take very long for me to complete a novel
About three months
‘shake head’
I read so slow
I read slow
If a novel is thin, I read fine for about one to two months
I hate a thick novel as it take long to read
I would get tired and close up and put it away
If it is interesting, I will read
I prefer a thin novel, not a thick one
‘nod’
It has been this way
It is better that the novel is thin, not thick
‘pull face’
‘shake head and smile’
‘nod’

RP012

Tell me the story of how you learnt writing in English and what writing do you do now
00:00:07
'nod'
When I was small, I learned from my mom
She taught me basic writing – the alphabet
It started when I was two year old before I went to school
At school, the teacher was the second person
'nod'
My mom only taught me the basics
That was all
She started it
'nod'

00:00:27
'pause'
I started with speaking; it was from my mom
I wasn't sure however as I didn't know which one I started with - speech or signing
'pause'
The reason was that I felt I started speaking through my mom
'nod'

00:00:40:
'pull face'
My mom used Signed English
'nod'

00:00:54
I perceived through my eyes
That was all
I listened with my eyes and then wrote
'nod'

00:01:02
At the moment?

00:01:05
'shake head'
I carried on normally
'pause'
Yes, I write assignments and essays
They are the university stuff
If I stay at home or am bored, I write poems
'nod'

00:01:18
I love poems

00:01:31
'pause'
I feel that signing face to face is easier because of grammar on face
Writing would not tell much
It get confusing especially for two Deaf persons who are not sure of the English language
So sign language is much easier
It is also much quicker to get messages across
Writing – what for?
'nod'

1. What kind of things do you write? For example: a. Direction

00:01:56
'pull face'
Yes, it is hard
'pause'
Well, I would suggest…
I never tell this to my friends
'pause'
'shake head'
Not really
'shake head'

00:02:14
I don't write but draw as it is more visual

For example: b. Postcard/card
00:02:26
'pull face'
Yes, to my family and friends but I don't post as I prefer email and chat online such as MSN
'nod'
I prefer that
'pause'
It is more personal this way
I write about what I have been doing today and my activities
I post to someone in which it takes time
He/she would think I take time to respond about what I was doing
'shake head'
I hate it
'smile'

For example: c. Letter
00:02:56
'pull face'
Yes
Letters are fine but they are not for me
'shake head'
'pause'
If my friend and I are close and she lives far, yes, I will write
But – what for?
During holidays, I won't
'shake head'

For example: d. Diary
00:03:13
'nod'
Yes
Yes, I do have a personal problem
I let out
Who can I share with?
Yes, I share with my mom
But we are not on the same level
If…
For example, I have a problem with breaking up with a boyfriend
I could not share this with my mom
'shake head'
I am not sure if she really understands the teenage stuff
She seems old fashioned
'smile'
Only if I have a brother or sister, I would definitely share
I am only one child
The diary is like my best friend – to share

‘nod’

00:03:48
‘shake head’ (English language)
It does not matter
I am not concerned
If it is a university assignment, I would be concerned
‘nod’
‘shake head’
My diary is personal
‘nod with smile’

For example: e. Essay
00:04:01
‘nod’
Yes
‘pause’
Yes, of course, I learned from school in Parktown
I was pressurized
I was struggling
I did not complain
I got used to it
‘nod’

For example: f. Form
00:04:20
‘nod’
Yes
Yes, once in a while, it is fine
I can’t depend on my mom
If I leave home or become 21, I am on my own
I must know how to do it
‘nod’
It was my mom who encouraged me to fill in forms when I was 15
‘pause’
Since then, it is fine
‘pause’
If I am stuck, I ask for clarification
‘nod’
‘pause’
It is the same with police
‘nod’

For example: g. CV
00:04:52
CV?
‘shake head’
Not yet
‘shake head’
I did nothing!
At present, I can do it
My school taught me how to write a CV
As of now, I have not written one
‘shake head’
Well, it is possible
I can ask someone who knows how to do English
It can be my mom or whoever
‘nod’

For example: h. Email

00:05:19
'nod'
Of course, I email
I keep in touch with everybody!
That's it
'nod with smile'

For example: i. Shopping list
00:05:35
'shake head'
Mom just does the shopping
She takes what I want
We do not go overboard
It would be a waste
I just take what I need
That's all
'nod'
'pause'
Yes, it is possible
It is like 'what for?'
It is important that I budget
'nod'
But…
Yes

2. How do you feel about writing these different texts?
00:06:00
'pull face'
I feel like…
It is hard to say
'pause'
Yes, I feel like that I am Deaf inside me
It is like that I did my own things
There is no need for depending
It is just that I do anything
'pause'
I just do things everyday

3. When do you feel confident/insecure?
00:06:22
'pull face'
'pause'
Depending on my mood, I write
'pause'
If I am irritated or have a bad day, I won't write
'shake head'
For example, last week, I never wrote any essay
It was because of my bad day
My mind was not working
'shake head'
'nod'
'pause'
That's why I refused
If everything is fine, I write
Yes, I love writing
'pause'
Yes

4. Who are you feel comfortable writing to?
00:07:01

‘shake head’
‘scratch face’
No
I only write when I have a problem
Why…
‘pause’
I write in my room
I am just quiet
Someone should not bother me
If I want to write something, friends should not be around me
‘pull face’
‘shake head’
I can’t share
Yes, I can share my personal things with them but I rather do it on my own in where I feel comfortable
‘pause’
I feel like quiet
‘nod with smile’

5. Who do you feel fear writing to?
00:07:41
‘pause’
Yes, it is boys!
Yes, I am like this
It is the boys
I don’t mean I am crazy over boys
It is just that…
If I write, I feel they are staring at me
They laugh as I am Deaf and a girl
Maybe they laugh at me because I can’t hear
Maybe they sit behind me
‘nod with smile’
I feel awkward
I rather to be with girls

It is the same for lecturers
At lectures, there are girls sitting in a row
I sit with them
Boys sit on the other side
‘shake head’
I won’t join with the boys
As of now, I am getting comfortable
It is already eight months
It is fine and okay
‘smile’

6. What medium do you use for writing? For example: a. Paper and ink
MISSING

For example: b. Computer word processing
00:08:31
Email?
Microsoft?
‘nod’
‘pause’
Sometimes I type newsletters
If they write unclearly, I type
Also I do my homework on computer
‘nod’
‘pause’

Yes, a lot!
'smile'

For example: c. SMS
00:08:55
'look up'
It is hard to say
'smile'
Paper…
I feel lazy
'pause'
By hand
It is the hands
Computer is good but I make mistakes when using 'backspace'
I can't type without looking at the motherboard
I am not good with typing
Smsing is better
Yes
It takes one hand to sms and this way it is fast
'pause'
It is also easy
'nod'

7. Which of these make you feel more confident? Why?
00:09:29
'look up'
Yes
Yes, it is the sms
'smile'
'shrug'
'shake head'
Smsing is just…
'pause'
I don't know why
'shake head'

8. Do you ever ask someone to help you with your writing or edit your writing?
9. Who would you ask?
00:09:47
Yes
Yes
'nod'
Well, it depends on people who know about Deaf structure (English)
'nod'
They can fix
But if someone does not know, I refuse
If my mom knows my structure, I will definitely give to her
If for someone who does not know about Deaf grammar, he/she can't fix
For example, I am concerned about the Writing Centre as they don't know about Deaf structure
I don't know
That's why I refuse to go there
'shake head'
'nod'
It is possible to use the interpreter
I ask the interpreter to help only if he/she is willing
'nod'

10. When would you ask (in what situations)? Why or why not?
00:10:28

It is for assignments
‘pause’
Also for essays
As for my personal writing, no, I am not worried
‘nod’

11. What was your experience of writing in a. Your school?
00:10:45
‘pause’
I will try to remember
You mean I write?
With teachers or what?
‘pause’
When I was small?
Yes, I learned fast
‘pause’

It was from English books
I didn’t write much
I only wrote word orders and filled words in blank
I also learned vocabulary
Yes, that was it
‘nod’
‘pause’
The teacher taught via signing but I remembered that most teachers used oralism
‘nod’
‘pause’
Yes, it helped with my English vocabulary!
Yes
Now, I have been using Sign Language since I was five
When I was a teenager, my signs were not good
‘shake head’
When I was with Bibi and my friends who are Deaf, my signs are fine and have improved
Now, my signing skills go down because my family uses oralism
‘pause’
Also, I use voice a lot at university
Of course!
‘nod’
‘nod with smile’

00:11:55
‘nod’
Yes
‘pause’
Yes
It’s the pressure
I do continue to write

00:12:05
‘shake head’
I am not involved
‘shake head’
‘pause’
I feel like as if I am not fitting in
You know what I mean?
If I get involved, there will be a lot of work
I would ask someone to check my English and so on
‘shake head’
I rather not
‘shake head’

b. Your home
00:12:22
'nod'
'pause'
I do my own things such as poems, autobiography, …
I have it at home
It is about my pet
I have it
It is just 30 pages
I gave it to someone
Yes, I enjoyed it
'nod'
It is like that I narrated my own story
'pause'
If my future children want to hear my story, I will share it with them
It is just a real life story, of course
It was about my past experience
'nod'
I enjoy that
I do schoolwork
'nod'

c. At work (study)
00:13:03
'nod'
Yes
'nod'
'pause'
If I am confident and need help by communicating, yes, I will ask
'nod'

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:13:23
I use both signed language and oralism
When I was small, I was confused
The reason was when I attended school, teachers used sign language
At home oralism was used
'nod'
I feel like in the middle
'shake head'
I did not know which one
What was I supposed to do?
'nod'

00:13:51
I prefer sign language than oralism
'pause'
'nod'

13. What kinds of reading do you enjoy?
00:13:58
'pause'
I like reading?
It is biography
'nod'
I like true life stories
I used to like children's books such as Roland Dahl
It was about a chocolate factory
'nod'

‘pause’
Thrillers!
At the moment, I read politics such as UN
You know UN?
‘nod’
I read that
‘nod’
‘pause’
Newspaper?
Of course, I read Sunday Times, Saturday Star and The Star
‘nod’
I do read but not every week
‘pause’
I don’t have time
‘nod’
‘pause’
‘pull face’ (magazines)
Sometimes it is full of ‘shit’
For example, it is all about gossips
I am not interested at all
‘pause’
I prefer National Geographic
‘pause’
Also, Times
‘pause with smile’
‘nod’
‘pause’ (novels)
Yes, it depends on which books
Harry Potter
‘nod’
‘Lord of the Rings’
‘nod’
‘pause’
Others?
‘shake head’
Not really
It’s alright
‘nod’

RP013

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:015
How?
The story?
'pause'
My parents sat next to me reading and speaking
There were no hearing aids
'nod'
Then…
I am not sure how
I don't remember
Then I went to school
There I wore hearing aids
It was easier to sit down and read
Then I practiced writing
That was it
But I was not sure about how to write
It was a long time ago
'smile'

00:01:07
'nod'
'shake head'
I had experience at school
I was oral and used hearing aids
This meant I practised speech daily with a speech therapist
I practiced all the time
So I forget how to be trained
It was the old way
'pause'
I just spoke with pictures shown in front of me
I looked at them and practiced with my speech
Then I got home and continued practicing
It went well
Now I love reading
It is easy
How?
Yes, it takes practice
'smile'

00:01:56
'nod'
Yes

00:02:01
'shake head'
I…

00:02:05
Now, I write a daily book
When there is a problem at work that I experience, I write down
I had an idea
I sort out my problems by opening up my book and separating the problems to here and there
Then I figure out how to related them with others
I read problems and relate them with others
I get a solution
It is not that I only express
'pause'

It is okay to throw in a bit
Very often I sit down and think and write down
My heart is in touch with my mind
So I write in the book
Then I put it away
I continue with the next experience

00:03:04
'nod'
'pull face'
It depends on how I keep my privacy
Sometimes I share my research with my supervisor
I would email
It is fine
I also share with my wife
I am reading about Deaf identity and researching on it
I continue with this research
Yes, I research on myself
I read and put in my own experience
It goes well
'nod'
'pause'
Yes

1. What kinds of things do you write? For example: a. Direction
00:03:52
'nod'
'laughing'
Yes, that is easy for me to answer
I would fax it to you!
'laughing'
Yes, but I …
Yes, I think…
Yes, I…
'pause'
Yesterday at school, someone asked me how to find a sign language course
I explained by writing
I wrote the details about robots, where to turn left and right, etc.
No, I did not draw
I preferred to explain in writing
I was fine by it and they understood me
It went well
'pause'
'shrug'
I…
'shrug'
I will write
I try to write but I may get stuck
Then I draw
'nod'
That is the second option

For example: b. Postcard/card
'nod'
Why?
'squint face'
'pause'
I got it
'pull face'
Maybe I…

At the moment, my parents went to Scotland
How do we contact?
It is via email
It is better this way
'shrug'
I type up news about my dog passing away or whatever news may be and email
'pause'
When they arrive, they receive the email
It goes well as time allows
Postcards are old fashioned
Email is better

For example: c. Letter
'pause'
Yes
Yes
Yes

For example: d. Diary
00:05:47
Yes, I have a book

00:05:56
'nod'
Yes
For me it is important
Before it was not really…
At the moment, yes, for two or three years, I have been using a diary
I have three or four books over there
They were full of my writing
When I have an idea, I open up the diary and write down from my heart
Then I close up and put it away
Yes, it goes well
'smile'
'nod'
'shrug'
I don't like…
'pause'
That's a good question
I think I am soft-hearted
I just need to express
How?
Perhaps I grab an experience and write down and save it there
I know other people can come and open my diary
It is fine as there is no secret written there
It is just fine

For example: e. Essay
00:06:56
'nod'
Yes, I used to be an English teacher
I taught English for ten years!
I taught English grammar, etc.
It was fine as I understood
Yes, I worked very hard to understand English rules
What?
You mean English is my first language?
Yes!
English is my family's language
Yes, but I did not learn fully

So I worked hard to understand English
For example, I questioned why there were punctuations such as commas
I kept asking why until I understood
Then I used/applied them in order to understand fully
Otherwise, I would always wonder why there were commas and leave it
'nod'

For example: f. Form/document
00:07:50
'shrug'
Yes…
I had experience with a car accident
I explained to hospital
OK, I have different experiences
Fine?
'nod'
When I was in hospital, I was deaf and had no hearing aids!
'nod'
It was in the dark when someone approached me
I didn't understand
'shrug'
I was disappointed
I realized that I had to learn sign language
So I could explain
It was hard when I was in pain
I had to write for communicating
I was fine with that
It was important to get it right
On paper, I included that I was deaf and needed a certain doctor and medication
It was also important before going for surgery
Doctors asked me questions and whether I accepted or not
I just looked at them trying to lipread
No way
Yes, it happened
But they understood I am deaf and were okay with that
They contacted my family
First, it was my wife
'nod'
'pause'
I understand I should have planned before
'laughing'

00:09:11
'nod' (He can fill in forms)
Yes, it is fine

For example: g. CV
00:09:16
'nod'
'scratch face'
'nod'
Yes
Me?
It is fine
I used a book of how to do a CV
It explained what I should put in and organize
I just copied and put in my information
'shrug'

For example: h. Email

00:09:42
Yes
I do it everyday there on computer
'smile'
Yes!

For example: i. Shopping list
00:09:52
'laughing'
It depends on the end of each month
Yes, I write down on list
I write as there is too many things
Otherwise I would forget
I forget a scrub and go back to shop!
'laughing'
'nod'
For small items, I would memorise and go to shop
At the end of month, I write down
It is also because my wife and I discuss about what to buy and write down on list
Otherwise our budget would be over the limit
That would be a problem
'nod'

2. How do you feel about writing these different texts?
00:10:37
It's fine
'pause'
As a person, I feel good
'pause'
It is important that I read first
Then I develop writing skills
I understand what I am reading and apply it to writing
That's it
No, it was not easy for me
I was only Deaf in the hearing environment
There were problems with reading and writing
Oh yes!

3. When do you feel confident/insecure?
00:11:23
'nod'
'shrug'
I feel confident
It is fine
'pause'
Yes, it is because I used to work as a teacher
It was easy for me to write
I always edited students' work
I recognized there were so many mistakes
So I edited
I realized we were all the same
'pause'
So I understood
They should not feel bad
As a teacher I was the same
We understood one another fine
I kept editing
That was it
'nod'

4. Who are you most comfortable writing to?
00:12:07
'shrug'
If I write an important letter to, perhaps, a governmental department, I would think carefully about words of choice, and what to say.
Yes, it takes time to think
I ask myself what do I mean?
Yes, I write and give it to someone else for editing
I get it back and make some change
I would see if it uses a soft or hard tone
If hard, I change the tone
'nod'

5. Who do you feel fear writing to?
00:12:53
'nod'
Yes
'pause'
'nod'
Another example?
'shake head'
I couldn't think
It is fine
'nod'

6. What medium do you use for writing? For example: a. Paper and ink
00:13:09
'nod'
Yes

b. Computer work processing
'pause'
'shake head'
???
Oh yes, the project!
'nod'
Yes
Word…

c. SMS
'pause'
Yes, I sms daily!
It was only you that I forgot to respond
'laughing'
The cellphone went dead
'laughing'
Yes

7. Which of these make you feel more confident? Why?
00:13:36
'shrug'
It depends on why
What is the purpose?
I sms to contact my family, friends, and work colleagues
This way I contact them quickly
I only use sms, not call out
I send out smses
I do that daily, sending out about 30 or 40 messages
Emailing is not for shortened messages
I keep information there so that I can show around, for example, a proposal

Yes, I send and receive it
Smsing is to send, received and delete messages
'nod'
'pause'
Yes, I email

00:14:30
'nod'
It is for general
Yes, smsing is for general

8. Do you ever ask someone to help you with writing or edit your writing?
00:14:44
'nod with smile'
Yes, it is my father who helps a lot
His English is excellent
'nod'
I was thinking
'pause'
I asked him about word orders
I moved words by looking up in a dictionary
I found the meaning and could see that I was wrong
Then I made changes
'laughing'
So that was it
I asked for his advice
'nod'

9. Who would you ask?
No, it is my mother
It is fine
Both my parents love dictionaries!
They love reading like I do
It's their culture of reading
Yes!
'nod'
Yes!
'nod'

10. When would you ask (in what situations)? Why or why not?
00:15:37
'pull face'
The form?
'pause'
'nod'

00:15:44
'nod'
'shrug'
'pause'
I don't know
'pause'
Maybe I read a note about repairs
I ask what important points are
Then my father comes by and checks and edits
I would say ok and ask why
'pause'
My father explains the different meanings
I could see that I use wrong words
I make changes

‘smile’
It is important to have someone to check my writing
No, it is not about challenging his/her editing
‘nod’
I don’t remember any specific example
‘shake head’

11. What was your experience of writing in a. Your school?
00:16:34
‘nod’
Yes
‘pause’
‘pull face’
I don’t know
‘shake head with smile’
‘nod’
I…
‘pause’
My experience at school?
Yes, I attended private school
It was the old way
Let me think…
How did I write?
I connected words with pictures
The pictures with the words were up on the wall
I learned to connect words with pictures over and over again
I also learned to speak those words
That was how I learned
‘shrug’
It didn’t really matter
‘nod’

00:17:18
Words?
I then learned to build up sentences by using words
I learned through demonstration – A bell was put on a table
I realized I learned English language first
It was my home language
Yes

00:17:48
Yes
‘nod’
‘pause’
I don’t know
‘shake head’

b. Your home
00:17:57
‘nod’
But…
I did homework for school
‘shrug’
Then…
‘pause’
‘shake head’

c. At work
00:18:09
‘nod’

Yes, there are plenty
There are journal articles
I work with dictionaries
‘pause’
I do lesson plans
I love my way about how to lecture
It is like reading eye catching headings
I start with questions
There, it is a lot of readings and makes connection
When there is a question, I read and find an answer
It is important
At the end, I move it to the top
So it can connect and clarify the point
I am like using the Deaf way of explaining from here to there
Yes
Do you understand?
It is like reading a story
So I can understand
If I don’t understand, there’s nothing I can do
‘shrug’

00:19:09
Yes
‘nod’
‘pause’
Yes
I used to mark
I did a lot of markings
I did that before
I studied English and wrote essays
‘pull face’
Yes, I had a problem
I thought about it and wrote down like ???
No, it was not easy
What lesson did I want?
I researched, thought, and wrote down
No, I didn’t just throw in
‘laughing’
It was the way school teaching was about
No, I did not copy the school way and applied
‘pause’
It was the wrong way
‘nod’
The university way?
‘pull face’
I had a problem during my first year
‘shake head’
‘shrug’

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:20:14
‘nod’
Yes
‘pause’
Nothing!
‘smile’
‘shrug’
How did I write?
Hearing aids were ok
‘pause’

About three years ago, the technology for hearing aids was ok
I only worked by one to one
It was fine
He/she explained something to me; I just listened
That was it
I spoke fine
I practiced speaking back and fro
I memorized well
There was one thing I hated so much – tests!
I was alone with many children in class
I felt awkward
I hated interaction tests
The teacher stood and spoke from the book
Children just listened and wrote on paper
I was stuck looking at her
I didn't understand her at all
So I failed!
'shake head'
I failed all the time
I explained that I was deaf
'pause'
The teacher said I am sorry!
'pull face'
Oh well
'laughing'
I was so disappointed
I hated that!
'pause'
I was just standing in front of the class
'shrug'
I lipread just fine
Since there were many children, the teacher kept walking around
'pull face'
'shake head'
I don't know how I came to love reading!
'smile'
That was what I did
I love reading
Now?
Maybe it was from my family
Yes, I joined with them

13. What kinds of reading do you enjoy?
00:22:02
'shrug'
'pause'
Well, everything!
Yes, I love real stories
'pause'
Science, technology, art, cars, skills, etc.
Books are over there
I mean everything
Everything is at library
It has everything
'pause'
Yes
Why do I read different things?
I am thirsty for knowledge
So I read
I explain???

