

Receptive Work Sessions

CUE READING AND VOICING CLASSES

THESE COURSES HAVE BEEN DESIGNED to function independently or to supplement the courses in the Cued Language Transliterater Professional Education Series (CLTPES). In order to get the most benefit from these classes, students should only register for classes that are appropriate to their current skill level. Recommendations are provided to assist in sequencing these courses with those of the CLTPES.

CUE READING CLASSES

1. Beginning Cue Reading

Activities in this course introduces word and phrase-level cue reading and builds to short paragraphs. Students identify their individual tendencies when cue reading and work on strategies to increase their understanding of a cued message.

Skill Level: Students are not expected to have any prior exposure to cue reading.

Recommendations: This course is appropriate for students with little or no formal receptive training, as well as for those preparing for the CAECS-R receptive cueing test.

3. Developing Receptive Fluency

The aim of this course is to advance students toward the goal of understanding cued English at a conversational level. Lessons focus on the aspects of cue reading that new cue readers find more difficult. Students attempt to cue read longer material that emphasizes connected discourse.

Skill Level: Students should already be able to cue read complex sentences comfortably as well as short-passages.

Recommendations: It is recommended that students complete both Receptive Skill Building and CLT Skills II before attempting this class.

2. Receptive Skill Building

Students review key concepts related to cue reading. Initial activities use single words and common phrases. More challenging activities include sentences, and short stories. Student interaction and gameplay are used throughout.

Skill Level: This course is appropriate for beginner cue readers, however, students should have some previous experience with cue reading. Students should already be able to cue read at a single word and phrase-levels.

Recommendations: This course follows Beginning Cue Reading and/or CLT Skills II.

4. Understanding Non-Model Cueing

Nobody's perfect, but cue reading through other people's errors can be difficult for non-native cuers. In this course, students will work on understanding a cued message in spite of common errors and differences in dialect.

Skill Level: Students should already be able to cue read whole stories comfortably.

Recommendations: This course follows Developing Receptive Fluency and/or CLT Skills IV: Receptive.

The Cued Language Transliterater Professional Education Series (CLTPES) is a separate series of classes also offered through Language Matters. That series requires students to complete all prerequisite courses before registering for the next course in the series.

These work sessions, however, do not have prerequisites. Instead, the necessary skill level of the students is provided to help participants recognize appropriate classes. It is important that students choose appropriate classes – ones that stretch skills, but are not so difficult that the objectives are out of reach. For example, someone who can only cue read single words should not register for Developing Receptive Fluency.

Read the skill level suggestions and look for a description that matches your current abilities. Then, read the recommendations to see if you have already completed the courses listed. These tools will help you find the course that is right for you.

TERMS

Cue reading is the ability to understand a cued message.

Voicing is a skill used by a cued language transliterators in which they receive a cued message then speak the message aloud to a hearing person who cannot cue.

Receptive fluency is the ability to comprehend cued utterances at a conversational rate.

Model cueing conforms to the standard and is what one expects to see in instructional materials. **Modeled deviations** are deliberate errors made while cueing for instructional purposes. **Non-model cueing** may not conform to the standard and may exhibit variations from person to person.

A transliterator must first develop cuereading skills in order to voice accurately and consistently for a variety of deaf consumers.

Receptive Work Sessions (cont.)

VOICING CLASSES

5. Cue Reading to Voicing

In this course, students apply their cue reading skills toward the goal of accurately and appropriately voicing for a deaf consumer. Some activities provide complete immersion in cued English. Other tasks require students to cue read while simultaneously voicing what they see.

Skill Level: Students should already be able to cue read comfortably at a nearly conversational rate. Students should already be able to cue read non-model cueing.

Recommendations: This course follows the CLTPES courses: CLT Skills V: Silent Workshop, CLT Skills V: Cued Interaction, Mock Evaluation and Self-Assessment I and II, and the Receptive worksession course: Understanding Non-Model Cueing.

6. Voicing Techniques

Students will learn techniques for facilitating communication from a cued to a spoken form. Techniques for voice transliterating with a team transliterator are discussed and attempted.

Skill Level: Students should be advanced cue readers who are able to cue read comfortably at a conversational rate. Students must already be able to cue read non-model cueing. Students are expected to have participated in silent events and/or classes. Students should also have previous experience in voicing while cue reading.

Recommendations: This course follows the CLTPES courses: CLT Skills III, Mock Evaluation and Self-Assessment I and II, and the Receptive worksession course: Cue Reading to Voicing.

Additional coursework related to voicing skills is offered as part of the Preparing for Transliterator Testing series. That series is designed for transliterators who have already completed transliterator training and can demonstrate professional transliterator skills on the job, but may need direction to apply skills in testing situations.

If you have questions about these courses or would like to book a course in your area, contact:

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To find out where and when these courses are currently scheduled, check out the Coursework Calendar at <http://www.language-matters.com> or the Upcoming Events at <http://www.daily cues.com>.

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If you have any questions about the CAECS-E, CAECS-R, CLTSLA, or CLTNCE, you should contact the Testing, Evaluation, and Certification Unit (TECUnit). Email them at info@tecunit.org or go to their web site: <http://www.tecunit.org>