You understand?
‘pause’
For example, I think of zoology
The teacher didn’t explain well
So I added books of zoology so that I could understand
‘nod’
‘pause’ (magazines)
‘nod’
Everything!
Yes
Yes, novels!
For example, Harry Potter
Yes!
‘laughing’
Sorry
No, it is much like the Deaf world
It is special
Harry’s family doesn’t understand
When he goes underground, he understands the Deaf experience
Yes, I feel the same
I was surprised that I could relate to that
I accept it well
‘shrug’

00:23:36
‘nod’
Yes
It is the person
‘laughing’
I enjoy…
But my knowledge has increased
‘nod’
During the course, I give out a lot of readings to students
Otherwise my students would sit and get bored
I don’t give them old readings
‘nod’
What is new?
Yes, I look for some exciting readings and give them out
That’s part of my job
‘nod’

00:24:09
‘nod’
Great!

RP014

Tell me the story of how you learnt to write in English and what writing do you do now
00:00:08
'nod'
Ok, ok, ok
I was writing during my time?
Ok
I remembered at school they taught me grammar such as 'The boy is running'
That was how I learnt to write and so on
At home, my mother taught me
When I wrote wrong, she explained orally how I should write using a correct grammatical structure and so on
That was how I learnt when growing up
It was not in sign language!
Oralism was used
'nod'
It was oralism
'nod'
'The…
It was because we lived in a hearing world
We should know how to write this and that
Of course, many years later, I realized that English language had its own structure and it was hearing people who taught
Deaf people would have used sign language instead of English
However, during my time, I had to write English as it was the only way
'nod'

00:01:07
'nod'
I think it was because I lived with my parents who were hearing
I was taught to speak English
Also at school, I attended speech therapy
I learned speech
At that time sign language was forbidden!
Forbidden
Whatever
I focused on oralism
At home I was fortunate to have a Deaf sister
We signed to each other
At school it was compulsory to use speech
'shake head'
Now I realized it was wrong!
They should have taught English through sign language
It was so obvious
But fifty years ago, oralism was in place
No sign language was allowed
'nod'

00:01:56
'look up and nod'
During my time, I had to read a lot
Reading made me understand how to write
'pause'
'nod'
I read a lot
'pause'
What can I say?
But it was interesting…
'pause'

I am reading
I can read
If there are very complicated words, I am lost
I think I can't link
'shake head'
I don't know why but I have noticed that I must read something very simple
If books are difficult with words, my mind would not work and make a link
Maybe it is because of my age or the way I was brought up
'nod'
I do like reading books but they must be something that I can follow
If they are difficult, there is no way that my mind can relate with
Stephen is far better than I
'nod'
But it is interesting that I write grammar better than Stephen does!
'pause'
'nod'
He reads so well and understands better than I do
When I struggle with reading, he would explain
I then understand
If I type up a letter…
Stephen types and he is quite good with grammar
But it is still not good enough
I would inform him to look at his grammar – was, -ed
It has something to do with the past
This thing is my good point
Stephen doesn't have this good point
'shake head'
But he reads so well and better than I do

00:03:14
'nod'
Yes!
Yes
'pause'
I always email to friends about anything
I write mostly related to finance
Oh yes, I love writing to keep in touch with friends worldwide
I email
Letter?
No, I don't
'shake head'
Letter?
What about letters?
Email has everything
'nod'
It is the technology

00:03:37
'shake head'
It is all about finance
I use the Pascal programme
It is about finance
I don't write anything else
I don't write reports
'shake head'
If I have to be honest, I am very weak and don't know how to write a report
'shake head'
I have never been taught
'pause'
If I have to write a report, I will do it on my term

No, it would not be good or professional
'shake head'

00:04:05
'pause'
I would like to be taught how to write a report
'nod'
I never had chance
Nobody taught me!
'shake head'
I could write my own report but I think it would not be professional
If I compare mine with others, I would get an idea
I was never taught
What I do is on my term
It does not matter if it is good or bad
It is just my expression of what I have been doing at my job
'nod'

1. What kinds of things do you write? For example: a. Direction
00:04:32
Oh! That's easy!
I can do both!
I will explain like this: you drive past this and that; at robot, you turn left
I will describe with no problem
I can do both!
You will get to my home and I open my door for you

00:04:50
Of course!
Yes, in writing
It is perfect and with no problem at all

For example: b. Postcard/card
00:04:59
I am bushed
Oh yes, I did that long before
Today because of technology, I sms
If there is email and I want to talk in details, I type
Postcards are such a shame!
They are out of date
But postcards and letters during my time were formal
I posted them
Now, I walk to post office and put a stamp on an envelope and post it and wonder if it will get there?
The service?
I rather sms
That's it
Shame!

For example: c. Letter
00:05:24
'scoff'
No, I never receive letters from my post
Never
I don't write letters
There is email
Even if there is no email, I would write and fax
'shake head'
Postcards and letters are no longer in use in 2006!
It's the twentieth century

Shame on letters
'shake head'
No more
Only email or fax or sms
That's it
'nod'

For example: d. Diary
00:05:49
'nod'
Yes
I started when I was thirteen years old
School gave me the diary
I wrote about everything
I valued writing in diary
When I got married, I stopped!
During my marriage, everything stayed the same
I cook, I come home, I clean up
I stopped there
'nod'
I have diaries since I was thirteen and from my travel over the world
I think it was until I was 26
It was awesome
It was interesting that when I read and looked back to my past, I could not remember much
When I read, I could not remember that person and his/her name
I didn't have a memory
'shake head'
I wrote for about ten years
It was awesome
Wow, I did this and that
I went there?
I don't remember at all
I wrote all these
Since I got married, I stopped writing as there was nothing much to say about my married life
The daily routine stayed the same – cooking, looking after children, driving around, working
So I stopped
I did love diaries
I still have them at home in the box
Nobody will read them
'smile'
'shake head'
I think it was for sixteen years that I wrote
Sometimes I missed writing several entries
Writing in diaries was awesome
When I looked back, I could not believe it helps me to remember about meeting certain people
I could not even remember about going to that pub and the pub's name
Well, it was…
When I sat with my children and told them my stories, they were in awe about my having a lot of experience
It was through my diaries
If it were not for them, I would not remembered at all
Yes, all my memory was there
'nod'

00:07:06
No, in those diaries, I wrote only four lines per entry
For example, the first line I wrote was about going to a pub
Then I partied
Then I went home at four

I met this person or whoever his/her name was
I wrote down those in short daily
They were just short
'nod'
It was wonderful
'shake head'

For example: e. Essay
00:07:26
'scoff'
'pause'
Yes, during my time at school!
Now, I write an essay?
No, I don't
No
'shake head'
What does it relate to?
No
'shake head'

For example: f. Form
00:07:47
'nod'
Oh yes
I will fill in
Of course
'shake head'
'shrug'
'nod'
If I can't, I will ask for clarification
Once I understand, I will write down
No problem
'shake head'

For example: g. CV
00:08:00
Oh yes
'nod'
I do it on my own
For sixteen years, I have carried it
It is so old
I must update it
It is so easy
'shake head'

For example: h. Email
00:08:11
All the time!
Yes, I keep in touch with friends
I think it is important to keep in touch with friends
I value friends
I share some good news with them
Today's life…
I value emailing
Oh yes

For example: i. Shopping list
00:08:33
'roll up eyes'
I am fantastic with writing on a list

But when I am at shop, I disregard it!
I take in extra items
Stephen doesn't like it because I don't follow what is written on the list and take in extra items
Stephen follows the list
I add extra
It is for that reason why my children love me
I just buy extra
Yes, I must have the list as I couldn't remember
Without the list, it is no good
I don't remember
Otherwise I would buy the whole shop
'smile'
'nod'

2. How do you feel about writing these different texts?
00:09:02
Oh yes!
Maybe it would be nice that I should practise more
Yes, I have confidence to write
But it would be nice if I could do more
'shake head'
There is no training offered
And it is related to what?
I work with finance and it requires almost no writing
'shake head'
I think…
Oh yes
Remember that during my old days, there were no email, fax or sms
I was forced to write
When I travelled round the world and had to keep in touch with my parents about what I had been doing, I wrote them letters
It became a habit
I had to write weekly
I wrote in English and didn't know if it was good
But my English was well understood by everybody
It was simple
I did not use fancy words
You can just read it
This way I was forced to keep in touch with my parents during that time
Since then, I have confidence with writing
'nod'
As for essays and poems, I don't write
I would love to write poems, but, no, I can't express in writing
'shake head'

3. When do you feel confident/insecure?
00:10:12
'nod'
A good question
'pause'
I am not sure
Maybe to the president or the governmental departments
Of course, what will I write about?
I must be careful with what I say
Otherwise I say something stupid
Writing to departments or someone of high status is out of question!
I don't mind writing to ordinary people

4. Who are you most comfortable writing to?
00:10:36

‘pause’
To friends
‘pause’
Friends
‘pause’
‘nod’
Friends

5. Who do you feel fear writing to?
MISSING (look at Question 3)

6. What medium do you use for writing? For example: a. Paper and ink
00:10:51
You mean?
Of course
‘looking around’
Paper…
‘nod’

For example: b. Computer word processing
00:10:57
‘nod’
It is the email
If I type, I will print out
‘pause’
If it is about business, of course, I add the heading and organize simply

For example: c. SMS
‘pull face’
It is my life
Without sms, I am disabled!
The other day or two days ago, I left my cell at home and I went crazy
I was finished!
Bruno kept smsing!
I asked someone to inform him
He replied why, you are Deaf!
I agreed but could not do anything
I was disabled!
‘nod’
I had to ask hearing people to make calls
My independence was gone
‘shake head’
It was taken away!
Smsing is my independence
‘shake head’

7. Which of these make you feel more confident? Why?
00:11:39
‘hesitant’
Emailing is for writing in details
Smsing is for arranging to meet for a coffee
Emailing involves detailed news
To think about smsing long details is no-no
‘shake head’
Smsing from point to point and in short is enough
My children contact me via sms
For more details, emailing will do
‘nod’
‘pause’
‘wave’

Another example: my parents in law have no email
I write a fax…
No, as I am a good daughter in law, I type the letter once a week and fax it to them
'nod'
Yes, I will use the fax for letters
Otherwise it is the sms
'shake head'

00:12:21
Oh, I love it
I love the modern technology!
That's it
It is awesome
It is an opportunity for me to be around to see all this technology
I love it all
I grab what is here and there
'shake head'

8. Do you ever ask someone to help you with your writing or edit your writing?
00:12:40
I will!
'nod'
I have no embarrassment
Here at work, I would ask Joy who works with me
She is good with writing
She would check and make some change
I accept the changes
I have no shame

9. Who would you ask?
00:12:59
It is only her
'shake head'

10. When would you ask (in what situations)? Why or why not?
00:13:07
'pause'
For example, I had to write, maybe…
Oh yes
I wrote a complaint about this work
I checked if the letter was good enough, should be done better, or should be specific
'nod'
I would ask her
She checked and found it fine but there were small mistakes
That was it
'shake head'

11. What was your experience of writing in a. Your school
00:13:34
Yes
'nod'
All I could think of was grammar!
At that time, grammar was always taught – 'The …
Noun, Adjective, …
'gasp'
I grew up learning this way!
Noun is here; adjective is there
No, adjective should be here; noun there
Pro-verbs…
That was how I was taught all way up to my matric

‘shake head’

00:13:56
Yes!
Paragraph, punctuation, etc.
It always had been that way
That was why I have confidence in writing
‘nod’
But with difficult words, I just leave out
I think my English is very simple
‘shake head’
Very simple
‘shake head’

b. Your home
00:14:15
Never!
I email
What must I write about?
‘nod’
I email
‘pause’
If I have to write to a lawyer, I type out
My English…
I think my English is quite good in comparison with other people’s
It is very understandable
People can read and understand my writing
I email to my lawyer
‘pause’

00:14:42
I have no family
‘shake head’
‘pause’
Oh yes
If I have to leave a note for children, I will write
‘wave’
Also, I love notes as a reminder
‘nod’
They remind me what I am supposed to do
I will write for myself
Also, I use sms to remind me
It vibrates
‘nod’
I use both
‘nod’

c. At work
00:15:09
‘pause’
Writing at work?
Yes…
I don’t do much because I work mostly with finance
‘nod’
I do figures
Yes, I write very little
‘nod’

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:15:23

Yes, it was always oralism
Sign Language at that time was very forbidden!
'shake head'
It was compulsory to speak
That was why I could speak
It was during my time – 50 years ago!
Sign Language was not recognized
'shake head'
Of course my mother and father supported oralism
Later…
It was such a shame that before my mother passed away, she said only if she could learn Sign Language
'nod'
My mother and I were very close
Mother could sign a bit such as STUPID, LIE, etc.
My father did not sign at all
'nod'
It was regrettable
But during that time - fifty years ago – Sign Language was viewed as a monkey's language
It was a mad language
Shame!
Sign Language is very precious
I value Sign Language
At home, my family and I use Sign Language all the time
When Stephen goes to work, he gets frustrated
Hearing colleagues speak and he just types
He can't wait to get home so that he can relax signing
'nod'
Colin goes to mainstream school and speaks
When he gets home, he turns to Sign Language for communicating
Also, it is a must to read news
We read to catch up otherwise we would be lost in conversation with people about current affairs
Stephen reads newspaper a lot from the start to the end
Also, he watches interpreted news
Also, he watches subtitled news
He keeps up with news worldwide
'shake head'
It is important
I don't want to be lost
We have to work hard to keep up
'nod'
Yes, it is for general
'nod'

13. What kinds of reading do you enjoy?
00:16:56
I read autobiography
It is about true stories
'nod'
It is very true!
I am not interested in fictions, murder, detective, etc.
I was interested when I was young
Now I changed
Lately I enjoy autobiographies
It is about how the person has been through
It is the true stories!
Yes, I love them now
'smile'
'pause'

Oh!
Magazines are my great love
‘giggle’
Fairlady…
There is a new magazine that came out a while ago called ME
‘pause’
It is quite good
It only came out three months ago
Of course, I know everybody says YOU is a junk but I read it
I read short stories there
‘pause’
Essential, yes, essential
I don’t read Value, My Family, etc
‘shake head’
I read only those magazines
‘nod’
I think that’s all
Oh, there is one that I like a lot – HELLO!
Is that right?
‘nod’
HELLO!
It is lovely but too expensive
There, it explains pictures of family lives
I love it but it is so expensive!
I always wait for friends to pass it to me
It costs one pound and ninety pences
Here, I think it costs about R30
That puts me off
I love this magazine!
That would be my first priority
For general, I read any magazines
‘pause’
Oh, I must!
I read newspaper everyday
Stephen first read it
‘pause’
No, I must!
I enjoy it
I must!
I must know
I have to wait for my turn
Stephen read and then Colin read
Finally I get it and read
I am not really keen on the sports section
I read here and there
But I know what’s going on
I read
Oh, I must read newspaper before I go to bed
‘pause’
My family value newspaper and can’t live without it
‘smile’
‘pause’
Oh pleasure!

RP015

Tell me the story of how you learnt to write in English and what writing do you do now.
00:00:08
OK!
When I was small, I attended school
I was born deaf
At school, I wrote the isiXhosa language
'nod'
isiXhosa was the first language
There was no Sign Language at school
IsiXhosa was the first language
Also it used Total Communication
There was a little of writing
Total communication was mostly used
IsiXhosa was used for writing
It was only isiXhosa, the first language that was used for writing
I was fairly good at that
'nod'
I had written this way
'pause'

00:00:37
Yes, it was in grammar such as 'Mother walks'
Yes, it was written in isiXhosa
'pause'
I learned writing from the board
I copied them and wrote
'nod'
I copied and wrote on paper
For example, the question…
You know it is in isiXhosa
I know it
So I wrote down
'pause'
I was born deaf
School taught isiXhosa all the time
It taught isiXhosa both in writing and speech
I learned from that
Also at home, isiXhosa was the language
'nod'
There was a link between school and home
For example, every morning school taught bible in isiXhosa
Because of that, I am very good with bible
This was how I am good
For the rest such as singing, I was not good
It was difficult in isiXhosa
I learned English much later
'nod'

00:01:29
Yes
It was Total Communication
'nod'
I learned articulation/mouthing and improved at it
It was because I was used to teachers' way of using TC
I learned to pronounce 'B' against the feather/paper
From there, I improved with picking up speech
'nod'

00:01:50
Now, I write in English
'pause'
I write in English to friends and email them letters
It was through interaction with Deaf people via signing
I learned and figured out while at home to write
It was first through Sign Language
'pause with smile'

00:02:07
Well, English was popular everywhere in the world
IsiXhosa is so small
When I first came to Johannesburg, English was everywhere
Where was isiXhosa?
You understand?
That was why I was lost
It was through interaction with Deaf adults that made me try to write
My writing had improved better
It was because of here, not my home
All my life, I always wrote in isiXhosa, the first language
When I came here, English was so new to me
I wondered why I learned isiXhosa as a first language
I didn't know why
'smile'
It was because of the interaction with Deaf adults
I learned Sign Language from them

00:02:38
'shake head'
When I first came here, I was lost
When I came to church, I noticed the signs for 'Praise the Lord' and found it odd
I know signs in isiXhosa but I was not sure about signed English
I figured out the meaning of those signs and learned from it
It was also from interacting that I first learned English
I picked up from signing and figured out mentally
'pause'
For example, I compared the English bible with the isiXhosa bible
I worked hard figuring out and understanding
Then my English had improved
'nod with smile'
Also, it was from interacting with Deaf adults
It didn't matter if they were white or black
I just learned quickly from all of them
At home, I tried to write and my English had improved
'nod'
When I wrote to my old school, they were surprised that I could write in English
I was puzzled as I just wrote normally
They said I was good
I didn't really understand
Yes, I am very good at signing
Of course, it was because of Deaf adults
'smile'

1. What kinds of things do you write? For example: a. Direction
00:03:32
Yes
Yes
I sign or write or draw
Yes
For example, a while ago, my friend wanted the direction

I tried to explain: take the highway N3 to Durban, turn off on whatever the name is, drive on and arrive there!
'pause'
I did that via sms
'nod'
Yes, my friends have been visiting a lot
It goes well
One of them drove on by mistake
But he arrived just fine
'smile'

For example: b. Postcard/card
00:04:03
I never
'shake head'
So far, I haven't
I go there…
People post cards…
I have never done that
It is easy to use sms
It is useful
'scratch face'
Before cellphones emerged, yes, I wrote postcards and letters
Yes, I wrote
Now, no, I use sms to everybody
That's enough
'pause'
Smsing is fast
Posting takes long
I would get impatient
Smsing is live
I know someone over there will get it immediately
You understand?
'smile'

For example: c. Letter
00:04:37
Just a little bit
A little bit
Before I founded a church, I prepared and wrote letters
Then I signed from them
Yes, I had always prepared
'pause'
It was in English
'pause'
Yes, I struggled with word orders but it had improved
I learned English through interaction
'pause'
Yes, more…
Why?
English was everywhere in Johannesburg
There was so little isiXhosa here
I met everyone who signed English
I met only one that used isiXhosa
At work, there was only one who spoke isiXhosa
I was not used to that
When I got home, I forgot most isiXhosa as I used English all the time
I was stuck
Hearing people mocked me that I was showing off with English
I said no I had to use English in Johannesburg

Eventually I picked up isiXhosa again
I spend one year here in Johannesburg and two weeks over there at home
You understand?
Yes, I go there for holiday
I use Sign Language all the time and everyone understands me
At home, TC was used all the time
I got stuck but code switched to TC
TC involved isiXhosa
'nod with smile'

For example: d. Diary/journal
MISSING?

For example: e. Essay
00:05:39
It was at school
Yes, I wrote essays
'shake head'
I wrote in short
At school, they wrote long
I just wrote short
'nod'

For example: f. Form/document
00:05:51
Yes…
'pause'
It was very difficult
For example, near Pretoria, I was involved in a car accident
I was struggling
I was also embarrassed
Police came by and tried to communicate with me
I also tried but we miscommunicated
He said we should go to the station
I went there and was given a form to fill in
I was stuck as English was so difficult
He said I should fill in
I said I couldn't understand
He got it and tried to help out
I still didn't understand as there was a miscommunication
So I brought the form with me here
Someone helped to fill in for me
I then sent it back to them
'pause'
It was here at work
'nod'
I wrote and sent it back to police
'pause'
It went well
'nod'
Yes, it is the same with the hospital
'nod'
Sometimes when I was stuck, I used gestures that were commonly used by hearing people
So that they could understand me
I used the gestures
'nod'

For example: g. CV
00:06:33
CV

You mean it is for finding a work?
'nod'
I have it
'nod'
A bit of it…
'shake head'
A friend helps
'nod'
It is fine there
'nod'

For example: h. Email
00:06:46
'shake head''
Never
I only use it very little
I don't have computer
There is one in office but I hardly use it
I focus more on sms
I don't email
Who will I email to?
Most Black friends of mine don't have email
'pause'
The White Deaf people do have email but the Black Deaf people depend on sms
When I asked for email, there was no one
Most Black people don't have email
Only a very few have it; most don't
'pause'
I don't have one at home
How?
I didn't buy computer
It is expensive to connect with the line and a service provider
'shake head'
It was complicated
'nod'
During weekends, Deaf friends meet up and chat in signs
Every weekend we get together and share information
It is socializing
'pause'
'nod'
Yes, it is enough to have sms
Yes!
I ask others via sms – On this Saturday we meet?
So we meet up and chat in signs
We also meet on Fridays
There we chat in sign language!
That's a very complete way of communicating
It is more than just to email
'smile'
'nod with smile'

For example: i. Shopping list
00:07:34
Yes, I never do that
I just memorise and walk to shop and pick up items
'nod'
My wife always uses me to shop for her
Whatever she needs, I always memorise and find it
I sometimes go off from what we usually buy and shop for new items and
'nod'

I have never written on the list so far
'smile'

00:07:52
Yes, I can write the list but I do not bother
I just shop heaps
'smile'

2. How do you feel about writing these different texts?
08:01
Writing is fine
But the problem is when I write to a person of high status, I would get stuck
I would ask someone who is good at writing to write for me

3. When do you feel confident/insecure?
'pause'
Yes, it is a problem
'nod'
When I meet this person face to face, I would sign in confidence
This person would listen and make a note
When he/she asks for a letter, I would be stuck
I sign in full and I write so little
I sign the whole thing!
I write so short!
'nod with smile'

4. Who do you feel most comfortable writing to?
00:08:24
Yes, I would ask my friend to help with writing since I am not that good at writing
We would discuss about how to write in details well
I sign to him and he writes
When he finishes, I would be in awe and get the letter with details
'pause'
He is Deaf
'nod'
He is excellent at English
'nod'

00:08:48
I have a good relationship with that person at work
I write and ask him to check
When I get stuck, I would go to him
Yes, I use him for that

5. Who do you feel fear writing to?
'pause'
Yes, when I am expected to give out a letter, I would be stuck
I would prefer to sign but am told to write a letter
I could not but would ask him to help write
The reason is that my language is below the par than this person's
'nod'

6. What medium do you use for writing? For example: a. Paper and ink
00:09:12
'nod'
'pause'
I write?
Yes, I write

b. Computer word processing

‘pause’
Yes, I use computer
I sometimes use it
‘nod’

c. SMS
‘pause’
Yes, always!
My air-time always runs out!
It is awesome!
‘nod’

7. Which of these make you feel more confident? Why?
Yes, sms is the best
It is better than fax
I love sms
Without sms, I am lost!
It is so important
It is live
When someone from Cape Town smses, I know immediately that something is going on
It is like as if he/she is right here
Actually he/she lives over there
Smsing is awesome!
It is better than email, fax, etc.
‘smile’
Also, smsing can guarantee privacy
People can be nosy and read faxes
‘nod’
I like privacy
So I rather sms
‘smile’

8. Do you ever ask someone to help you with your writing or edit your writing?
9. Who would you ask?
00:09:56
Yes
‘pause’
Yes, I ask someone here that I relate well with
He is also my friend
He is brilliant at English and its structure
It is because he used to be hearing
He became deaf later
If he was born deaf, that would be different
He is the only person that I ask
If I ask someone else, it would be awkward
We both would feel uncomfortable
So I prefer to ask him as always
‘nod’
If he is not here, I would wait
It always has been this way
He is like my personal assistant
‘nod’

10. When would you ask (in which situations)? Why or why not?
00:10:25
For example, if there is a job promotion or travel or report in which I get stuck, I would sign to him and he writes
There, I get a professional report
‘nod’

11. What was your experience of writing in: a. Your school
00:10:42
Yes, I wrote in isiXhosa
It was isiXhosa
Yes, I wrote in that language
'pause'
I never…
Maths were taught in isiXhosa
'pause'
Everything was in isiXhosa
Even health was in isiXhosa
All was in isiXhosa!

b. Your home
00:11:00
'shake head'
I almost never do that
Only a little bit
I sign all the time
I write for what?
Maybe I write something to prepare
I sign all the time!
I also sms
At home, we communicate full in Sign Language
'pause'
Yes, I do sign more
Only if there is an urgency, I would write
I mostly sms and sign
'pause'
Recently, someone broke in my car and stole my radio
I was in shock and went to police
Police expected me to write a report
I was stuck
This is one kind of situations that I would have to write
That's all
I write and get help from hearing people to edit
That's it
'nod'

c. At work
00:11:32
Yes, I write a little bit at work
For example, I ask someone to write a proposal
I ask for computer or email or whatever
Yes, I write just a little bit
At most of the time, I sign face to face with someone that I have to ask
'wave'
The reason for this is that this boss is Deaf!
'smile'
If it is a hearing boss, I would be stuck!
So I have to write in order to communicate!
'smile'
'nod with smile'

12. How did you learn to write? Via SASL or Signed English or oralism?
00:11:55
Yes
'pause'
Yes
I grew up using TC that helped my writing

It was the TC
When I perceived (spoken) language, I put it on paper
'pause'
I had practiced this way with writing
When I was to write and looked up at pictures on walls, I 'stole' words from them and copied them on paper
I did that at school
'pause'
Yes, there were pictures all over on walls
I copied words from there and modified them to make sentences
My work was then checked and corrected
I was relieved
It was how I copied
With time my writing had improved
It was in isiXhosa that I learned
'smile'
When I came here, I met Deaf adults
Through Sign Language, I learned and changed to English
At first it was not from writing
I learned signs from them and figured out mentally
It was also from their mouthing
I figured out what they were saying
Total communication was used – mouthing
That was how I perceived and had learned
'smile'

13. What kinds of reading do you enjoy?
00:12:48
Bible!
I have always read the bible
I don't really read newspapers and other things
'pull face'
Newspapers are not for me
I love the bible a lot and feel connected to it
Every time I read it, it helps counsel me on how to be confident and so on
'pause'
Yes, it is in English!
It is the King James
I can understand it
I remember my first bible
It was the easy bible for the Deaf
I read it first as it helped me to improve my reading and to link with the other bible
I made it through!
People ask me if I am bright and have qualification
I say no
They say how
I just read the bible
God gave me intelligence
It was also through interacting with Deaf adults
'nod'
'pause'
'nod with smile'

00:13:23
I did that at home
When I received books such romance and stories about Nelson Mandela, I never read them
I tried to read but I just didn't
'pull face'
I put them aside
It is just…

When someone signs true stories, I listen with eagerness
I read so little and have no connection with it
‘pull face’
‘nod’

00:13:39
‘nod’
It is like…
Yes, bona, paco…
I read just little of them
Yes, I read a bit of them
Also, I read YOU
Yes, I love reading the bible and feel connected to it
It helps me a lot
I read other books about problems and discard them
I learn a bit from them, though
That’s all
‘smile’
‘pause’
At home, I don’t buy books and there are no books
We only have the bible
There is a very few readings that my wife has
We both read very little
I just don’t
We just sign stories to each other
That’s it
To read is okay but…
‘smile’
‘nod with smile’
Signing is great and very important
It makes Deaf people feel confident
Signing is number one
It is true
It is like Afrikaans and Sepedi blending together with other languages
Signing is fantastic
I hope school teachers will include Sign Language
So that small children will be better educated!
Today, there is nothing
‘pause’
For example, one plus one equals two
The first one means teachers sign well
The second one means parents sign well
They are equal to two, which means Deaf children will be doubly intelligent
‘smile’
‘pause’
That’s the problem with Sign Language today
‘nod with smile’

RP016

Tell me the story of how you learnt to write in English and what writing do you do now.

00:00:11
I sign?
I learn?
'pause'
When I was small?
My mother taught me to speak
I never signed
When I attended school, I used Sign Language
At school, I learned Sign Language
But I did not learn full Sign Language
When home, I spoke
At school, I signed
I grew up this way
With friends at school, I signed
That was it
'nod'

00:00:48
Writing?
'pause'
I learned it from school
'pause'
It took place from Std 1 to 4
I learned the same things all the way
I never promoted to Std 5, 6 and so on

00:01:04
The teacher taught?
'shake head'
He/she only taught lipreading (speech)
Sign Language was never taught
'pause'
It was at school
You understand?

00:01:18
'pause'
Teaching writing?
'pause'
I write?
'pause'
Myself?
'pause'
I learned over there at Deaf school
I learned from them
You understand?
They did not teach me
Because others signed, I learned to do the same
'nod'

00:01:47
Now?
Yes, I write
I write for…
'pause'
I sign bank cheques…
'pause'

I don’t write anything else
I don’t do stories
‘shake head’
I can write simply
If it is something that is hard, I can’t write
My brother helps write
That’s all
‘nod’

1. What kinds of things do you write? For example: a. Direction
00:02:18
‘nod’
‘nod’
I draw and make measurements
What?
‘pause’
Yes?
‘nod’
I can write for you
‘nod’
I can write
Yes, I can
‘pause’
Also, to find your home, I understand the map
I read it perfectly
It is easy

For example: b. Postcard/card
00:02:51
‘shake head’
Never
‘smile’
It is difficult during holiday
It is hard
I would think hard what to do during holiday
I go there fine
I know one place, that is, Durban
I get there and would find hotels easily
I don’t know about other places
‘smile’

00:0 3:18
‘shake head’
Never

For example: c. Letter
00:03:25
‘shake head’
Never
I don’t know how to write
‘shake head’

For example: d. Diary
00:03:35
‘shake head’
Never
‘shake head’

For example: e. Essay
00:03:40

Never

For example: f. Form/document
00:03:52
I don't understand?
I drive?
I hit a car?
'pause'
I write?
'pause'
I can do that
But I don't know some words
You know these different words?
I ask police to help fill in
'nod'
It goes well
'pause'
Sometimes

For example: g. CV
00:04:28
'shake head'
I never do that
'shake head'
Since then, I never do that
I don't do the CV

For example: h. Email
00:04:38
Email?
I never learn
I never learn
Yes, I use computer for work
I do drawings on computer
But I don't email as I don't know how to do it
'shake head'
Once, I looked at a picture from the email
You know?
'laughing'

00:05:00
I learn what?
Computer?
Email?
Well, I want to learn because I have Deaf friends living overseas
I want to learn how to email
But I don't know how to get started
I will try soon
'nod'

For example: i. Shopping list
00:05:21
'pause'
Sometimes
'nod'
Memorise?
Yes, I remember
It is like as if I already wrote on the list
'nod'

2. How do you feel about writing these different texts? (He seems uncertain when asked the question)
00:05:37
'shake head'
I don't understand
The people?
'pause'
Sometimes
'shake head'
Sometimes
'nod'

3. When do you feel confident/insecure?
00:05:55
Confident?
What do you mean?
'pause'
For what?
'pause'
It is fine
'shake head'
It is fine
It's only for work
'shake head'

4. Who are you most comfortable writing to?
MISSING

5. Who do you feel fear writing to?
00:06:22
I am afraid for what?
What for?
'pause'
Yes, I sometimes…
'nod'
It is both Deaf and hearing people
When I write and sms, it is hard to find words
I could not use words properly
You know that
'nod'

6. What medium do you use for writing? For example: a. Paper and ink
00:06:50
Paper?
'pause'
I do write on paper

For example: b. Computer word processing
00:06:56
Computer?
'nod'

For example: c. SMS
'nod'

7. Which of these make you feel more confident? Why?
00:07:05
'pause'
Nothing…
I use both computer and sms

I don't really write
Yes, I sms
But they are in very short sentences
Writing long sentences is no-no
That's different
'smile'

8. Do you ever ask someone to help you with your writing or edit your writing?
00:07:28
'pause'
Sometimes when I read and could not understand the meaning of such words, I ask my brother to explain
I understand maths
'nod'
'shake head'

9. Who would you ask?
'pause'
'shake head'
Yes, they help me
When I talk to them, they don't understand
You understand?
My brother is only one who understands
I talk to him and he understands and writes down
When I talk to someone else, he/she doesn't understand
'nod'

10. When would you ask (in what situations)? Why or why not?
00:08:05
'pause'
I write…
'pause'
A story
I tell someone to help me with something that someone gives to me
We write down
'nod'
When my daughter is sick, I get help with writing a note
'nod'
'pause'
It is my brother and parents who help
'nod'

11. What was your experience of writing in a. Your school
00:08:32
'pause'
'shake head'
It is alright
'pause'
At school, I was taught practical things, not academic things
I worked all the time with hands
I hardly wrote
I repeated from Std 1 to 4
I stayed in those standards over and over
You understand?
I did both school and work at the same time
I worked with hands
I knitted
You know?
'laughing'
'shake head'

‘nod’

b. Your home
00:09:08
‘shake head’
I only write for work
‘nod’

c. At work
‘shake head’

12. How did you learn to write? Via SAS or Signed English or Oralism?
00:09:17
At home, I sign
I write for work
‘nod’
That’s it

00:09:29
‘pause’
‘shake head’
I don’t have time
‘pause’
Before?
I used speech
‘nod’

13. What kinds of reading do you enjoy?
00:09:43
Before?
At school?
I don’t read in full
‘shake head’
I only read at school
When I left school, I didn’t read
I worked since then
‘nod’
I read newspaper, watch TV news…
I only read Sunday Times, not daily newspapers
No, I only read Sunday Times
‘nod’
‘shake head’

RP017

Tell me the story of how you learnt to write in English and what writing do you do now.

00:00:09
Well, at school…
You know there was an apartheid in South Africa?
I grew up oral at home
At school, there was a mixture of oralism and Sign Language
'pull face'
I wrote bad English
But my signing was very clear
Well, I suffered
I struggled growing up
When school was finished, I went to the hearing school and was lost
I struggled all my way out
'nod'

00:00:46
The bad news was that the teacher told me that my English was bad
I was always down
'nod'
But I learned to be patient
My English was very bad
When I moved to the hearing school, I learned more there
It took…
You know that I am hard of hearing
It is unbalanced
I heard word structure
I could hear and had understood
'pause'
Yes, I can
It is easy to hear and control
I am used to it
If I become deaf, it would be a problem for me
'pause'
I am used to my family who are hearing
They speak all the time
I am patient listening to them
I use Sign Language mostly when I am in the Deaf community
Because they are hearing, they are able to write
For Deaf people, Sign Language and writing are not the same
I am mixed up with Deaf and hearing people
'pause'
Especially with language

00:01:53
'pause'
That's a good question
'nod'
The teachers taught things like this: the, is
I didn't understand their meaning and was explained
I wrote a lot in English
My favourite subject was maths
I picked up in depth
As for English, I was not sure about language, paragraph, vocabulary, preposition, tense, verb, etc.
English was difficult
So I struggled
'nod'
'shrug'

00:02:25
‘pause’
It was oralism
‘shake head’
It was a waste of time
I was oppressed
They said my English was bad over and over again
‘nod’
When I finished school, I attended a hearing college
I learned the same English there
But they dropped out and wasted my time
I learned on my own and looked up in the dictionary
It helped solve
It was not about language
It was that my mind had language
‘pause’
I listened words from hearing people and asked for meanings
I listened to their talking with sentences
I understood what they were saying
Also I learned signs at the same time
Fortunately, the dictionary helped
The dictionary that helped was not difficult
‘pause’
It was the only thing

00:03:16
‘pull face’
It was afterwards, not before
Before, I learned - ‘It is cloudy’ - and it was too easy
In Std 5 or 5, it was time to learn letters
At the introduction, I learned easily
It was hard to do the body/content
The teacher said I wrote off-point
‘pause’
It was because of oralism!
‘pause’
Only if the teacher taught in Sign Language
She only learned Sign Language much later
Fortunately, I used the dictionary
The dictionary showed the meaning of the words
So I applied them to sentences
The sentence ‘Are balls…’ has a verb
Also, the word ‘jump’ is a verb
‘shrug’

00:04:11
My writing level is easy
But I can’t write on the high level
I can read on the high level
I can pick up well
‘pause’
But when I need another level – ing
When I write a sentence ‘I want or need’, I include ‘ing’
But I write very simple English
‘nod’
I read and understand the high level and what it is saying
It is like talking to me inside
‘nod’

1. What kinds of things do you write? For example: a. Direction
00:05:01
'pause'
I get an address
'nod'
'pause'
Well, I explain this: your home is here and I draw a direction from it
It is easy
It is so simple
'nod'
If he/she is from Durban, that would be a problem
If that person is present with me and it is difficult to explain the direction to him/her, I would think hard and explain the direction by drawing on paper
This way he/she would understand
That's it

For example: b. Postcard/card and c. Letter
00:05:40
'pause'
I only write a letter to someone to whom I owe money
I write in short to say thank you and regarding the money that I owe
But I did pay
It is simple
I then fax
Letters?
'pause'
When I was young, I wrote letters
Since then, I don't

00:06:09
If I run a business, I would write letters
'smile'
I am just working as a mechanic
I focus on work and it is important
If I work in office, I would use email and send out letters as required
It is just me working as a mechanic
'smile'
So there is no need

For example: d. Diary/journal
00:06:37
'pause'
That's a good question
'pause'
The only time I wrote in diary was that when I was in a relationship
I wrote about what I did here and there
Now, I don't need to do that
'shrug'
Since I am married, there is no need
'shrug'
If it is important about love, I express in writing
But I am a mechanic
I only write finance in it
I write and check how it goes
It is the only thing that I do
It is simple
If I only write in English, that would be a different story
Indeed, there is a story
'smile'

For example: e. Essay
00:07:21
'pause'
No, nothing
'pause'
Nothing
'smile'

For example: f. Form/document
00:07:32
'nod'
Yes, it is simple
For example, I use a form from a magazine and fill in
I also fill in fun games
When I see a form for filling in my address, I would do it
That is from my mind
I do it on my own
There are some things that I was taught by teachers
It is just that when I am bored at home, I read magazines and fill in forms
It includes money, address, etc.
That is what I learned before

00:08:10
If I fill in and get stuck with something, I would ask someone for clarification
If there is no explanation, I would still write and check with someone to see that it is right
So I fill in with ease

For example: g. CV
00:08:22
'pull face'
I have work experiences of nine years
I had resigned four times
I filled in my CV
There is the only thing that my wife helps me with: structure
To follow structure, I use a book
It explains how to write a better CV

For example: h. Email
00:08:45
'pull face'
Nothing!
It is only in 2006 that I know
By 2007, I want email
I always use sms
I am not sure of how to use email
Nothing!
'laughing'
Nothing!
I only play games on computer
But I know nothing about email
My wife and friends know email
I will be prepared to get it
'pause'
'nod'
I always aim to get email at home
I need email and internet
I always say I will get but try to finalise

For example: i. Shopping List
00:09:39

‘nod’
Well, it is true
When I got married or whenever…
I am married for six years
I shop on my own
I know exactly what to get for home
I know names of items
I tried for the first time and gained experience
‘shrug’
I plan meals for evenings
‘shrug’

00:10:00
‘nod’
Yes, I still

2. How do you feel about writing these different texts?
00:10:07
‘pull face’
When I am angry, I become confident in writing
‘nod’
If I am not angry, I could not write
When I am angry, my mind works out all the way
If it is not serious, I would struggle to get started with writing
Balancing is the problem
‘smile’

3. When do you feel confident/insecure?
00:10:31
‘pause’
I am confident…
To report is important!
‘pause’
Secondly, I can’t do it if something is simple
‘pause’
I must be confident to report because I don’t want any problem
I need to solve it
To structure a report, I look for a book and in the dictionary and write down
It is better that I included my personal experience and send out

00:10:59
‘pause’
When there are handouts at meetings, I would feel insecure
When I am given the handout, I look at it and figure out how to understand
A friend would help and I get an idea and write in
If I am on my own, I will be insecure
That’s a problem
If I go to a bank and look at a form…
If it is the same story and requires a signature…
If there is a different story, I ask why
Questions are the problem
I don’t know their meaning
A question such as ‘What is your name?’ is easy
I would be stuck with the other question such as ‘What is your occupation?’
I won’t know the meaning of the word ‘occupation’
That’s difficult
It is better that I bring the dictionary along and check with it when filling in some form
The dictionary would help advise
‘laughing’

4. Who are you most comfortable writing to?
00:11:58
'pause'
Well, I lipread some people and if I still find it hard to understand, I would write on paper
So we understand
I am confident with people, especially Black people
We can write to each other
They understand language like I do
Our level of language is almost the same
People can understand low and high levels of language (Black people)
If for coloured people, they would ask for meanings as they don't understand
It is just their language

5. Who do you have fear writing to?
00:12:40
'pause'
It is the VIPs!
For example, the Human Resources at some meeting instructed me to write something
I hesitated
I asked why and for explanation
I was instructed to complete a dense file
When they said 'complete', I was not sure what it meant
I was expected to write about my future career goals
I got stuck and found words difficult
I wrote sentences that might be understandable
I wrote about my future as a manager or foreman or whatever
I thought about leaving my current job as a mechanic and pursuing a career as a manager in an office
'pause'
I wrote goals about my family
I wrote down a bit
I did not need to write in details
I wrote in short
That was it

6. What medium do you use for writing? For example: a. Paper and ink
00:13:38
What?
'pause'
Sometimes

b. Computer world processing
'nod'
Sometimes when there was no cellphone
Cellphone was like computer

c. SMS
It has no details
So cellphone is easy
Yes, I sms

7. Which of these make you feel more confident? Why?
'pause'
No, it is better (sms)
But I need computer as it is easier to reach everyone via email
Smsing does the same but…
'pause'
I want to play on computer for CV, etc
I need that
Cellphone is for arranging to meet up at some place

It is easy
I need computer to write something and get information

8. Do you ever ask someone to help you with your writing or edit your writing?
00:14:25
Yes, yes, yes
It is alright

00:14:35
Yes, I write on my own and send it to someone to check my structure and language and if I am on the same level
He/she checks and corrects few mistakes
I say fine and take it back
I explain that my wife and I are deaf and use Sign Language at most of the time
So our writing level is not the same
I give it to him
He/she then gives it to another hearing person who understands our issue
He/she reads and makes some change
He/she would say it is bad
He/she then fixes
'nod'

9. Who would you ask?
00:15:20
Who?
It is my sister or friend
'nod'
'pause'
They are hearing
'nod'
Yes

10. When would you ask (in what situations)? Why or why not?
00:15:32
I write a letter?
'pause'
I informed someone that I completed my study and needed more information about future study
They might not understand my request since I completed my study
I had four subjects but passed only two
I wanted to combine the two ones with the other two
It was for the certificate's purpose
The woman said I needed to write a letter
I wrote the letter and had someone to check it and then sent it out
They were clear with my request

11. What was your experience of writing in a. Your school?
00:16:10

Helen, I tell you the truth
My writing in English is not good!
But I wrote maths a lot
It kept me busy
'pause'
If my desire for writing developed, I would have written
But I did accounting, maths, etc. well
I knew English and picked up slowly
Maths was easy
I needed more time for English
I would have focused on meanings

I just needed more time

b. Your home?
00:16:46
'pause'
No
I…
No
'shake head'
I focus more on newspaper by reading
'shake head'
I sometimes write
Only if there is a big problem
I report a little bit
Once every six month, I write
At most of the time, I just read newspaper
There, I read problems, soccer, sports and understand what's going on
I don't write something
I only do it once or twice a year
'shrug'

c. At work?
'pause'
For example…
'pause'
I have experience from my study
At work, if something is broken, I write a report
This is the only thing that I write
If something is broken, who will pay?
This will cause a conflict
So I write up reasons and explanation about engines that are broken
I write down names and why they won't work
I make recommendations for new parts that need to be assembled
I get approval
So the management at the workshop provides good service
That's it

12. How did you learn to write? Via SASL or Signed English or Oralism?
00:17:57
'pause'
I go to the Deaf community where it uses Sign Language
At home, I use oralism
When I go to work, I use oralism
I have been involved more with the Deaf community
But I don't meet them as much as I wish
My wife and child sign all the same
I visit them once in a while (Deaf community)
At school, I signed all the time!
It is because…
'pause'
'shake head'
When I go to the Deaf community, I learn different signs
I learn there and sign along
'shrug'
I learn jokes from the Black community (Deaf)
Their structure is awesome
I get emotional about speech and sign
I want to clear it up
I grew up communicating orally
But my speech went down

I dropped out ‘a’
They said I got to repeat what I said
Then they understood
‘pause’
Friends teased me as my voice was not normal
So I rather focus on Sign Language
It is important to me
‘pause’
My school used oralism from 1981 to 1992
‘pause’
The teachers changed to Sign Language
Oralism was omitted because it inhibited the teaching
English was a waste of time
Afterwards, it grew (Sign Language)
I finished school at that time
‘shake head’
In South Africa, teachers were poor with signing and teaching
There were no interpreters
‘shake head’

13. What kinds of reading do you enjoy?
00:19:51‘pause’
Sports
Technology!
I am interested in different things
Recently, there was a machine developed for hearts
For future, there is need to keep hearts beating
I analyse the price for that machine
America was the first country in the world
That was interesting
I read more about sports!
I know persons and what happen to them such as resignations, reasons for them, etc.
It is more about sports
I understand what they are saying
‘pause’
‘nod’
I read at the back of ‘The Star’ and ‘Sun’
Yes, it is easy to understand what it says (‘Sun’)
‘The Star’ is difficult to understand
I can’t conceptualise words from it
So, it is a waste of time
I go to the sport section at the back and try to pick up words
I discard that
‘Sun’ and ‘Sowetan’ are easy to understand!
Their language is quick to understand
‘nod’

Appendix K: Translation of the Semi-Structured Interviews

RP01

Tell me the story of how you learnt to write in English and what writing you do now.

At school, he had to take Sotho instead of Afrikaans or English as instructed by the principal. When a new principal was appointed in 1984, English was introduced. He only learned that language for one year. After school, he learned English from his mother and hearing friend. He was disappointed at not learning English during his childhood. He was never taught long sentences. He only learned words. He was given schoolwork that suited for children.

Teachers used Total Communication as medium of communication. They taught him to speak words using a balloon to distinguish sounds. He just could not speak and understand. He just learned words by words.

He went on to say that he was good with words. In 1991, he learned there were evening classes for Deaf people. He was happy and attended classes. He was taught long sentences. He was in awe and said it was so different from what he learned at school. The teacher taught well and used Sign Language. He finally understood what English was all about. However, the classes only lasted for two months. He decided after this course that he should carry on reading. From there, he could succeed. As of now, he is doing well.

1. What kinds of things do you write? For example:

Direction	He can write directions for anybody.
Postcard/Letter	He wrote on his own. He was taught by the teacher when growing up. At first, he wrote letters in Sotho. He wanted to write in English and tried it. Then he posted ithe letter. However, he does not write postcards or letters anymore. It is just that he is not keen on it. He said writing that long makes him tired. Also he struggles with ideas of what to write. He prefers to use sms. This way, he contacts someone immediately and within a day. Letters take long to reach someone. He agrees that writing is important such as medical notes, correspondences, letters to governmental departments.
Diary/Journal	He seemed not to understand this question. He said he first read a book and learned more words. From there he got interested and wrote on his own. Then he compared his work with the book. Sometimes he was correct. He tried to carry on practicing with reading. One Sunday, he was talking to Deaf people at a gathering. They felt English was useful for communication and could not however communicate with the government. He understood and got support from another person. He said he and others are good at English. They help one another if they are stuck with it. He also said if he is on his own, it won't work. When the teacher wrote something on board, he watched and memorized. This work was put aside and a new work was written. When the old work was put back, he was stuck and disappointed as he could not remember. He said the reason was that he did not read. So he tried his best to learn as much as he could. However, it was hard.
Essay	He says he is good at writing stories. He has ideas and writes his own personal story. He gets a hearing person to check his writing and is told that it is good. Thus, he feels good. He continues to ask a hearing person for assistance in order to be reassured. Certainly, he makes mistakes. Since his girlfriend, who has an outstanding command of English and attends Filadelphia School, teaches him English a lot via signing he understands more easily.
Form/Document	He explained that when he wrote something to the police, they rejected

	him. He believed it was because he was deaf. They could not give him a form and made him wait for a Sign Language interpreter. He was not comfortable since he preferred to communicate with the police on his own. He said he can write forms. He did write forms at Baragwanath Clinic. He agreed that there were difficult words. When he was faced with them, he just left them out. His brother would help out filling in. This part seems to be off the track. He said when he had an idea and put it down on paper, a hearing person checked and said it was wrong. He was disappointed and found it hard to understand. Then he rewrote it but was made mistakes again. He read a book and applied to his writing. He said he could not write on his own but with the book, he could.
CV	He was fine with writing his own CV but checked with the office of Deaf Federation Gauteng to ensure that it was correct. He was relieved when told it was right.
Email	He never learned e-mailing. He did not state any reason.
Shopping List	He can write a shopping list on his own but in private.
Other	

2. How do you feel about writing these different texts?

He felt information about woodworking and welding was hard. He wanted to take a class but it was tough. He was never taught all these at school. He only did the practical. He had to know labels for different things. Thus he studied last year and found it hard. He had no knowledge and did not write well. He managed somehow.

3. When do you feel confident / insecure?
Before 2005, he was not confident. During 2005, he wrote letters to the Department of Labour as well as to CCMA. They understood him and his English. Thus, he became confident.

4. Who are you most comfortable writing to?
He used to have two friends. They died. They all used to support each other. He feels fine with writing but gets disillusioned. He prefers to sign since it is much easier. Signing is like writing. Writing is not easy and a waste of time. He wants to sign all the time.

5. Who do you feel fear writing to?
He feels inadequate when writing to important people since they are intelligent. He is shy because his writing is confusing. He laughed when he said that. Hearing people would not understand his word orders. Only few would understand the unstructured writing. However, he tries to approach people with high status. It is hard when they ask him about what he does for a living. He would say sorry and gesture that he could not understand. He would have to use a Sign Language interpreter in order to be understood.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink
Computer Word Processing	He does not use computer.
SMS	He always smses. However there is a problem. When he sends out a message, it may not reach its receiver. The MTN contacted him to make a phone call to them. He could not since he is Deaf. He explained to them via sms. They insisted he telephone them. When he SMSed to a certain company that he had a qualification,they ignored him at first and when they learned that he had qualification, they asked how they could communicate with him. He said they could

	communicate with him. If not, writing on paper would do. They were not willing to try and wanted to employ a Sign Language interpreter. He did not want that and preferred to communicate directly with them. He said there were interpreters who misinterpreted messages. He felt to meet face to face and communicate would help them understand him. Thus, he would get a job.
Other	

7. Which of these make you feel more confident? Why?
He prefers SMS as it is fast and easy to use. He understands well when SMSing.

8. Do you ever ask someone to help you with your writing or edit your writing?
He had an idea and wrote down on paper. He tried his luck by going to his friend for checking his letter and its content. He waited for him to return home from work. Before handing in his writing, he greeted and asked his friend if he was willing to edit it. The friend accepted, checked the writing and explained mistakes. He rewrote it on a new piece of paper. This way, he learned fast.

9. Who would you ask?
He asks his hearing male friends. However, most of them are out at work. The one who he sees often is a teacher. If he is not available, he would ask a nurse friend.

10. When would you ask? Why or why not?
Last June, the Premier of Gauteng, Shilowa, sent him a letter. He felt fortunate and good for reading it. The premier asked what occupation he was confident in. He also wanted to know what occupation he wanted and where he would rent a place. He was unsure but replied in writing. He asked a hearing person to check his letter and was told that it was fine. He then felt good and mailed it. He wanted to rent a place in Vaal, instead of Johannesburg. He was not sure who he should contact for renting. He tried the government but they could not help. Also, there was no Sign Language interpreter available. He struggled and was stuck. He waited to see what happened in the near future.

11. What was your experience of writing in:

Your school	He was very good at mathematics since it was easy. He was also good with banking and monies. He learned these after school. He also learned English after school.
Your home	He sometimes writes at home. He taught his mother Sign Language. She signs well.
At work	When he applied for a job, he was asked if he was good at welding and had past experience. He replied that he could do the job well and did not have past experience as he.only learned at school. He had to take five tests. That bewildered him. However, after completing the tests, he was told that he was only one who passed. So, he got the job. He wrote a report monthly. He did the drawings, such as bulb, wires, etc. He also wrote down labels. When he handed in the report and it was approved, he was sent out to work on electricity.

12. How did you learn to write? Via SASL or Signed English or Oralism?
He always signed and was only shown the writing. From there he wrote a lot. One white teacher from overseas taught him in Sign Language. Local teachers did not sign.

13. What kinds of readings do you enjoy?
He loves reading the '*Daily Sun'* newspaper. He is known for always reading it. He also reads '*The Citizen*' and books about motor vehicles. He did read academic books borrowed from his university friends and found them difficult to read. He tries his best to read them but it takes long. He learns that many English words have no signs.

He has been reading magazines such as '*Bona*', '*Drum*', etc. He likes them a lot as they are interesting. He laughs at cartoons. He looks at information about missing persons. Magazines also talk about people's real life experiences.

He asked Deaf people if they like reading. They don't as they prefer to sign. He explained that it is important to write at a job. They agreed but would use Sign Language interpreters. He himself would not use an interpreter as he does not feel safe with one. Also it costs money to employ one. He wants an employer to have confidence to communicate with him.

He signs meanings from the Bible to Deaf people since they don't understand written English. He always watches TV as some programmes such as '7de Laan' have subtitles. He would explain to someone what it is all about while watching it. His girlfriend teaches him English words from the subtitles. She has matric, he, Std 7. They both teach each other different ideas and words.

RP02

Tell me the story of how you learnt t o write in English and what writing you do now.

At school, teachers did not teach English well. They communicated differently. It was the hearing way, not the Deaf way. They also did not care about teaching. He struggled and asked repeatedly for clarification. He still did not grasp concepts. Thus, he learned English poorly. After school, he studied at INTEC and his English improved via interacting and studying with his hearing friends. His family never taught him English. He however tried to improve his English on his own.
He learned words by words. He also learned to read magazines and to use a dictionary. When he did not understand, he asked his friend from university to explain.

He went on to explain that he is not good with writing sentences. He does fine and tries his best. When he struggles, he looks words up in the dictionary. If he still struggles, he asks his friend, who has a good command of English, to explain. He also edits his English sentences. From that, he learns and rewrites.

At the moment, he writes and studies. He needs a Grade 12 qualification as required by the employment sector. He has a Grade 11 certification. He went to say that if he carries less than the Grade 12 qualification, there is a problem with finding employment. Thus, he studies.

1. What kinds of things do you write? For example:

Direction	He said he would sign directions. He also can write and send out. It is easy since he lives in Soweto.
Postcards/Letters	He said he can do postcards. As for letters, he will write only when he remembers. Since there is a cellphone, it is easier. He SMSs everybody.
Diary/Journal	He writes in a diary only when he feels like it. He learns from it. He finds it fun when he sees what is written down.
Essay	He said no, he does not do any essays as it is difficult. He may write a very short one! He laughed.
Form/Document	He finds filling in forms difficult since he is not exposed to this kind of forms. He was not taught at school. When he is stuck, he would ask for assistance. He said he is not good at them but has been improving.
CV	He was assisted with writing his CV at the office of Deaf Federation of South Africa Gauteng. He read and saw how it was written. He then sent it out to work places and was called for an interview. He understands that a CV is essential for finding jobs. He said he can't write a CV on his own as it would not match what is expected by work places. He added that I (Helen) know that.
Email	He can use e-mail but he stays home and studies. I assume that he has no access to computer.
Shopping List	He does not write a shopping list when he needs a few items. When he needs a lot of items, he will write a shopping list.
Other	He likes to copy English words from the Bible and write them down on paper. When he is not happy or has a problem, he writes these words. It helps sort out his problems.

2. How do you feel about writing these different texts?
He has a problem with not having confidence with a large audience. He is nervous. When he writes, the audience of people with high status would look at him blankly and say so. They

also would test him through his writing after learning that he is Deaf. They hand him a piece of paper and instruct that he writes. He is scared. He rather writes in isolation and hands back his writing to them. He is just uncomfortable and gets nervous and embarrassed when people watch him writing. In a one to one situation, he feels confident and would agree to work on his writing. He writes quickly and easily, since it is just for one person. He is used to having eye contact with friends instead of the audience.

3. When do you feel confident / insecure?
It was only in 2004 that he gained confidence. He is studying and feels his mind has improved about 80%. Before 2004, he was working and had not developed skills.

4. Who are you most comfortable writing to?
If a person realises that he is deaf and is sensitive to this, it is a comfortable situation. If the person is not, it becomes hard as, when he writes on paper, the person doesn't care and throws it away and make fun of his deafness. He would get away. He writes both to his hearing and Deaf friends. Sometimes he doesn't care about who to write to. He asks his parents for assistance with his writing.

5. Who do you feel fear writing to?
He is not sure but thinks it is the government. They are people with grave faces that make him nervous. If they just give him paper and leave, it is fine. If they stay on, he would be uncomfortable. Also when they talk important issues to him, he gets more nervous.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink.
Computer Word Processing	He does not use computer word processing since he has no computer.
SMS	He uses SMS daily! Since Deaf people communicate in English, he is compelled to do so. He usually communicates in Sotho. He learned Sotho at school and used it when growing up.
Other	

7. Which of these make you feel more confident? Why?
He wants to learn more about computers since it is important and easy to e-mail. It also opens up a world of knowledge. From this he can learn a lot. Writing on paper is limited.

8. Do you ever ask someone to help you with your writing or edit your writing?
He does ask someone to help edit his writing.

9. Who would you ask?
He asks his aunt who is hearing and a doctor. He asks her if he can come over to have his writing edited which he writes on his own and she edits. He then rewrites it on another piece of paper. He emphasized that she does not write for him. Otherwise he would be considered as lazy.

10. When would you ask (in what situations)? Why or why not?
He said it is for his study which uses English as a medium of instruction. Also if he is given a writing sample to take home from an interview, he would ask his aunt for clarification. He writes and sends back to the company.

11. What was your experience of writing in:

Your school	He said it is as if he only learned 50% of what he should have. He felt as if he was stupid and his mind went down. He was taught as if he was mentally slow. Hearing teachers signed and spoke at the same time. He was stuck and could not grasp even one idea. Thus, teachers shouted at him for not understanding

	and were abusive. It would have been better if there had been a Deaf teacher and he or she communicated in Sign Language. They could have then related to each other. After school he managed to pick up.
Your home	He writes to his hearing neighbours and his aunt.
At work	At his previous job, a hearing person wrote a note to him but he had a problem with English. He would get off the point. He explained to the hearing person that English is his second language. Thus, he is not good at it. Since then, they both communicated well via writing.

12. How did you learn to write? Via SASL or Signed English or Oralism?
He said it was easy to learn writing via interacting. If he was his own, it would not be possible. If writing is hard, he would ask a Deaf person who has a good command of English to explain. He writes to hearing people if there is a difficulty with communication. He would relate and understand clearly if people sign.

13. What kinds of reading do you enjoy?
He loves reading magazines such as '*Bono*' and '*Drum*'. In these magazines, he loves the soccer section. He favours the Kaizer Chief team. He also likes reading world news. He likes to read newspapers about soccer. He reads '*Daily Sun'* since the English there is easy. He regards this newspaper as being very good. He finds English in '*Express*' difficult. He also finds English in 'The Star' very difficult since it is an international newspaper. 'Daily Sun' focuses on the issues of Black people. When he finds words hard, he writes down and asks someone for clarification. He never gets bored as he reads a lot. He is happy that his knowledge has improved. He used to be in the dark. He now wakes up and grows mentally intelligent. He mentioned that his friends don't have time to read.

He is happy with his English. English is used everywhere. He said if someone speaks or writes in a different language besides Sotho and English, he would use a Sign Language interpreter. He said he finds English difficult. When he grew up, he learnt Sotho. After school he learned English. When he got a job, his mind was not yet broadened. He also socialized with very few people. When he started to study, he socialized more often. It helped to improve his knowledge. Thus, communicating is important.

RP03

Tell me the story of how you learnt to write in English and what writing you do now.

She attended school in Rustenburg and was taught to write Afrikaans and English. She also learned a bit of Sotho. She did not recall how she started writing. She just remembered taking cooking and sewing classes. In those classes, she wrote word by word.

She was taught via Sign Language. Teachers signed like Deaf people and she understood them. However, Afrikaans was used as a medium of instruction. Thus, she wrote in Afrikaans. She learned Afrikaans words and was good at them.

She only learned English from her mother and was not good at it. She knows few English words. Today, she is still reading and writing in Afrikaans. She copies words from Afrikaans books and TV by writing down on paper.

1. What kinds of things do you write? For example:

Direction	She said she can write directions.
Postcards/Letters	She does not write postcards or letters anymore as all of her friends passed away. She is not sure why they died. She used to write before.
Diary/Journal	She seemed not to understand this question. She has plenty of books at home. She reads them. She also watches TV. When she tires of watching, she read books. Books are in Afrikaans.
Essay	She does not write any essays. She knows stories in Afrikaans
Form/Document	She explained that when she was at hospital, she used Sign Language to communicate with people. They could not understand her and wrote something on paper. She felt uncomfortable since she could not read. She also explained that she is deaf. They got cross. She then asked her friend in private to find out what was required of her. The friend read the note and explained that she should go upstairs. She went there with the form and gave it to the charge nurse. He read it and said it was the right place. He also asked if she is deaf. She was instructed to sit down. She did and filled in the form. When she needed some information, she asked for assistance. He wrote down Afrikaans words so that she understood. She filled in the rest of the form.
CV	She is assisted with her CV from the office of Deaf Federation of South Africa Gauteng. It is written in English.
Email	She never e-mails since she is never taught how to do it.
Shopping List	She writes her shopping list in Afrikaans. However, when someone writes in English, she looks for an item and compares it with the written word on the list. She gets the correct item and goes ahead and buys it. She said this way she learns more English words.
Other	

2. How do you feel about writing these different texts?
I am sometimes confident.

3. When do you feel confident / insecure?
When she looks at a piece of paper and gets stuck, she keeps quiet and decides to ask for help in private. She shows the paper to someone who explains. She understands and goes back. She asks both hearing and Deaf friends for assistance.

4. Who are you most comfortable writing to?
She writes to both Deaf and hearing people.

5. Who do you feel fear writing to?
If she writes and shows it to a hearing or deaf person, he/she would laugh.

6. What medium do you use for writing? For example:

Paper and Ink	
Computer Word Processing	She does not use a computer.
SMS	She used to SMS to everyone in the past. She just lost her cellphone. She SMSed in English with assistance from her hearing friends.
Other	

7. Which of these make you feel more confident? Why?
She is more confident with using SMS.

8. Do you ever ask someone to help you with your writing or edit your writing?
When she writes in English and makes mistakes, she asks a hearing person to edit it. She then rewrites it and remembers not to repeat her mistakes.

9. Who would you ask?
That hearing person is her sister living in Alexandra.

10. When would you ask (in what situations)? Why or why not?
Since she is shy, someone would read and laugh at her writing. She asks her sister to help all the time.

11. What was your experience of writing in

Your school	She wrote in Afrikaans.
Your home	She writes anything.
At work	She never wrote at her previous employment. She was instructed to do work via gesture. She also never read anything that involved her job.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She learned writing via signing. The teachers who were hearing were good at signing. They signed like Deaf people. Thus she learned well from them. She liked writing in Afrikaans.

13. What kinds of reading do you enjoy?
She reads ' The Sowetan'. She understands a bit of English and finds it alright. She hates English, though. She always read 'Bona' since it is written in the Sotho language. She reads Sotho very well and loves it! She said Afrikaans is all right. She prefers Sotho to Afrikaans and Afrikaans to English. She learned Sotho at school as a first language. She also uses Sotho at home in Nelspruit. Afrikaans was her second language. She wants to learn English, though, so that she can find employment as ,if a company gives her a form and she can't understand how to complete it, it would be a problem. Thus, it is better to learn English. She always writes and sends out letters, especially to her sister, in Sotho. When she is on her own, she writes in Sotho. With people, especially Deaf people, she writes in English.

RP04

Tell me the story of how you learnt to write in English and what writing you do now.

She used to live in Pretoria with her grandmother. When her grandmother learned that she was deaf, she, her grandmother, searched for a school for Deaf children and found one in Lenasia. She attended this school. Her mother instructed that she had to read books. She did not understand at first. Ouma taught her how to read. She learned to connect pictures with words such as apple, mango, etc. Ouma also articulated to her using those words. She did not understand but, later at school, she learned to speak and connect words with speech.

When given homework, she asked Ouma to explain meanings of new words. She learned to read and understand. Since then, she has loved reading. She also writes letters to her friend about personal issues. She regards writing letters as wonderful.

She went on to say that reading helps her reach her goals for her future. She felt reading is essential. She was relocated to high school in Johannesburg despite her uncertainty. She found its sign dialect different from the ones of her old school. However, she kept on with reading and visited the school library. She chose books and magazines and read them at hostel. When she found difficult words, she looked up them in a dictionary and learned meanings and wrote them down. She was noted as being a reader by teachers and school peers and encouraged to keep up with her reading.

However, she was told not to read during school time. She was not sure what the problem was due to miscommunication. She used a different sign dialect. She was instructed that she had to study new words for homework. When she struggled with their meaning, she would ask her teacher for clarification the next day. She said using a dictionary is also important. The reading she loved the most was her Bible. She read it almost all the time. One teacher gave her books to take home to read. She accepted on one condition, that if she did not understand any words, that teacher would help explain. The teacher agreed.

After school, she stayed home and read, especially her Bible. She read it everywhere, even in a taxi, at the shops, etc. She was confident in this aspect.

When asked specifically about her writing, she responded that she reads and writes at the same time. She and her friends wrote letters to each other. She also wrote to friends in Durban and Cape Town who did not respond. At the summer games in Bloemfontein, she met one friend and asked what was going on. The friend explained she was busy with her final year and commented that her English had improved. She explained how she had improved by reading and writing. It did not matter to her about passing or failing English exams. She just learned new words and applied them to her writing.

She remembered that her teacher taught her to read and write. When she wrote something and handed it to the teacher for correction, she accepted she had to rewrite the work. She learned to write paragraphs. She was told that it was important to learn to read before learning to write.

Today, she is studying for an N3. She also reads a lot.

1. 1. What kinds of things do you write? For example:

Direction	She said she must accept that she has to writie down the address. She can not draw the direction since she is not good at drawing. She carried on by saying that she drew well in the past and lost skills after leaving school. She will draw if necessary.
Postcards/Letters	She used to write letters to her best friend and her mother. She stopped when she turned 21. The reason was that her mother is busy and studies IT.

Diary/Journal	She keeps a diary. She stays home and writes in private. She is confident for doing that. She said she likes her own company and she is quiet. She writes that she reads or watches TV or writes something interesting on Mondays or Tuesdays. I think she is also referring to the calendar diary. She has to write homework for her N3 course as it is compulsory. When she doesn't understand words, she looks them up in the dictionary. She tries her best. She said she is fine with English but unsure about advanced English words. She seems apprehensive about that.
Essay	She writes essays. She said what for? She would only write when instructed. If she wants to write to a friend, she would do so in private.
Form/Document	She can fill in forms. If she doesn't know certain words, she checks in the dictionary or asks someone for clarification. When she understands, she carries on filling in. She realised that she has to learn more vocabulary. She said that, if she got married one day, it would be important to have writing skills, especially if she became pregnant or has a child. If her child became ill, she would have to accept responsibility by writing a note to school or a doctor. She feels she must learn these skills.
CV	She has a CV but was assisted by someone. When she wrote one part, someone checked it and instructed that she must learns more and do it on her own. She accepted this.
E-mail	She never uses e-mail. She is learning how to use it and feels fairly confident.
Shopping List	She said she certainly writes shopping lists. She is responsible for that. Her mother told her from the age of 21, she should learn responsibilities in order to prepare for her future marriage. She has learned since then. She also pays monthly electricity, water, and tax. She buys food on the budget of R1,000. She feels fortunate for learning all these skills. Her friends were surprised to note that she has skills. She explained that it is essential to be responsible.
Other	She studies for her N3 course.

2. How do you feel about writing these different texts?
She feels alright but enjoys writing. It is very interesting. She is pretty confident with herself. Her mother taught her that it is important to write. Thus, she got used to writing.

3. When do you feel confident / insecure?
At age of 13, she became confident with writing. However, at age of 18, she lost confidence due to home problems. At 19, she became confident again with writing as well as reading. She feels insecure when writing to people with high status and who have very good command of English.

4. Who are you most comfortable writing to?
She prefers to write to her best friend as well as her family.

5. Who do you feel fear writing to?
She is insecure with people that she doesn't know. She couldn't explain why.

6. What medium do you use for writing? For example:

Paper and Ink	MISSING
Computer	She sometimes uses a computer. When she studies, she reads and writes in

Word Processing	English. She usually writes on paper.
SMS	She always uses SMS. SMSing helps improve her English words since it has the facility to help correct words. When she does not know a spelling, the cell would help find the correct one. It is like a dictionary. When her friend is clubbing, she has to SMS her in order to communicate.
Other	

7. Which of these make you feel more confident? Why?
She likes both smsing and writing.

8. Do you ever ask someone to help you with your writing or edit your writing?
She does ask someone.

9. Who would you ask?
She asks both her friend and her mother.

10. When would you ask (in what situations)? Why or why not?
If someone informs her that she makes a mistake with writing, she tries to rectify it. She has to practice her writing.

11. What was your experience of writing in:

Your school	She always read and wrote.
Your home	She is writing for her N3 course. It is important to write. She has to learn since, if she is employed and unfamiliar with tasks that are given, she would practice and learn. It may take one week to learn and remember. Then a boss would notice her good performance and want her to stay at her job. Thus she is given a permanent job.
At work	She is not yet employed.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She signed and then wrote. When writing, she also spoke to herself. Teachers taught using Total Communication, which she didn't understand.

13. What kinds of reading do you enjoy?
She loves reading romance. She reads Danner Davis's romance books. She also loves the Bible. She reads '*Sweet Dreams'* and books about life orientation. She is doesn't like newspapers since they present negative news. She finds it depressing. She only reads newspapers for employment. She also loves reading magazines such as '*Drum*', '*True Love'*, and '*YOU*'. She likes another one in Afrikaans but doesn't remember the name of this magazine. She looks at pictures in these magazines and finds the cooking sections fantastic. She loves cooking books a lot.

RP05

Tell me the story of how you learnt to write in English and what writing you do now.

English teachers from school taught him to write. When he was in Std 7, he wrote. However, that teacher did not help much by just overseeing the class. She decided to move him to a vocational class. He never finished his matriculation due to his bad experience with a male teacher.

Today, he still writes. It does not matter to him that his English is bad. His mother or sister helps write for him.

At first, he learned Sign Language. He then moved on to learn writing. He knew that Sign Language is not English. He explained that he did not write first. He spoke or mouthed to himself to check if he got English right. He then wrote down on paper. For example, he mouthed 'Please I can…' and then corrected himself by mouthing 'Please can I help you…' Then he wrote down. In Sign Language, it would be signed like 'PLEASE HELP…' He explained that the sign 'can' was omitted. Thus, he had to mouth for writing.

Teachers were good and taught in signs. He memorized writing from the board. He learned prefixes and suffixes. For example, the word 'nation' goes with the suffix 'al'. He also learned to add the suffix 'tion' to the words 'solute'.

His friend at work gives him the newspaper, 'City Vision' daily. He stated that Black people tend to read this newspaper. He copies the Biblical verses from it by writing them down in a book. He also copies poems. He loves them and sends them to his friends. They love them. One friend asked where he got the poem and was told that he copied it from the newspaper. So far, he has three books full of verses and poems. At work, when he has nothing to do, he writes.

1. What kinds of things do you write? For example:

Direction	He said it is easy to give directions. If he makes a mistake, he would show it to his mother for correction.
Postcards/Letters	When he is away on holiday, he would post a postcard to his friends in Johannesburg. Before he writes, and doesn't want to show hearing friends his bad English, he asks his mother for assistance. He then writes the correct English on postcards and posts them. He explained that his English is bad. He writes but is not sure if he gets it right or wrong. He never knows. He adds that his English is not that bad but would rather show his writing to his mother for correction. He also uses the spell check in a computer to correct his spelling. He tries to write letters to famous people but finds it hard. For friends it is fine. He sometimes does it on his own or asks his mother for assistance.
Diary/Journal	He doesn't keep a diary: however, when someone at work is horrible to him, he would write in a diary immediately. It is like a reminder. For example, he writes: 'I never talk to Peggy' and: 'I never talk to Maureen'. This helps him remember not to talk to certain people as he doesn't gossip to other people. He only writes one or two lines per entry.
Essay	He writes stories on his own about his growing up and about anything. He writes: however, he does not write that long. He finds it hard to write at length as he would get off track. He would rather keep it short. When he writes at length, he gets confused. He then leaves it until the next day and carries on writing. He also writes poems. It takes one hour to write one at home. He also leaves it until the next day and finishes it off then.

Form/Document	He said he can't fill in forms. If he is in a car accident, he would wait for his mother to arrive. He finds words in the form difficult. He would also ask his friend who is a Sign Language interpreter at his church to assist. He uses speech only to friends. He thus prefers his mother to accompany him.
CV	He tried to write his CV. Since his sister is a teacher and does CVs often, she wrote one for him. His mother would do the same for him. They used a computer to write his CV.
Email	He e-mails poems to his uncle, his mothers' friends and others. He said he does this on his own because there is a spell check on the computer.
Shopping List	He does not really write one. He takes it easy and remembers exactly what food he needs. His mother also accompanies him to stores. Sometimes when his parents are away, he remembers what food to buy for dinner in the evenings and shops on his own. If he wants a pie or chips, he gets it.
Other	

2. How do you feel about writing these different texts?
He is alright with writing.

3. When do you feel confident / insecure?
He is not confident with writing at work. He writes daily starting at 8am in the mornings and would not put it off until later. He is disciplined to do his job and finishes off so that he can do something else. When they ask him to write something, he would. He can't write something if he is not familiar with names of food items since he does not use them at home. He gets embarrassed. He asks a lady at the office to help write down the names and copies them down.

4. Who are you most comfortable writing to?
He writes and e-mails to his uncle, his mother's friends and his friends.

5. Who do you feel fear writing to?
He can't write to people that he doesn't know. He used to write to his boss but not anymore. He is forbidden to do so. The boss' secretary prevents him from writing as the boss said he writes too much. He explained he writes out of respect. The secretary has control over his writing. He has to read her writing to see what she has to say. He has to type important issues on computer in order to communicate with the boss. It is also via the secretary.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink.
Computer Word Processing	He has a computer at home. He uses chat online as well as MSWord and XP. His sister helps out if there is a problem. He learns a lot from her since she has experience.
SMS	He smses to friends in Port Elizabeth, his mother's friends and his family.
Other	

7. Which of these make you feel more confident? Why?
He prefers to sms and use computer. Writing is alright.

8. Do you ever ask someone to help you with your writing or edit your writing?
He asks his family to edit.

9. Who would you ask?

He asks his mother or sister.

10. When would you ask (in what situations)? Why or why not?
He asks them to write letters. They are for his friends, his mother's friends or the karate club. If he writes a letter on his own, someone would scoff and find out that he is writing in a Deaf way. Thus he rather asks his mother to write. When his mother finishes writing, he copies it on another piece of paper and sends it out.

11. What was your experience of writing in:

Your school	He was taught to write at school. In Std 5, he wrote a story about a dog. He also learned how to use punctuation and to apply it to his writing. Other teachers taught him the same. He understood why the English language works this way.
Your home	He always writes during weekends since he is busy during the week. He prepares notes for his friends at church. He tries to be nice to them by writing them something. Otherwise he would be rejected.
At work	He ticks off food items for packing and delivering to different organizations. When he does nothing at work, he writes poems for his friends.

12. How did you learn to write? Via SASL or Signed English or Oralism?
Teachers used Total Communication. He said Total Communication helped him learn to write. However, he wrote on his own.

13. What kinds of reading do you enjoy?
He loves reading magazines – '*YOU*' and others. He also reads '*People*'. He chooses books from home and reads them. They are about interesting stories. They have to be easy to read from the beginning to the end. He reads newspapers only if they have something terrible to tell such as hijacking, otherwise he won't read them.

RP06

Tell me the story of how you learnt to write in English and what writing you do now.

At school, he was not taught vocabulary. The teacher was poor with teaching sentences, grammar, etc. Thus he was not good at reading. When he did not understand words, he just omitted them. He should have looked them up but never came around to it. One teacher taught well when he was in Std 8. However, it was too late since he had only two years left to finish school.

That teacher used oralism when teaching. He learned and understood. He was also instructed to look up words in the dictionary. During his time, Sign Language was rarely used in the classroom. He used speech. Strategically, he studied written words on board and linked them with other words.

He did not further his studies after school. He worked as an electrician. He was given instructions and went off to some place to fix electricity. Thus, he was not involved with business communication. If something happened that involved business, he would have written something. So far, he has not written.

He explained that every time he wrote, he was criticized for wrong spelling. He also forgot how to structure word by word correctly. He has a job that does not really require writing.

1. What kinds of things do you write? For example:

Direction	He can direct via signing but can't write. He can draw. He said Deaf people tend to draw directions.
Postcards/Letters	He never writes postcards or letters. When he had a girlfriend, he wrote letters but when he married, he stopped. He also never writes to his sister who lives in Australia. He felt she would ask what he was talking about if she received a lletter from him. He said it is not part of his Deaf culture to write letters. Deaf people sign to and understand each other. They also relate to each other.
Diary/Journal	He will write something if there is a problem. It is part of his confidentiality. He writes in his own way and does not edit his English by looking up in a dictionary.
Essay	At one time, he had a story and asked his friend to write it down. He signed to her and she wrote in eagerness. When the written story was completed, he was so happy. He reasoned that he was not sure how to write from here to there. Thus he preferred to sign.
Form/Document	He can fill in forms. Most of the questions are easy. However, when there are few questions that are hard, he leaves them out. He also asks for clarification.
CV	He learned how to write his CV from a hearing person. He took a sample from him and applied to his CV. That hearing person was very good with writing a CV. He said he can't do it on his own. His view is that the hearing world is advanced and the Deaf world is so small and lags behind. If he would write a letter on his own to hearing people, they would read it and ridicule it. If he is assisted with writing, the hearing people would read and become impressed. This is how it works. The hearing person who assists knows what to say. Thus the letter of this kind would help open doors.
Email	Since he does not have a computer, he never e-mails. He did try but never came around to learning it.

Shopping List	He often writes shopping lists as he wants to buy only necessary items. To avoid that, he must have the list.
Other	Just nothing.

2. How do you feel about writing these different texts?
He would feel terrible if someone ridicules his writing.

3. When do you feel confident / insecure?
If there is a problem, he becomes confident to write. He would write and hand it in immediately since it is the right thing. If there is no problem, he would not be bothered to write. Thus, he is not confident.

4. Who are you most comfortable writing to?
He is comfortable writing to his friends. He would feel funny if writing to strangers.

5. Who do you feel fear writing to?
It is difficult to communicate in writing. People would read and whisper to each other and ask what he is talking about since his writing looks funny.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink.
Computer Word Processing	He does not use computer word processing.
SMS	He SMSs briefly. It is easy for arranging a venue for a gathering. He is not good with SMSing long messages.
Other	

7. Which of these make you feel more confident? Why?
He smiled when asked this question. SMSing is better.

8. Do you ever ask someone to help you with your writing or edit your writing?
He sometimes asks someone to translate from Afrikaans to English.

9. Who would you ask?
He would ask his hearing friend at work. They are close and talk to each other all the time. He does not do that with his family.

10. When would you ask (in what situations)? Why or why not?
If it is about important issues or something written in Afrikaans, he shows them to his friend. The friend advises him what to do. He writes something in English. His friend translates it to Afrikaans. He then sends it out. His friend also explains if letters or messages are difficult to understand.

11. What was your experience of writing in

Your school	He followed pictures to understand. Pictures helped to lead him to writing.
Your home	He sees no need to write at home. Even if there is a crossword, he will never write in it. He just reads a bit.
At work	Writing is a must at work for communicating. He writes with someone to clarify something he may not understand. He would ask for meanings if he does not still understand. He feels writing is compulsory. He just writes simply. When he needs something such as a light bulb and asks for it and is not understood, he

	writes down his request and is then given the thing.

12. How did you learn to write? Via SASL or Signed English or Oralism?
Oralism at school did a terrible thing. He emphasized that his time was different. Sign Language was forbidden. He said his intellectual ability is not good.

13. What kinds of reading do you enjoy?
He only reads when something has happened or there is exciting news. He reads '*YOU*' magazines a lot.

RP07

Tell me the story of how you learnt to write in English and what writing you do now.

She did not remember how she learned to write. She did not know how she did. She vaguely remembered that she learned writing from a certain teacher. She was taught how to do handwriting, alphabet, sentences, etc. That was all she had learned. Before that, she did not remember.

As of now, she writes at work – debits and credits. She also SMSes. However, she keeps it simple because she said she is not intelligent. She does her best.

1. What kinds of things do you write? For example:

Direction	She can write or draw directions
Postcards/Letters	She writes postcards or letters to her family in England and America. She does not write long letters. She said it is not part of her character.
Diary/Journal	She always has a calendar diary but not journals.
Essay	She does not write any essays.
Form/Document	She fills in forms but if she doesn't understand something, she would ask for assistance. She said she doesn't feel small this way.
CV	She writes her CV on her own. She also does for her two adult children.
Email	She uses e-mail and finds it alright. She worries that if she sends out an email, someone may say her English is bad. Thus she feels awkward. She keeps her English simple.
Shopping List	She does not bother with writing shopping lists. She only memorises.
Other	

2. How do you feel about writing these different texts?
She does not mind if she writes to someone she knows. That someone has to accept her English.

3. When do you feel confident / insecure?
Sometimes she wants to write a letter to her family friend and writes up to half the page, she stops. She can't think and then leaves it. She is not sure why. She tries to think and write. She is worried with the fact that her friend may hurt her for her bad English. That friend is very good at English. She remembers that she struggled to write last week and tore up the paper and threw it away. She knows she can write but her mind goes awry. She can't explain why.

4. Who are you most comfortable writing to?
She is comfortable writing to her family

5. Who do you feel fear writing to?
She can't write to people with intelligence.

6. What medium do you use for writing? For example:

Paper and Ink	She uses paper and ink.
Computer Word Processing	She uses computer word processing but writes on paper more often. She just types up e-mail addresses and prints out.
SMS	She prefers to e-mail than to sms. She has no patience with SMSing since

	there is not enough space.
Other	

7. Which of these make you feel more confident? Why?
She came around to say smsing makes her feel more confident.

8. Do you ever ask someone to help you with your writing or edit your writing?
Because she is shy or embarrassed, she feels compelled to ask someone to edit her writing. She feels she has to know about her writings.

9. Who would you ask?
She asks someone at work. He/she is hearing. She sometimes uses a dictionary. She won't ask Deaf people because they would criticize her writing.

10. When would you ask (in what situations)? Why or why not?
If confidential or private letters are about something important, she may not be sure of their meaning. She decides not to care about what people think of her and asks someone nicely to clarify. She feels comfortable for asking as he/she understands her situation. As for Deaf people, she won't ask them.

11. What was your experience of writing in

Your school	She remembers about writing a story of 'The Three Little Pigs'. She also wrote an essay about her school holiday. She was good at writing at that time. She doesn't know why she is not good anymore.
Your home	She does not really write much at home. If she writes, she asks her daughter to edit. She writes letters about her personal issues.
At work	She writes at work.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She learned writing via Sign Language.

13. What kinds of reading do you enjoy?
She likes reading magazines such as 'YOU', 'Heat', 'People', 'Family', etc. Magazines have pictures with titles underneath. They talk about clothes, beauty, hair, or houses. It is just her type of thing. She can't read books or novels as she can't concentrate very long.

RP08

Tell me the story of how you learnt to write in English and what writing you do now.

When she was young, she learned to write the alphabet from a certain teacher. She said that teacher was very good at teaching. She used more of sign language, not oralism. However she preferred the nuns as they were more strict teachers.

Several other teachers who were good taught English well. She learned words, grammar, spelling, etc. She remembered about learning difficult words and passing vocabulary tests. When she saw the word 'flabbergasted', she wrote to explain what it meant.

She wrote only short stories. She was unsure about writing long stories. The reason was that she used to be in an academic class. After being placed in a vocational class, she got depressed. She felt she should have stayed in the academic class. This way it would help maintain her confidence to write stories.

She writes to her family about her daily activities.

1. What kinds of things do you write? For example:

Direction	I can write directions. If some Deaf people don't know what she writes, that would be difficult. She would explain the direction in a simple way. She would also draw. She said if Deaf people are intelligent, she would use words and punctuation.
Postcards/Letters	She writes postcards or letters, however, her family are very busy. She mostly uses SMSs. She writes more to her family in England than she does to her friends.
Diary/Journal	When she was in school, she wrote diaries. She does not do it anymore as there is nothing much to say. She cleans at home and doesn't see any point in keeping diaries. If there is something important to remember, she would write it down.
Essay	She wrote essays when she was in Std 6 or 7. From Std 8 to Matric, she didn't write any. The school changed the system. She was only promoted to College 1 and 2 (vocational class). She felt it was not right.
Form/Document	She does not have much experience with filling in forms. She would ask someone for clarification and write. Before she got married, she was awkward with doing this task. Since then, she got used to it.
CV	She has her CV with assistance from her mother.
Email	She never uses e-mail since there is not one at home. If she works, she may use it.
Shopping List	She writes shopping lists in order to remember what to buy.
Other	

2. How do you feel about writing these different texts?
She is confident.

3. When do you feel confident / insecure?
She is a bit young. When she gets older, she may become confident with writing.

4. Who are you most comfortable writing to?
She writes to people with equal or low status. She can write only to a few hearing people.

5. Who do you feel fear writing to?
She is embarrassed to write to some institutions such as courts.

6. What medium do you use for writing? For example:

Paper and Ink	She uses paper and ink.
Computer Word Processing	She uses computer word processing.
SMS	She uses SMS.
Other	

7. Which of these make you feel more confident? Why?
She prefers SMS. Her English words have improved from using it. In the past, when there were no cellphones, she felt as if she was nothing.

8. Do you ever ask someone to help you with your writing or edit your writing?
She sometimes asks someone to edit.

9. Who would you ask?
She asks her close hearing friend for clarification. she understands and writes. She also asks her mother but she lives far away.

10. When would you ask (in what situations)? Why or why not?
When her husband resigned from work, she was panicked and was unsure about how to write a letter of resignation.

11. What was your experience of writing in:

Your school	She only remembered that she started writing diaries when she was in Std 4. It was her best time. Her English was not good at that time. She had learned since then.
Your home	She writes. She sometimes writes to herself. She and her husband communicate in signs all the time.
At work	At her previous employment, she only painted nails.

12. How did you learn to write? Via SASL or Signed English or Oralism?
Sign Language was used more. When she got older, she depended more on Total Communication.

13. What kinds of reading do you enjoy?
She loves reading romance. She also reads newspapers as they are important. She has to know what's going on. She reads magazines, especially about life orientation. She loves reading about movie stars. When she finishes whatever she is reading, she shares the information with her husband. He gets fed up but knows it is her favourite pastime.

RP09

Tell me the story of how you learnt to write in English and what writing you do now.

When she was small, her mother, who is barely literate, only read stories with pictures. Her mother could not understand words. Thus, she made up stories on her own. She listened to her mother and read at the same time. She loved reading and read all the time.

When she was at primary school and drew something, she saw the alphabet on the board and wondered why they were written like that. She did not want to draw as she wanted to copy the letters from the board. So she studied the letters and wrote them on paper. She disliked playing with other children. She loved looking at pictures and reading on her own. She was so used to her parents. However, she learned that other children were the same as herself.

At that time, her older sister told her that she should not use signs but speech. She was not sure but refused to accept this as she noticed other children signing. Her sister insisted that she spoke as speech was good. That got her confused since her mother signed at home. Instead, she continued signing. Her identity was in dilemma – to sign or speak. At school, teachers spoke. She hated speech therapy and could not stand learning to speak.

However, she noticed that the speech therapist articulated ‘a’ from the reading. She grasped the idea and found it interesting. She also realised that to articulate ‘a’ helps write the same. First, at school, after noticing the alphabet, she couldn’t make any connection between the pictures and the words underneath. Because the speech therapist showed her the connection, she figured out how it worked. The letter ‘a’ has articulation. She thought ‘a’ was not related to speech and it was just a written form. She was taught to pronounce ‘a’.

Then she was given hearing aids. The teachers realised that she could hear. But, it did not matter to her. She got used to wearing hearing aids as part of the school rule. She did not react to noise and never came to dislike it.

In Grade One, she started writing. When home, she showed her mother her writing. Her mother also taught her to write the alphabetic letters and did her best. She just wrote and loved it. Her aunt gave her the worksheet with dotted letters and she practised on it. She always wrote from home.

She hated playing and only sometimes played with hearing children. She preferred to stay at home and to read books. She was also playing as a teacher teaching and as a clever person. She imagined when she was growing up, she wanted to work hard and be clever and to bring home a lot of money. Mother said that was good and she had to work on her reading. Since primary school, she loved writing. The teachers also taught and motivated her to write.

She was not sure exactly how she learned to write. She just saw the board as well as her mother signed. Her mother did not read; she just signed from looking at the pictures. There were no words next to the pictures when she signed. When she was in Grade Two, she started basic reading. When her mother signed and she read at the same time, she noticed that her mother narrated differently from the book. She wondered why, as these sentences did not match what her mother signed. She started to get confused. So she brought the book to the teacher and asked her to sign the story from that book. The teacher signed exactly what was said in the book. She noticed that it was different from what her mother signed and wanted to know why. She asked her mother if she could read. Her mother said yes but she didn’t know how to read words and she only signed stories from pictures. She understood but still could not accept that her mother could not read. When she got older and had a better reading skills, she realised that her mother could not read words and just signed from the pictures.

However, her mother can relate letters with pictures such ‘a’ for apple, ‘b’ for ball, etc. She signed APPLE and BALL to me from the book. She did that all the time from the same book. Her mother had books from her old days. She read the English sentence ‘She went to the

shop' and signed SHE GO WHERE SHOP BUY WHY FOOD CLOTH. So her mother signed a story. That interested her. Her mother was the one who started to get her into reading.

The teachers always gave to the class a reading time every day. The children sat on pillows and slept on them. She refused to sleep as she could not. As children were small, they should sleep before going home. She was determined to get a book and read with the teacher. The teacher sat next to her and she read and spoke at the same time. At first, she didn't sign and only used a bit of speech. Then she signed word by word. The teacher noticed and instructed her to read every day. She got excited. Every time the children went to sleep, she sat next to the teacher and read pictures. At that time, the teacher, Janet, was so strict but she encouraged her to read. She took advantage of that and read a lot. She thought that was how she noticed she was good at reading. She kept reading and loved books.

The teacher always noticed that she was excluded. She did play but was not fully included. She was on her own and was like a nerd reading. She always helped a girl in a wheelchair. She was Denise, and when Denise was in need, she helped her by pushing her around and feeding her lunch.

She thought maybe because she loved reading, she could learn how to write. She just tried to write so that she could read her own writing. So she asked the teacher how to write the alphabet. Like she said before, her aunt taught her to fill in dotted letters. She built up words through reading. When she saw a ball, she would think of the word 'ball' and spell it out. She also looked at the colour of blue and worked it out. The teacher taught her vocabulary every day and she remembered them. When she went out and saw a real object such as a ball, she would spell out the word 'ball' and then write down the word 'ball'. She always wrote down new words every day. The book got so thick. Her mother bought a small book for her to write in her leisure. Thus she used it for writing down words. She scribbled and only drew something if she didn't remember a word such as 'ball'. If she didn't understand what a word meant, she would ask someone to explain so she could understand. Sometimes she taught her mother about what she had learnt. She listened and said 'Good girl. You must continue learning.'

Even though she loved going to school, she hated the hostel. To be specific, she disliked one nun as she was too strict. She could not wait to sleep so that she would get ready in the morning and rush to school. At school she was excited. At hostel, there were many books in the playroom. Since reading was allowed, she took books and read them. She asked the nun for help but she didn't know about books. So she asked a student teacher from university who volunteered to assist with children. The teacher sat next to her and explained to her about reading.

She noticed that hearing children were read orally by their parents. She looked at them and realised that her mother was different. She wanted to know what they said. That kind of activity tended to take place at a library. She wondered what that was all about as she did not understand what they said. She went to school where there was sign language. She asked the teacher if she would please do what the hearing children did. Teacher agreed and sat her and others down in horse-shoe style.

She compared her Grade 8 English at Deaf school with her repeated Grade 8 English at hearing school and realised that hearing school was more advanced. At the Deaf school, basic words were used. For example, the phrase 'to make sure' is used instead of the word 'convince'. The Deaf school just taught basic words so that Deaf children would understand easily. At the hearing school, for wearing play clothes, they would say 'civvies'. She noticed it was different and asked what it meant. The mouthing 'civics' is different. That was how she built up her vocabulary at that school. She instructed her interpreters that, when they signed, they should also try to articulate words. This way she could learn and build up new words.

In Grade 8 at the Deaf school, she wrote simple English without any fuss and did not bother to check her work. She just wrote and did not care much if they understand her or not. At the hearing school, she felt insecure about English grammar and punctuation. She wondered if they would understand her or not. She was also worried. She was not sure if she was that

confident with writing. When she wrote and showed it to the teacher, she said it was correct but reminded her to watch her verbs. During Grade 8, she decided to take extra lessons and wanted to understand why her verbs were always wrong. At the beginning, the teacher taught her how to write sentences, how to answer questions, how to write paragraphs, how to use punctuation, etc. The lessons were worthwhile.

She was determined to attend lessons in the afternoons, even though she loved sports. She preferred to learn English as it was useful for later writings. What if she didn't know how to write assignments, etc.? The teacher used speech without an interpreter as the interpreter was only on duty up to 2 pm. So she did on her own by lipreading and writing. Teacher gave her exercises and corrected her when she made mistakes. She identified mistakes and learned a lot. She also memorized. Since then she used English rules when she was taught something new about writing.

It was through speech that she picked up. Sometimes teachers spoke using different words and she did not understand. When they finished teaching, she asked them what words they had used and what they meant. Sometimes the interpreter articulated common words but she looked at teachers' mouthing and found that they used different words. So she waited until then and asked the interpreter why she signed differently from the teachers' use of words. The interpreter explained that it meant the same. She said she would prefer that the interpreter articulated the same words so that she could make links between her interpreting and the teacher's presentation. As the teacher said different words, she would view it unfair if she didn't learn them. She wanted to learn like other children. She was very inquisitive. She felt she had improved since she moved to the hearing school.

She feels confident with her writing style. She writes letters, e-mails, and SMSs. She said she SMS
s very badly because there are a lot of abbreviations. She does abbreviations a lot! Sometimes SMSing influences her English spelling. When she spells, she gets stuck as she is so used to SMSing. Also, when she writes a test, she tries to write properly. For example, when she thinks of the word 'to', she writes '2'. She has to take it easy with SMSing and control her spelling for other writings.

She writes formal English for e-mailing. It depends on to whom she is e-mailing. For example, if she e-mails certain people, she writes formal English. It matches their status. She can't write like this: Hello! What's up? Can I e-mail you to find out about a conference? She would write formally to say Hello, I hope you are well and so on. They then respond. As for her social friends, she just types casually. She also chats online. With any hearing people, she uses formal English as she doesn't want them to know that she is deaf. Otherwise they would say her English sounds funny. She then would be embarrassed. She uses formal English to make them see that she is a normal person. She just doesn't know why she feels or does it. Some of them asked if she is from another country. She replied no she is from South Africa. Then they asked why her English is different. She replied that it is because she is Deaf and English is not her first language. They said oh that's interesting but her English is still different. She was taken back. Thus, she decided to write formal English. She can't write to people of high status as she doesn't have confidence. However, she can write formally, but needs to take time to do so.

To her friends, she can write informally. She trusts them to understand what she is saying on paper. If there are people who don't know her, she has to write and explain in detail what she means. She also writes to her hearing friends as they know what she is talking about and will do as asked. She always e-mails two of her Deaf friends in Cape Town. Otherwise, she would SMS too much. Here in Johannesburg, she just e-mails her best friend who is also Deaf. When this friend misses classes for one week and has to catch up the work, she e-mails information/notes to her. She reads and does the work. Her friend understands what she exactly means. She also e-mails some hearing people that she knows well. She writes normally to them. It is like when in class, she writes a note to find out what she has been missing and hands out to someone next to her. That someone writes back to tell her what's what. Then she catches up well with the work.

1. What kinds of things do you write? For example:

Direction	She can write directions yet she has to know the names of roads. If she doesn't, she would be stuck. She will write in detail if someone is unfamiliar with the area where she lives. She does not draw directions as she would be in doubt for giving out correct information. If someone's English is not good, she would sit down with him or her and sign the direction. If it is still not possible, she would try her best to draw.
Postcards/Letters	She can do postcards but she has never does that in her life. She never thinks about that. She sees no reason for posting postcards. She would just phone or SMS. Also she has not been overseas. She always wrote letters in the past when there were no cellphones. Her best friend and she lived far from each other. They kept in touch by writing four- or six- page letters to each other. She spent a whole day writing her daily activities. But when they met up, they would still chat about their holiday news. When posted, she was impatient for the reply for the next two or three weeks. Letters tended to arrive late. Today, because of SMSing, she does not write letters anymore.
Diary/Journal	She keeps a diary because she can't share her issues with anyone. She feels as if her diary is listening to her. Certainly it does not talk. She can swear or be angry or be happy or be in love in it. Recently, she was in trouble because of one entry in her diary. She was naughty and then wrote the following sentence 'I slept with him'. Someone read it and reported it. She only meant that she slept next to him and not had sex with him. As a result of that incident, she almost neglected writing in her diary. After moving in with her parents, who are barely literate, she feels safe and is respected for her privacy. She said she sees it as an advantage that her mother can't read.
Essay	At school, she felt confident with writing assignments. When she attended university, she realised there are different writing styles. She never used references before and learned how to use them properly. She has been enjoying it a lot. She loves it when she is given an instruction to write essays and she prepares two weeks before by reading. However, it also depends on subjects. She tends to hand in essays at the last minute for classes that she is not fond of. Fortunately, she gets good marks but knows she cando better. Sometimes, she writes not understanding fully what is required and gets high marks! She always asks lecturers to explain how she can improve her essays, even if she gets high marks.
Form/Document	She writes forms. She will do so if required.
CV	She always updates her CV after obtaining new experiences. She was trained at school how to write one. She also watches out for new ideas about how to write CVs. During her last year at school, she sent out her CV and got two job offers. She sees that having a CV helps find jobs. She goes on to say that having different types of jobs such as cooker at Wimpy Bar and a clothing clerk helps show that she is a flexible person. But it is interesting that companies enjoyed seeing that her CV included more about her TV experiences and nothing else. She wanted to spice up her CV by adding other work experiences so she could work with clothes and different types of jobs to show that she is a flexible person.
Email	She e-mails a lot, lately, especially at university. She was not allowed to use e-mail at school as per policy. She only used the internet for educational purposes. Now, she is free to e-mail anybody. She also chats

	online. It is as if she needs to talk!
Shopping List	She must write shopping lists, otherwise she won't remember. She would overspend if there is no list. Her mother just walks up and down the aisles and shops more than what is required on list. She accepts that her mother goes overboard. She goes on to say that she is responsible for toiletries and her mother for food. If her mother does not add to the list, she may forget something. So it is important to write down a list.
Other	Since there are too many things to be done at university, she highlights different activities in her monthly calendar. A yellow colour is for tests and a blue is for assignments. She also plans events ahead of time. For example, if a friend visits, she needs to complete her university work before Wednesdays. For each week, she plans on Sundays. When completed, she ticks off the work done for the day. Otherwise, she would be lost. She does not like it if something unexpected comes up at the eleventh hour. She has to organize her life by writing down.

2. How do you feel about writing these different texts?

She feels honoured for having writing skills. She has seen other people who can't write. She feels good about writing and expressing her feelings in writing. She feels as if she is talking in her writing. She couldn't imagine what it would be like if she couldn't speak or sign. She has writing skills, thus people will understand her well. Writing is a way and part of the skill to communicate. If it were not for writing, what will her life be like? Where do people who can't read get pleasure? She would be frustrated and go mad. Writing and reading plays an important role in her life.

3. When do you feel confident / insecure?

She is sometimes not confident with university essays as she is not sure if her information is right or not. She sometimes writes and e-mails her friends. They reply, but sometimes there is a misunderstanding and they don't understand what she means. She has to write again to clarify. That is how she starts feeling insecure. Her Deaf friend in Cape Town tends to contact her to talk about a personal problem. She and the friend may misunderstand each other and are stuck for not clarifying quickly. She is confident with her hearing friends; the ones she knows well. For other hearing people, she would hesitate to e-mail. If they don't understand her, they have to ask or meet her for clarification.

4. Who are you most comfortable writing to?

She is most comfortable writing to her friends, both in Lenasia and university, and her sister.

5. Who do you feel fear writing to?

She feels fear writing to boys! She struggled to write in the past as she didn't know what to say. She asked a hearing person to help with her writing. She makes a fuss over her writing. She would walk in to the English department and ask for help with her writing. She rewrites. She just wants her writing to be perfect for submission.

6. What medium do you use for writing? For example:

Paper and Ink	She uses paper and ink.
Computer Word Processing	She mostly uses MS Word.
SMS	She uses SMS daily!
Other	

7. Which of these make you feel more confident? Why?

She prefers SMSing to e-mailing. The last one is writing assignments. She also feels confident writing personal things since they are only for her. She is unsure of assignments as she is not sure what is required and expected of her. She has to guess what her lecturers are looking for in her assignments.

8. Do you ever ask someone to help you with your writing or edit your writing?
She does ask someone.

9. Who would you ask?
She only asks people who understand her English structure and what she means. When someone edits, he/she asks her if she means this or that and says it does not make sense and explains what this or that means to him/her. She sees that she makes a mistake and rewrites. Up to now she asks her former English teacher to edit her English. At university, she asks her Sign Language interpreter to edit since she does not know other people who would do so. She trusts her interpreter. So far, her assignments are good because of this interpreter. She has to use a third person when writing assignments.

10. When would you ask (in what situations)? Why or why not?
She asks when she writes assignments. For other writings, she does not worry because it is her own English.

11. What was your experience of writing in:

Your school	She was very good at maths literacy at school. She was not good at numbers but she did well at languages. That was how she passed well in class. She participated in a reading competition and did well. Her reading skills have improved since then. At hearing school, she participated in a writing competition. She wrote about her perspective as Deaf person toward music. The topic was 'Is music sound-based?' Since her writing was unique, she was placed second. She used signing as music. That helped motivate her to carry on with her writing. She was not confident with poems at Deaf school. During Grade 8 at hearing school, she was taught skills of how to understand poems and came to love them. As of now, she writes poems about deafness but will write only if she is asked. She uses her signs as rhymes when writing poems. She also uses sounds for rhyming.
Your home	She writes everything such as diaries, and faxes for her parents, food orders for her mother.
At work	At her part-time job, she helps write for her co-workers. She also explains reading to them if necessary. Her co-workers tend to misunderstand idioms that hearing people tend to use. She is not sure how she learned idioms. She sometimes picks them up from people she talks with and checks up in her dictionary that specialises in idioms. She also learned them at hearing school. She paused and said she first learned at Deaf school. When she was given English tasks, she picked up idioms on her own and sometimes asks her teacher to explain their meanings. When she saw the expression 'It rains like cats and dogs', she would easily have thought that it means cats and dogs are fighting. She understands that it has another meaning underneath. Her teacher used a real life Deaf example to explain idioms. From that she understood and remembered easily.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She feels strongly about signing as her mother signs. Teachers at school were strict and used Sign Language. She learned a bit of signs from the speech therapist. She learned words and writing through Total Communication. She had to use speech and signing at the same time. When she signs CONVINCE, she articulates 'convince'. This way she picks up English words accurately. Other Deaf people don't accept this method; they prefer full Sign Language. She

thinks they are not confident and feel uncomfortable. She always looked at her Sign Language interpreters' signs and teachers' lips at the same time.

13. What kinds of reading do you enjoy?

She mostly reads autobiography. She loves reading Maeve Binchy's books. She feels as if she is in her world and finds her books fantastic. When she was in school, she went to a public library weekly to return and collect a llot of books. Librarians knew her well and prepared books for her readily. When she gets a new car, she would go there again. She is not interested in Stephen King's books, science fiction books, and Harry Potter. She detests magazines and finds them distasteful. They brainwash people. She feels deflated when seeing skinny bodies in them. She can't identify with these bodies. Her self-esteem would have been destroyed. Also, magazines are expensive and books at libraries are free. . She tends to read magazines that belong to her sister. She only looks at clothes there.

RP010

Tell me the story of how you learnt to write in English and what writing you do now.

When she was small, her grandmother taught her how to write the alphabet. During the day, she washed and cleaned up the house. In the evenings, her mother taught her to write the alphabet. She practiced writing.

She took books from her Chinese friend next door and copied words from them by writing them down. None of her family helped her. She was on her own. She then handed her writing to her mother and sister. They checked and said it was right. But she never told them that she copied.

She wanted to do sums but there was no material to learn. She used buttons and counted them on the table. When she counted up to five and was not sure, she called her Chinese friend for help. The friend taught her using balls. She practiced her sums everyday.

Her family used speech all the time. She had her own book. She learned to write the alphabet with help from her Chinese friend in the book. When she made silly mistakes with writing, the friend taught her how to write properly. She then practiced to get it right.

When she cooks biscuits, she writes down the recipe from the book. The book shows her how to make food. She learns on her own. She notes that words were long like the ones in the book. Also, she writes down words from the SMS. Hence she continues to write. Sometimes when she buys something but is not sure of words, she takes out the book and checks for words and writes them down. She does not use long words. She said she helps her friends with letters. She copies from the book and gives to them. They check and correct. It goes well.

1. What kinds of things do you write? For example:

Direction	She just signs directions. She doesn't write. If someone does not understand, she jokes that she would walk up and sign to him or her.
Postcards/Letters	She sometimes writes postcards to her friends and cousins. She also writes letters to her cousins. She used to do that to her friends. She is not sure why she stopped.
Diary/Journal	She does not write diaries.
Essay	She asks her daughter to help write essays, if any.
Form/Document	She asks her daughter to help fill in forms.
CV	She has no CV since she stays at home.
Email	She does not e-mail.
Shopping List	She does not write any shopping lists.
Other	

2. How do you feel about writing these different texts?
She is not confident.

3. When do you feel confident / insecure?
Since she doesn't know how to write, she feels insecure.

4. Who are you most comfortable writing to?
She writes on her own but ask her daughters to help out.

5. Who do you feel fear writing to?
She is sometimes afraid to fill in a doctor's form at hospital. She also is afraid to write to someone with high status.
6. What medium do you use for writing? For example:

Paper and Ink	She uses paper and ink.
Computer Word Processing	She does not use computer at all.
SMS	She SMSs a bit to her daughters.
Other	

7. Which of these make you feel more confident? Why?
She likes SMSing as it is easy. She does not write as there is no immediate help around.

8. Do you ever ask someone to help you with your writing or edit your writing?
She doesn't ask anyone to help edit her writing.

9. Who would you ask?
She would ask her daughters to help out.

10. When would you ask (in what situations)? Why or why not?
She asks for her recipes and letters and when she goes to doctor.

11. What was your experience of writing in

Your school	She wrote word by word. At age of 9, she learned to write sentences. It was alright.
Your home	She does not really write.
At work	She is a housewife.

12. How did you learn to write? Via SASL or Signed English or Oralism?
Her Chinese friends and teachers used speech.

13. What kinds of reading do you enjoy?
She reads very little. She likes reading about clothes, food, obituaries, marriages, divorces, etc. They are from magazines. She also reads '*Lenasia Times'*. She looks at pictures. She does not read novels at all!

RP011

Tell me the story of how you learnt to write in English and what writing you do now.

In Grade 1, she learned how to write and read. Usually, the teacher aide sat next to her and read and spoke to her. She read and used Total Communication. Every time she made mistakes with her speech, she was corrected. She used hearing aids so that she could hear and learn. She continued reading and speaking this way with books from the beginner level to the advanced level.

Then in Grades 2 and 3, she focused more on writing. She was taught how to write the alphabet. She also learned to write properly and not to be clumsy. Later, in Std 5, she was instructed to read a lot. She hated reading books! She asked why she had to read books. The teacher explained that if she read books, it would help improve her English. She couldn't picture how it would help improve her English?! However she accepted this and learned to read. She was given interesting books and read with eagerness.

Later, there was a reading competition with hearing children. She and others read a book and memorised and answered questions that were asked. She enjoyed the first book. They won a second place which disappointed her. She should have read more. She asked again; What for? She preferred to read in her own time, not to be told to read by the teacher. She didn't like to be told.

After high school, she was not really keen on reading. She said that perhaps if she chose a book on her own, she would have read it with interest. She found academic books very boring. She preferred to read true life stories so that she would maintain her interest. As for other books, they are boring to read. She said: What for?

However, she knew that reading is very important. As she could read, it helped her to write and to see the grammatical mistakes she had made, especially tenses - past, present, future. Deaf people don't really know how to use tenses when writing. That's why she must read.

She didn't read all the time. For classes, she had to read. Otherwise, she would have got lost and not known how much she had covered. If she was asked questions, she would be stuck. So, she prepared by reading and felt good when questioned in class. She didn't want to be perceived as stupid. Thus she had to read and write in class as required

When she wrote, she was not sure if it was right. She then handed it to the teacher. The teacher read and informed her that she didn't understand what she was saying. She clarified her meaning. The teacher understood and showed her that what she wrote was different from her signing. The teacher further explained that what she thought is different from what she wrote. She showed that the word 'I' meant a first person.

In addition, she asked how to use tenses and this was explained. She was still not sure but wrote nevertheless. In the end, the teacher checked and corrected. The teaching was done in Total Communication. She learned that from the speech therapist. She learned to speak properly.

However, she learned Sign Language before speech. She signed with small and older children. She understood the small ones but not the older children. When she watched (eavesdropped) the older children, she found their conversations very interesting. But they would tell her off as she was nosy.

Her peers were fine but she was more interested in the older children's conversations and how they used signs. From her peers she learned very little. She continued interacting with them but they and she were still interested in older children. Thus, they would keep their distance from her and her peers. She and her peers were disappointed.

When she signed from the book and wrote mistakes on her own, she showed them to her teacher. The teacher refused to correct them and said she had to do it on her own. She

accepted with resignation and did the corrections. She sometimes used mouthing to check if it sounded right. When she mouthed a sentence and felt it was wrong, she corrected it. When she was done, she handed it to the teacher. The teacher checked and found them correct.

When signing, Deaf people never used 'was', 'today', 'play-ed', etc. Deaf people tended to sign 'LONG-PAST WE PLAY'. This meant that an activity took place in the past. But writing was different. She didn't know whether it is present or past or '-ed'. The teacher showed her how to do it and she understood. She wrote 'I was' and added '-ed' to 'play' so that the sentence would make sense.

She learned from books that she read and knew how word order worked and what characteristics they were talking about. She worked hard on word order. . If she neglected writing for a long while, she would be stuck when she started again. She had to remember how to structure word orders. Thus, she had to first read and then to write. She would feel confident about writing when she got so used to reading.

At the moment, she reads books once in a while; it depends on her mood. If books are interesting, she will read them. If friends give her books to read, she will feel awkward as they may ask her if she has read them. They would say how they can discuss the books with her if she doesn't read them. Sometimes, when she has finished reading, she asks them if she is right about this and that. If she is wrong, they will correct her by explaining. She is still supposed to finish the book. She is interested in the book but when they ask if she is right or wrong for understanding, it becomes awkward. When she is wrong, they would say she pretends to understand. Thus, she becomes less motivated to read. If her friends tell her the overview of a book, she would read it with interest. If their interest is different from hers, she finds their books boring. When they say it is interesting, she says almost nothing

She is still writing at the moment. She writes about English, letters to friends regarding problems and to important people such as Mandela, or to the interpreter who helps edit. She doesn't check her writing on her own, she asks someone else to check it. If it is for a professional, she would not be able to write on her own. She asks someone to check it for her. If it is correct, she writes it again. For friends, she writes easily as they understand her and her English language. For someone else, she would hesitate to write.

1. What kinds of things do you write? For example:

Direction	She can draw directions as she feels more comfortable with drawing. She finds writing irritating. She will just write short sentences if necessary. Writing in detail is a waste of time.
Postcards/Letters	She can write postcards and post them to her relatives. But she feels unsure as they may notice her English is different. Thus she prefers to write to her mother, granny and the close ones. She also feels uncomfortable if someone else edits her writing. She feels the same with letters. However, she sees that there is no reason for writing letters since she sees friends daily. If someone lives far away, she will feel compelled to write. Ironically, she goes on to say that writing letters is useful. She likes to know what is happening over there. She also corresponds overseas. Lately, her relatives do not keep in touch with her. Hence no letter writing.
Diary/Journal	She certainly writes diaries daily. It is for her privacy. She does not care that her English word order is not correct. She writes about events at university and activities during weekends. She wants to remember her days and what she has been doing. She also compares her activities from last year to this year and sees if she has blossomed. Expressing in writing makes her feel good and helps her familiarize with herself. When she wants to meet a boy, or she and her friend have a row, she writes and finds solutions. She knows that the diary does not respond which may deter her to work out. When her friends give her messages, she

	copies them in her diary. She finds dates important as well.
Essay	MISSING
Form/Document	She sometimes fills in forms. If she finds difficult words, she feels uncomfortable about asking for clarification. She is worried about being given the wrong information. She would ask her mother first before filling in.
CV	She wrote her CV on her own. She feels fine since she knows herself and what she has been doing annually.
Email	She almost never uses e-mail because she dislikes computers with a passion. She uses the internet for news. Her friends encourage her to use e-mail, since it is free of charge. She said SMSing is good enough. She knows that SMSing long messages is not a good idea. She would opt to write on paper. She admitted that she is afraid of computers, to be specific, technology. She doesn't want to admit this. She is just awkward and feels stupid with technology. She has tried to use e-mail for contacting people and receiving jokes and news. Somehow she said e-mailing is useful. She will try to overcome her fear of technology.
Shopping List	She can write but prefer to memorise. Sometimes she discovers she has bought double when home. Most of the time, she stays at her mother's and writes down the list and gives to her. She reads and goes to shop.
Other	

2. How do you feel about writing these different texts?
It is alright. She is not really confident.

3. When do you feel confident / insecure?
She has felt irritated for having to write all her life. She writes for what? When she writes, she feels uncomfortable to hand it to someone for editing. She would get disappointed if there are mistakes. She prefers to write and hand in at once. It is faster this way. So, she prefers to sign. She likes signing!

4. Who are you most comfortable writing to?
She feels confident when writing to her friends and her mother. She writes fast. She knows that they know what she is talking about.

5. Who do you feel fear writing to?
She feels insecure writing to people that she doesn't know. She also feels fear writing to important people. To apply for a job requires formal writing. The style of this writing is different. Terms used are sophisticated. She is unsure of using them in sentences.

6. What medium do you use for writing? For example:

Paper and Ink	She uses paper and ink.
Computer Word Processing	She sometimes uses computer word processing since it is useful.
SMS	She uses SMS.
Other	

7. Which of these make you feel more confident? Why?
She prefers SMSing. It is easy and fast to send out and receive short messages. Regarding the computer, she gets irritated with the technology. She is frustrated and hates it. She is fine with writing but it makes her hands tired.

8. Do you ever ask someone to help you with your writing or edit your writing?

She asks someone to edit her writing.

9. Who would you ask?
She would mostly ask her mother. She sometimes asks her Sign Language interpreter.

10. When would you ask (in what situations)? Why or why not?
She asks when she writes assignments. She sometimes asks when she writes proposals. As for letters, she does not really ask.

11. What was your experience of writing in

Your school	She learned to read and write at school. She wrote a lot in Stds 4 and 5. Before that, she wrote simply. Teachers insisted that she wrote as part of communication with people. Thus, she has been writing since then.
Your home	She writes homework at home. She also writes in her diary. She does crosswords and games. She loves them since they make her think hard.
At work	Since she is a university student, she has to write assignments. She prepares assignments one week before. She writes them down and asks someone to check her writing. Sometimes her mother is not sure about her assignments and she has to ask her Sign Language interpreter to clarify.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She used Sign Language at first. When she learned to write, teachers signed to her. She sometimes uses Total Communication for writing. She signed and spoke.

13. What kinds of reading do you enjoy?
She reads autobiographies. She also reads comedy. She likes reading 'Garfield' and 'Blondie' in '*The Sunday Times'* magazines. She sometimes reads star signs. She looks at pictures in magazines. If magazines have something interesting and factual, she would read. She reads '*The Star'* and '*Sunday Times*' newspapers. She wants to read '*Daily Sun'* as she heard it is easier to read. However, she has no time to buy and read it. If someone gives it to her, she would read it.

She is not keen on fantasy and science fiction as it is a waste of time. She doesn't like reading novels. It will take very long time, about three months, for her to read one.

RP012

Tell me the story of how you learnt writing in English and what writing you do now.

When she was small, she learned writing from her mother. Her mother taught her basic writing – the alphabet. It started when she was two years old. At school, the teacher was the second person (who taught her to write).

She first learned speech from her mom. She wasn't sure if it was so. However she felt it was the speech because of her mother. Her mother used Signed English. She perceived through her eyes and wrote.

She still writes today. She writes assignments and essays at university. If she stays at home or is bored, she writes poems. She loves them. She feels that signing face to face is easier because of grammar on face. Writing would not tell much. It gets confusing, especially for two Deaf persons who are not sure of the English language. Thus, Sign Language is much easier. It is also much quicker to get messages across. She said what is writing for?

1. What kinds of things do you write? For example:

Direction	She finds it hard to write directions. She draws, as they are more visual.
Postcards/Letters	She does write postcards to her family and family. However, she prefers e-mail and to chat online. She sees it as more personal. Posting takes time. Someone would think she takes time to respond about what she has been doing. She hates it. Letters are fine but not for her. If she has a close friend who lives far away, she will write. Otherwise, she sees no reason for writing letters. She won't write, even during holidays.
Diary/Journal	If she has a personal problem, she expresses it in her diary. She can't share it with her mother, since they both are not on the same understanding level. She thinks her mother does not really understand teenagers. If she had a brother or sister, she would definitely share it with them. She is the only child. Thus, the diary is like her best friend. It does not matter to her that her English is not perfect. As for a university assignment, she would be concerned about her English. Her diary is personal.
Essay	She learned to write essays at school. She was pressurized and struggled. Since then, she has become used to it.
Form/Document	She fills in forms once in a while. She said she can't depend on her mother. If she leaves home or when she turns 21, she is on her own. Thus she has to know how to do it. Her mother encouraged her to fill in forms when she turned 15. If she is stuck, she asks for clarification.
CV	She has not yet written her own CV. She learned how to write a CV at school. She can ask someone to help out. It can be her mother.
E-mail	She certainly uses e-mail to keep in touch with everybody.
Shopping List	Since her mother does the shopping, mother takes what she wants. They do not overspend. She can write shopping lists but does not see any need - just that she is within her budget.
Other	

2. How do you feel about writing these different texts?
It is hard for her to say. She feels like that she is very Deaf inside herself. She does things on her own. She sees no need to depend on anyone. She can do anything.

3. When do you feel confident / insecure?
She writes depending on her mood. If she is irritated or have a bad day, she won't write. The week before, she never wrote essays because of her bad day. Her mind was not working. If everything is fine, she writes. She loves writing.

4. Who are you most comfortable writing to?
She only writes when she has a problem. She writes in her room as she is a quiet person. When she writes, she must be in isolation. She can't share her writing with people. She prefers to do things on her own as she is comfortable this way.

5. Who do you feel fear writing to?
She feels fear writing to boys! She doesn't mean she is crazy over boys. She just feels that they are staring at her. They laugh as she is Deaf and a girl. She wonders if they laugh at her deafness. They sit behind her in class. Since she feels awkward, she prefers to sit with girls. She feels the same about lecturers.

6. What medium do you use for writing? For example:

Paper and Ink	MISSING
Computer Word Processing	She sometimes uses computer word processing to type up letters. If someone writes unclearly, she types. She does her homework on computer a lot.
SMS	Since writing on paper tires her hands and she gets careless on computer when using backspacing, she prefers SMSing. It takes one hand to SMS fast and easy. She can't type on computer without looking at the motherboard. She is also not good at typing.
Other	

7. Which of these make you feel more confident? Why?
She prefers SMSing but is not sure exactly why.

8. Do you ever ask someone to help you with your writing or edit your writing?
She asks someone who understands her English structure. She refuses to go to the Writing Centre because they don't understand her way of writing.

9. Who would you ask?
She asks her mother or Sign Language interpreter.

10. When would you ask (in what situations)? Why or why not?
She asks when she writes assignments and essays. She is not worried about her personal letters.

11. What was your experience of writing in

Your school	She tried to remember her writing at school. She learned fast from English books. She didn't write much at that time. She just wrote word order and filled words in blanks. She also learned vocabulary. Teachers taught via Sign Language but they did use oralism. Oralism helped with her English vocabulary. She has been pressurized to write. She was not involved with reading or writing competitions since there was a lot of work. She just asked someone to check her writing.
Your home	She writes poems and autobiography at home. She wrote a 30-page autobiography about her pet and enjoyed it. She will share it with her future

	children. It is about her past experience. She also does her school work.
At work	She is a university student. She asks someone if she is not confident and in need of help.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She used both Sign Language and oralism. At home, she uses oralism. She was confused when she first attended school where they used Sign Language. She prefers Sign Language to oralism.

13. What kinds of reading do you enjoy?
She likes reading autobiography. She used to read children's books written by Roald Dahl. One was about a chocolate factory. She reads thrillers. She also reads United Nation's magazines. Regarding newspapers, she reads '*The Sunday Times'*, '*Saturday Star'*, and '*The Star'*. However she does not read them all the time. She has no time. She likes '*National Geographic'* and '*Time*' magazines. She sometimes read novels, depending on her interest. She likes 'Harry Potter' and '*The Lord of the Rings*'.

She does not read other magazines as they are full of nonsense. They gossip.

RP013

Tell me the story of how you learnt to write in English and what writing you do now.

His parents sat next to him reading and speaking. At that time, he did not use hearing aids. He did not remember learning how to write because it was a long time ago. At school, he wore hearing aids and found it easier to sit down and read. Then he practiced writing. But he was not sure about how to write.

He used oralism. That meant he practised speech daily with a speech therapist. He did not remember specifically how he learned to speak. He just spoke with pictures shown in front of him. He looked at them and practiced with his speech.He continued practicing at home. He loved reading and found it easy. It took practice.

At the moment, he writes a daily book. When there is a problem at work that he experiences, he writes it down. He also has an idea - sorting out his problems by opening up his book and separating the problems to here and there. Then he figures out how to relate them with others. He reads problems and relates them with others. He then gets a solution. He does not only express himself but also throws adds a bit. Very often, he sits down on his own and thinks and writes. His heart is in touch with his mind. Then he writes in the book and puts it away. He continues with the next experience. It also depends on how he keeps his privacy. Sometimes he shares his research with his supervisor. He would e-mail. He also shares this research with his wife.

At the moment he is reading about Deaf identity. He researches and applies the readings to his own experience.

1. What kinds of things do you write? For example:

Directions	He laughed when asked this question and said that was easy for him to answer. He would fax directions. He does not draw and prefers to explain in writing. If someone still doesn't understand, he will draw as a second option.
Postcards/Letters	Postcards are old -fashioned. When his parents go overseas, he and they contact each other via e-mail. It is better this way. It is the same with letters.
Diary/Journal	It is important to him that he keeps his diary. For the past two or three years, he has been writing. When he has an idea, he opens up and write down from his heart. Then he closes the book and puts it away. He thinks he is soft-hearted and needs to express himself. He just grabs an experience and writes down and saves it there. He is aware that people can come and open his diary. It is fine as long as there is no written secret.
Essay	He used to be an English teacher for ten years. He taught English grammar, etc. He worked very hard to understand English rules. He said English is his first language; however, he did not learn it fully. Thus, he worked hard to understand English. For example, he questioned why there was punctuation such as commas. He kept on asking until he understood and then applied the rules. Otherwise he would wonder about the need (for punctuation).
Form/Document	He can fill in forms. He had different experiences. When he was in the dark room in hospital, he did not wear his hearing aids and misunderstood what was talked about. At that stage, he realised it is essential to learn Sign Language. Thus he had to write in order to communicate with a certain doctor concerning his medication. Doctors asked him questions and whether he agreed tosurgery or not. I tried to

	lipread but it wouldn't work. He laughed at the fact that they had to contact his family or his wife. He understood he should have planned before.
CV	He wrote his own CV with help from a book. The book explained what he should put in and organize. He copied and added in his information.
Email	He e-mails daily on his office computer.
Shopping List	He laughed when asked that question. He said it depends on the end of each month. He writes the shopping list as there are many items to be purchased, otherwise he forgets. Also, he and his wife will overspend which may be problematic. For few items, he memorises them and shops.
Other	

2. How do you feel about writing these different texts?
As a person, he feels good. It is important to him that he reads first. Then he develops writing skills. He understands what he is reading and applies it to writing. Writing is not easy for him. He was only deaf in the hearing environment. He experienced problems with reading and writing.

3. When do you feel confident / insecure?
He feels confident. He used to work as a teacher. He always edited students' work. He recognized there were so many mistakes. He realised that he, as a teacher, and they, were all the same so, they should not feel bad. Because of his experience, it is easy for him to write.

4. Who are you most comfortable writing to?
If he writes an important letter to a governmental department, he would think carefully about the choice of words and what to say. He takes time to think and asks himself what he means. He writes and gives his work to someone else for editing. He rewrites and also sees if he uses a soft or hard tone. If hard, he changes the tone.

5. Who do you feel fear writing to?
He couldn't think of anybody that he fears writing to.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink.
Computer Word Processing	He uses computer word processing for his project.
SMS	He SMSs daily. He laughed at the memory that he forgot to respond to my (Helen's) sms. His cellphone was flat.
Other	

7. Which of these make you feel more confident? Why?
It depends on why and what purpose he writes. He uses his cellphone to send out about thirty or forty short messages daily to his family, friends, and work colleagues. This way he contacts them quickly. He uses e-mail for sending out and receiving proposals and long messages as well as keeping information.

8. Do you ever ask someone to help you with your writing or edit your writing?
He does ask someone to edit his writing.

9. Who would you ask?

He asks his parents. They love dictionaries! They have a culture of reading like he does. His father's English is excellent. He asks his father about word order and uses a dictionary to figure out word order. His father advises him on how to correct word order.

10. When would you ask (in what situations)? Why or why not?

He could not think of examples but came up with one. When he wrote a note about repairs, he asked himself what the important points were. His father checked and edited it. He asked his father to explain the changes. His father explained the different meanings. He could see that he used wrong words. It is important to him that someone checks his writing. It is not about challenging his/her editing.

11. What was your experience of writing in:

Your school	He attended a private school. He connected words with pictures which were up on the walls. He also learned to speak those words. He then built up sentences from those words. He learned through demonstration – a bell was put on a table. He realised that he learned English as a first language. It was his home language.
Your home	He did his homework.
At work	He writes plenty of different things. He writes journal articles. He also works with dictionaries. He does lesson plans and loves his way of lecturing. He marks assignments. He also did write essays during his time at university.

12. How did you learn to write? Via SASL or Signed English or Oralism?

He used hearing aids. He only worked on one to one. Teachers explained something to him and he listened. He spoke well. He practiced speech and memorized well. There was one thing he hated so much – interaction tests! He was alone with many children in class. He was awkward. The teacher stood and spoke from the book. Children just listened and wrote on paper. He was stuck looking at her and didn't understand at all. Thus, he failed. He failed all the time. He told the teacher that he was deaf. The teacher said sorry! He replied well but the teacher kept walking around and there were many children around. He laughed at that memory. He doesn't know how he came to love reading. He think it is from his family.

13. What kinds of reading do you enjoy?

He loves reading everything! He reads science, technology, art, about cars, skills, etc. He reads books from a library. He thirsts for knowledge. When he thinks of zoology and the teacher doesn't explain well, he collects books about zoology and reads them so he understands the topic. He also reads magazines and novels such as the 'Harry Potter' books. He laughed and said these books are much like the Deaf world. Harry's family doesn't understand him. It is like a hearing family who doesn't understand a Deaf child. Harry lives underground like a Deaf child does. He related to that well. During his lectures, he gives out a lot of exciting readings to students, otherwise they would get bored; it's part of his job.

RP014

Tell me the story of how you learnt to write in English and what writing you do now

She remembered at school she was taught grammar such as 'The boy is running'. At home, her mother taught her. When she made a mistake, her mother explained orally how she should write using a correct grammatical structure and so on. That was how she learnt to write when growing up.

At that time, oralism was used. She said it was because we live in a hearing world. She realized many years later that the English language has its own structure. Also, it was hearing people who taught. She believed that Deaf people should have used Sign Language instead of English. However, during her time, she had to write English as it was the only way.

She was taught speech since she lived with her hearing parents. Also at school, she attended speech therapy. She was fortunate to have a Deaf sister as they both signed to each other. Now she realized it was wrong not to use Sign Language. Schools should have taught English through Sign Language. It was so obvious. But fifty years ago, oralism was taught.

During her time, she had to read a lot. Reading made her understand how to write. But it is interesting that even though she can read, she is lost with very complicated words. She thinks her mind can't make connections. She doesn't know why but she has noticed that she must read something very simple. If books are difficult, her mind will not work. Perhaps it is because of her age or the way she was brought up.

She does like reading books but they must be something that she can follow. Her husband is far better at reading than she is. However, she writes grammar better than he does!

She always e-mails and loves writing to keep in touch with friends worldwide. She does not write letters since e-mail, as part of the technology, can do the job. She also writes at work, mostly related to finance. She uses the Pascal programme. However, she doesn't write reports. She admits she is very weak and doesn't know how to write a report. She has never been taught to write one. If she has to write a report, she will do so on her own terms. It won't be good or professional. She would like to be taught how to write a report but never has the chance. If she compares her written report with others, she would get an idea. It is just her expression of what she has been doing at her job.

1. What kinds of things do you write? For example:

Direction	She said that is easy to answer! She can either write or draw directions. She has no problem with describing. I (Helen) will get to her home and she opens her door for me.
Postcards/Letters	She does not bother to write postcards or letters. She wrote them in the past. Today, because of technology, she SMSs. She also e-mails when she wants to talk in detail. She said it is such a shame that postcards are out of date. During her time, postcards and letters were regarded as formal. She wonders if postcards would reach their destination after walking to the post office and putting stamps on them and posting them. Thus, she rather SMSs. When asked about writing letters, she scoffed. She e-mails. If she doesn't have a chance to email, she would write a letter and fax. She exclaimed that both postcards and letters are no longer used in 2006. It's the twentieth century. It's also such a shame that letters are no longer used.
Diary/Journal	She has kept diaries since she was thirteen years old. She loves and values that writing, but when she got married, she stopped. During her marriage, everything stays the same – cooking, coming home, cleaning up, looking after children, driving around, and working. She has diaries

	since then and from her travels round the world in a box at home. She thinks she wrote up to the age of 26. She finds it awesome. When she reads and looks back to her past, she realised she could not remember much. She shares her stories from the diaries with her children and they were in awe about her having a lot of experience. If it were not for diaries, she would not remember at all. In diaries, she wrote only four lines per entry. For example, the first line she wrote about going to a pub. Then she partied. Then she went home at four. She met a certain person or whoever his/her name was. She wrote in short daily.
Essay	She scoffed when asked this question. She wrote essays at school. She does not write any at the moment as there is no need.
Form/Document	She fills in forms. If she can't, she will ask for clarification. When she understands, she goes on filling in.
CV	She wrote her CV and has been carrying it for the past sixteen years. She has to update it with new information since it is already old. It is easy to do this task.
Email	She e-mails all the time to keep in touch with friends. She thinks it is important and values her friends. She shares good news with them. She also values e-mailing.
Shopping List	She rolled her eyes when asked this question. She is fantastic with writing lists. However, when she shops, she takes extra items. Her husband does not like it. He just follows what is on the list. It is one of the reasons why her children love her. She still has to have the list because she could not remember. Otherwise, she may buy the whole shop in the end!
Other	

2. How do you feel about writing these different texts?
She has confidence in writing but thought it would be nice if she practices more. Since she works with finance, she hardly writes. During her old days, there were no e-mails, fax or cellphones and she was forced to write. When she travelled around the world, she had to keep in touch with her parents by writing letters weekly. She was not sure if her English was good. However her English was understood by everybody. She did not use fancy words. Since then, she is confident with writing. She doesn't write essays and poems. She would love to write poems but can't express herself in writing.

3. When do you feel confident / insecure?
She said that's a good question. She is unsure but thinks she would feel insecure if she had to write to the president or government departments. Writing to them and people of high status is out of the question. She asks what would she write about? She has to be careful with what she says. Otherwise she would say something stupid. She doesn't mind writing to ordinary people.

4. Who are you most comfortable writing to?
She writes to her friends.

5. Who do you feel fear writing to?
MISSING (refer to question 3.)

6. What medium do you use for writing? For example:

Paper and Ink	She certainly uses paper and ink.
Computer Word	She uses computer word processing for typing business letters.

Processing	
SMS	Her life evolves around her cellphone. Without SMS, she is disabled! The other day, she left her cellphone at home and went crazy. Her head at work kept on SMSing her and found out that she left her cellphone at home. He said why! She is Deaf! She agreed but could not do anything. She had to ask hearing people to make calls. Her independence disappeared!
Other	

7. Which of these make you feel more confident? Why?
She e-mails long messages. E-mailing involves detailed news. She SMSs short messages such as to arrange a social gathering. Her children contact her via SMS. Her parents- in- law have no e-mail. Thus she writes and faxes to them weekly. She loves the modern technology. She has an opportunity to see all this technology in this time of her life. She grabs whatever is available.

8. Do you ever ask someone to help you with your writing or edit your writing?
She is not embarrassed or ashamed to ask someone to help her with her writing.

9. Who would you ask?
She asks her work colleague. This colleague is good at writing.

10. When would you ask (in what situations)? Why or why not?
She asks when she writes a grievance letter at work. She checks if her letter is good enough or needs improvement. She also asks if there are English mistakes.

11. What was your experience of writing in

Your school	All she could think of was grammar! She was always taught grammar such as articles, nouns, adjectives, etc. and learned that right up to her matriculation. She also learned paragraphs, punctuation, etc. Because of grammar and writing structure, she has confidence in her writing. She leaves out difficult words and thinks her English is very simple.
Your home	She never writes. But she always e-mails. If she has to write to her lawyer, she types on computer and e-mails. She thinks her English is quite good in comparison with other people;. it is easy to understand. She leaves notes for (her) children. This is only occasion when she writes. She loves notes as a reminder. She either writes or uses SMS to remind herself what she is supposed to do. SMS does vibrate.
At work	She doesn't write much at work since she works mostly with finance. She does figures.

12. How did you learn to write? Via SASL or Signed English or Oralism?
She learned writing via oralism. Sign Language was forbidden at that time and regarded as a monkey's language. It was fifty years ago. She had to learn speech. Her parents supported oralism. However, just before her mother passed away, she said if only she could learn Sign Language. It was such a shame. Today, she values Sign Language and uses it all the time.

13. What kinds of reading do you enjoy?
She loves reading autobiography. She is not interested in fiction such as murder, detective novels, etc. She used to read them when she was young. Magazines are also her great love. She giggled when she said that. She reads '*Fairlady*', '*ME*', '*YOU'* and '*Essential*'. She reads short stories from there. She does not read '*Value*', '*My Family'*, etc. She likes '*HELLO*' a lot but it is very expensive. There, it explains pictures of family lives. She always waits for her friends to pass '*HELLO*' on to her. She has to read a newspaper daily. She enjoys and values it.

RP015

Tell me the story of how you learnt to write in English and what writing you do now.

When he was small, he wrote in isiXhosa at school. He explained that isiXhosa was taught as a medium of instruction. There was no Sign Language at school. Total Communication was used. There was little writing. He was fairly good at writing in isiXhosa. He also learned isiXhosa grammar such as 'Mother walks' from board. He copied them and wrote on paper.

At home, isiXhosa was also the language of communication. Thus, there was a link between school and home. He was taught the isiXhosa Bible in the mornings. Because of that, he is very good at reading the Bible. He was good at singing, even though it was hard, especially in isiXhosa. He learned English much later.

He learned writing via Total Communication. He learned articulation/mouthing from the teachers' use of Total Communication. He learned to pronounce 'B' against the feather and paper. From there, he had improved with lipreading.

Today he writes and e-mails in English to friends. He learned English by interacting with Deaf people via signing. He figured out the English language for writing when at home. Since English is popular everywhere in the world and isiXhosa is only spoken in South Africa, that made him to learn English. Also, when he first came to Johannesburg, English was used everywhere. Thus he was lost. When he came to church, he noticed the signs for 'Praise the Lord' and found it odd. He knows signed isiXhosa but he was not sure about signed English. So he figured out the meaning of those signs and learned from it. He even wondered why he learned isiXhosa at the first place.

He compared the English Bible with the isiXhosa Bible and worked hard figuring out and understanding them. Then his written English had improved. Also, it was from interacting with Deaf adults. It didn't matter if they were white or black. He just learned quickly from all of them. When he wrote to his old school, they were surprised that he could write in English. He was not sure why they were surprised.

He went on to say that he signs very well.

1. What kinds of things do you write? For example:

Direction	He signs or writes or draws directions. So far his friends have been visiting a lot with the help of his directions. One of his friends drove on by mistake but arrived just fine.
Postcards/Letters	He never posts postcards or letters after cellphones emerged. He finds it easy and sufficient to SMS. Posting takes long. As a result, he gets impatient. He knows someone will get his SMS immediately. He wrote letters in English before he found a church and from the people there, he signed. He said he struggled with word order but has improved. The reason why he learned English was that he interacted with Deaf adults in Johannesburg and noticed that English is used everywhere and now, he forgets most isiXhosa words. He uses English all the time. Every time he goes home to Eastern Cape, he picks up his old isiXhosa words. Hearing people there mock him for showing off his English skills. There he code switches to Total Communication, which uses isiXhosa words. Generally, he uses Sign Language all the time.
Diary/Journal	MISSING?
Essay	He wrote short essays at school. Others wrote long ones.
Form/Document	He finds forms very difficult. When he was involved in a car accident, he was struggle to communicate and was embarrassed. Police came by and

	tried to communicate with him. He tried as well. However there was a miscommunication. They both then went to the police station. He was given a form to fill in. He was in a catch -22 position. The police tried to help but to no avail. He then brought the form home and asked someone at work to help fill it in. He then sent it back to the police. He does the same with the hospital forms. He sometimes uses gestures that are commonly used by hearing people to get messages across.
CV	He has a CV but he was assisted to write it by his friend.
Email	He uses e-mail very little since he has no computer at home. It is expensive and complicated to connect with phone lines and a service provider. There is one at work but he hardly uses it. He focuses more on SMS as most of his Black Deaf friends don't have e-mail. He said white Deaf people do have e-mail. During weekends, he and his friends SMS each other to arrange a gathering. They meet up and share information via signing. They also meet on Fridays. He feels that's a very completed way of communicating. It is much more than just to email.
Shopping List	He can write shopping lists but does not bother to do so. He just memorises and buys the items. His wife depends on him for shopping. Sometimes he gets extra items.
Other	

2. How do you feel about writing these different texts?
He is feels confident with writing. However, when he writes to a person of high status, he would get stuck. He would ask someone who is good at writing to write for him.

3. When do you feel confident / insecure?
When he meets a person face to face, he signs with confidence. That person would listen and make notes. When he/she asks for a letter, he would be stuck. He signs in full and writes so little.

4. Who are you most comfortable writing to?
Since he is not that good at writing, he would ask his friend to help with writing. Before writing, he and his friend discuss about what he wants to say in detail. He signs and his friend writes. When finished, he would be in awe for having the written letters. His friend is Deaf and excellent at English.

5. Who do you feel fear writing to?
When he is expected to give out a letter, he would be stuck. He prefers to sign but has to write a letter as required. He asks his friend to write for him. His language is not as good as this person's.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink.
Computer Word Processing	He sometimes uses computer word processing.
SMS	He always uses SMS! His air-time always runs out! It is awesome!
Other	

7. Which of these make you feel more confident? Why?
SMSing is the best and better than e-mail and fax. Without SMS, he is lost! It is important to him. When someone from Cape Town SMSs, he knows immediately that something is

happening. It is as if he/she is present. SMSing can guarantee privacy. People can be nosy and read faxes. He rather SMSs to ensure privacy.

8. Do you ever ask someone to help you with your writing or edit your writing?
He asks someone with whom he relates well.

9. Who would you ask?
He asks his friend who is brilliant at English and its structure. The friend used to be hearing. If he asks someone else to edit his writing, it would be awkward.

10. When would you ask (in what situations)? Why or why not?
If he has to write a new CV for a new job position, for travel grants, etc., he would sign to his friend who would then do the writing for him. In the end, he gets a professional writing.

11. What was your experience of writing in

Your school	He wrote all subjects in isiXhosa.
Your home	He almost never writes at home. He signs all the time. He asked why would he have to write at home? He may write something to prepare. Also, if there is an emergency, he will. Recently, someone broke in his car and stole his radio. He was in shock and went to the police. They expected him to write a report. He was stuck. This is one kind of situation that he would have to write. He writes and gets hearing people to help edit. He also SMSs.
At work	He writes a little at work. He would ask someone to write a proposal on the computer or e-mail for him. His employer is Deaf. Therefore he signs face to face to him for anything. If the employer is hearing, he would have to write in order to communicate!

12. How did you learn to write? Via SASL or Signed English or Oralism?
He used Total Communication to help his writing. When he perceived spoken words, he wrote them down on paper. He practiced this way with writing. He also looked up at pictures on walls and 'stole' isiXhosa words from them by coping them down on paper. He then modified words to make sentences. His work was then checked and corrected. He was relieved. With time, his writing had improved.

When he first came to Johannesburg, he learned English from interacting with Deaf adults. They mouthed English words when signing. He picked them up and figured out what they were saying.

13. What kinds of reading do you enjoy?
He always reads the Bible. He feels connected to it. Every time he reads it, it helps counsel him how to be confident and so on. His Bible is written in English! He remembered his first Bible, which was written in simple English. He first read it and compared it with the King James Bible. He made it through. People ask him if he is bright and has qualifications. God just gave him intelligence. Also, it was because he interacted with Deaf adults. His home has only the Bible and a very few other publications that belong to his wife. He never reads books such romance or stories. He reads so little and has no connection with books. He, however, reads a few magazines such as '*Bono*', '*YOU*", etc. He only listens with eagerness when someone signs stories to him. Signing is great and very important. It is the number one! It makes Deaf people feel confident. He hopes that school teachers will include Sign Language so that small children will be better educated! He jokes that one plus one equals two. The first one means teachers sign well. The second one means parents sign well. They are equal to two which means Deaf children will be doubly intelligent.

RP016

Tell me the story of how you learnt to write in English and what writing you do now.

When he was small, his mother taught him to speak. He never signed until he attended school. He also learned writing there from Stds 1 to 4. He was never promoted beyond Std 4. Teachers taught speech/lipreading and writing.

At the moment, he hardly writes. He explains that he only writes very simply. His brother helps write for him. He just signs bank cheques.

1. What kinds of things do you write? For example:

Direction	He can write directions.
Postcards/Letters	He never writes postcards or letters since he does not know how to do so.
Diary/Journal	He never writes any.
Essay	He never writes any.
Form/Document	He can sometimes fill them in but will ask for clarification.
CV	He never writes his own CV.
Email	He does not e-mail as he never learned how to use it. He only does drawings on computer. He wants to learn e-mail since his Deaf friends live overseas but is not sure about how to get started.
Shopping List	He sometimes writes shopping lists. He memorises as if he has written.
Other	

2. How do you feel about writing these different texts?
He is sometimes confident with writing.

3. When do you feel confident / insecure?
He said it is fine. He only writes for work.

4. Who are you most comfortable writing to?
MISSING?

5. Who do you feel fear writing to?
He sometimes feels fear writing to both Deaf and hearing people. When he writes or SMSs, it is hard for him to find words appropriately.

6. What medium do you use for writing? For example:

Paper and Ink	He uses paper and ink.
Computer Word Processing	He uses computer word processing.
SMS	He uses SMS.
Other	

7. Which of these make you feel more confident? Why?

He uses both computer and SMS. He does not really write. He SMSs short messages.

8. Do you ever ask someone to help you with your writing or edit your writing?
He asks someone to help with his writing.

9. Who would you ask?
He asks his brother and parents.

10. When would you ask (in what situations)? Why or why not?
If he has to write something, he tells someone to help write for him. When his daughter is sick, he gets help with writing a note.

11. What was your experience of writing in

Your school	He was taught practical things at school. He worked all the time with his hands. He hardly wrote. He repeated from Stds 1 to 4. He also learned to knit and laughed when he said that.
Your home	He does not write at all.
At work	He writes.

12. How did you learn to write? Via SASL or Signed English or Oralism?
At home, he signs. He writes at work. He used speech to learn writing.

13. What kinds of reading do you enjoy?
He does not read much. After finishing school, he does not read. He has been working since then. He only reads '*The Sunday Times'* and watches TV news.

RP017

Tell me the story of how you learnt to write in English and what writing you do now.

He asked if I (Helen) know that there was apartheid in South Africa.

He grew up using oralism at home. At school, there was a mixture of oralism and Sign Language. He explained that he wrote bad English but his signing was very clear. He suffered and struggled growing up. He was relocated to a hearing school and was lost. He struggled all the way through (this school). It was unfortunate that teachers constantly told him that his English was bad. That pulled him down, but he learned to be patient. Then he moved to the hearing school. He learned more there since he was hard of hearing. He learned word structure and understood this. If he was to become deaf, it would have been a problem.

Since his family is hearing, they speak all the time. He is patient and listens to their speech. He uses Sign Language mostly when he is in the Deaf community. He believes that, because they are hearing, hearing people are able to write. As for Deaf people, Sign Language and writing are not the same. Thus, he gets mixed up with Deaf and hearing people, especially with language.

When asked about how he learnt to write, he said that was a good question. The teachers taught things like this: the, is. He didn't understand their meaning and this was explained (to him). He wrote a lot in English. His favourite subject was mathematics. He picked this up in depth. As for English, he was not sure about language, paragraphs, vocabulary, prepositions, tense, verbs, etc. He found English difficult so he struggled.

Oralism was used as a medium of communication but it was a waste of time. He felt oppressed. After school, he attended a hearing college and learned the same English there. However, the classes were dropped out and wasted his time. He learned on his own and looked words up in the dictionary. It helped solve the problem.

It was not about language as it was in his mind. He listened to words from hearing people and asked for meanings. He also listened to their talking using sentences. He understood what they were saying. Also he learned signs at the same time.Fortunately, the dictionary helped, as it was the only way. He only learned more English after school.

In Std 5, it was time for him to learn and write letters. At first, he learned easily but it was hard to do the body/content. The teacher said he wrote off the point. It was because of oralism! He said only if the teacher taught in Sign Language. That teacher only learned Sign Language much later. However, he used the dictionary for meanings. He applied them to sentences. The sentence 'Are balls…' has a verb. Also, the word 'jump' is a verb,

He went on to say that his writing level is simple. He can't do advanced writing. He reads at a high level as he can pick up. It is like talking to him inside.

1. What kinds of things do you write? For example:

Direction	He finds it easy to sign directions. But if someone is from Durban, that would be a problem. He would draw on paper if it is difficult to explain.
Postcards/Letters	He only writes letters to someone to whom he owes money. He writes in short to say thanks and about money he owes. Up to date, he paid. Then he faxes. During his youth, he wrote letters. If he runs a business, he would write letters. He is working as a mechanic and sees there is no need to write. If he works in an office, he would use e-mail and send out letters as required.
Diary/Journal	He thought that question is good. The only time he wrote in diary was that he was in a relationship. Since he is married, he doesn't see any need. Because he is a mechanic, he only writes what is necessary such as love

	or finance.
Essay	He never writes essays.
Form/Document	He said it is simple. He takes out a form from a magazine and fills in. He also fills in fun games. He does that when he is bored. When he sees a form for filling in his address, he will do it. There are some forms that he learned from teachers. When he is stuck, he would ask someone for clarification. If there is no explanation, he would just carry on with ease and check with someone else.
CV	He has work experience of nine years and resigned four times. He wrote his own CV. His wife helps him with structure. He also uses a book for structure.
Email	By 2007, he wants to be able to used e-mail. So far, he has always used SMS. He laughed at the fact that he is not sure of how to use e-mail. He only plays games on computer. His wife and friends know e-mail. Thus, he is prepared to get e-mail and the internet for home.
Shopping List	He has been married for six years. He shops on his own and knows exactly what to get for home. He is the one who plans meals for evenings. Thus, he writes shopping lists.
Other	

2. How do you feel about writing these different texts?
When he is angry, he becomes confident with writing. His mind works everything out. If he is not angry, he struggles to write.

3. When do you feel confident / insecure?
He is confident when reporting something important in writing. If something is simple, he struggles to write. He has to be confident in reporting in order to avoid problems. He structures a report by using a books and dictionaries.

He feels insecure when there are handouts at meetings. He looks at them and tries to understand them. His friend would help. If he goes to bank and looks at a form, he signs as required. If it is different from what he saw before, he would ask for an explanation. He brings the dictionary along to work on difficult words that he may be stuck with. He laughed when he said that.

4. Who are you most comfortable writing to?
He is more comfortable with Black people since their written English is similar to his. He and they can write to each other. As for coloured people, they would ask him what he means.

5. Who do you feel fear writing to?
He feels fear writing to people of high status. Someone at the Human Resources department instructed him to write something. He hesitated and asked why and what for. When they said ‘complete’, he was not sure when it meant. He was also expected to write about his future career goals. He found it hard to write. But he wrote something briefly and that was understandable.

6. What medium do you use for writing? For example:

Paper and Ink	He sometimes uses paper and ink.
Computer Word Processing	He sometimes uses computer word processing when there is no cellphone.
SMS	He SMSs easily.

Other	

7. Which of these make you feel more confident? Why?
He prefers SMSing. SMSing is for arranging to meet up at some place. However, he needs a computer as it is easier to reach everyone via e-mail. He also needs to write his CV, etc. and to get information via the internet.

8. Do you ever ask someone to help you with your writing or edit your writing?
He does ask someone. He writes on his own and sends it to someone to check his structure and language. He wants to see if he is on the same level. His writing has few mistakes and is corrected.

9. Who would you ask?
He asks his sister or his friend. They are hearing.

10. When would you ask (in what situations)? Why or why not?
When he completed his studies and needed information for future study, he wrote a letter to a college. He wanted to take up two more subjects in order to obtain a certificate. When he wrote the letter, it was checked and sent out and they understood his request.

11. What was your experience of writing in

Your school	His written English is not good! If his desire for writing developed, he would have written. He needs more time to learn English. He did well at mathematics and accounting.
Your home	He sometimes writes, maybe once or twice a year. He reads more.
At work	He writes reports for damaged car parts.

12. How did you learn to write? Via SASL or Signed English or Oralism?
He signs when he is in the Deaf community. At home and work, he uses speech. He prefers to sign since he is teased for having a strange voice. His speech skills go down.

His school used oralism during his time. However, oralism was omitted since it inhibited the teaching. Thus English was a waste of time for him. He left school when Sign Language was introduced in class.

13. What kinds of reading do you enjoy?
He loves reading about sports and technology. He reads the sports page at the back of '*The Star'* and '*Daily Sun'*. '*The Star'* is difficult to understand. He can't conceptualise words from it so, it is a waste of time. He only focuses on sport on the back page. '*Daily Sun'* and '*Sowetan*' are easy to understand because of their easy language!

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