

## 504 KENYAN SIGN LANGUAGE (KSL)

### GENERAL OBJECTIVES

By the end of the course the learner should be able to:

1. observe signs attentively for comprehension and respond appropriately;
2. use receptive skills to infer and interpret meaning correctly from signed discourse;
3. observe and process information from a variety of sources;
4. sign accurately, fluently, confidently and appropriately in a variety of contexts;
5. use non-verbal cues effectively in signing;
6. sign fluently and efficiently;
7. appreciate the importance of using Kenyan Sign Language for a variety of purposes;
8. develop a life long interest in using Kenyan Sign Language on a wide range of subjects;
9. observe and comprehend signed information in Kenyan Sign Language;
10. observe and analyse signed stories from Kenya, East Africa, African and the rest of the world and relate the experiences in these works;
11. appreciate and respect own as well as other people's culture;
12. make an efficient use of a range of sources of signed information including videos, libraries, VCDs and internet;
13. use correct finger-spelling, punctuation and facial expression;
14. use a variety of KSL grammatical forms, sentence structures and signs correctly;
15. communicate appropriately in functional and creative signing;
16. think creatively and critically;
17. appreciate the special way Kenyan Sign Language is gaining prominence in the Kenyan community
18. appreciate the universal human values contained in Kenyan Sign Language.

### 1.0.0 SKILLS IN KENYAN SIGN LANGUAGE

#### 1.1.0 Receptive and expressive signing skills

It is important that learners enhance their receptive and expressive signing skills simultaneously. The learner should be able to receive signed information and respond to it appropriately and confidently.

#### 1.2.0 Writing and reading skills

In as much as there could be limited Kenyan Sign Language (KSL) written documents, the learners should have been exposed to as much glossed work in KSL as possible. Emphasis should be put on grammatical structures in KSL, visual recognition and comprehension of glossed words, word classes in KSL, punctuation in KSL and the creative use of glossed expressions in KSL.

As these skills complement one another, the learner should have an opportunity of developing them through composition writing, summary, glossed text reading, and creative writing. Special emphasis should be put on the use and interpretation of basic punctuation in KSL i.e. /, //,   , -, which may not be used

as other languages use them. A comma as is used in English is not necessarily a pause in KSL.

### **1.3.0 Fluent signing skill**

The skill should sharpen and enhance the signing skills of the learner to both master and correctly use grammatical structures in communication. Vocabulary building and the pragmatic aspect of KSL should be emphasized. Expose learners to aspects of mood, attitude, etiquette, value judgement, opinion expression and how to best sign when one wants to communicate effectively.

Lack of accuracy in expression can lead to communication breakdown be it due to exaggeration or omission of vital sign formation aspects and facial expressions.

## **2.1.0 RECEPTIVE AND EXPRESSIVE SIGNING SKILLS**

### **2.1.1 Specific Objectives**

By the end of the course the learner should be able to:

- a) sign short texts/passages fluently;
- b) identify and use manual and non-manual markers effectively in KSL;
- c) greet others in different situations appropriately;
- d) identify and demonstrate etiquette in communication with others;
- e) describe self and others;
- f) sign short songs, poems, rhymes and riddles in KSL;
- g) observe and respond to signed information on a variety of topics/subjects appropriately;
- h) participate in signed dialogue, discussions and interviews;
- i) comprehend and transliterate signed dictation work;
- j) observe and respond to finger-spelt work and finger-spell correctly;
- k) express self clearly and precisely in KSL;
- l) use correct KSL structures in communication with others;
- m) ask for and give simple instructions and directions;
- n) ask and answer questions in KSL;
- o) make announcements, signed speeches, reports in KSL;
- p) use facial expressions to express and interpret mood, emotions, attitude, stress and intonation in KSL correctly;

### **2.1.2 Content**

- a) **Sign information**
  - i) **Identification and use of**
    - handshapes
    - orientation
    - place of articulation
    - movement
    - facial expression
    - gestures

- manual and non-manual markers
  - timelines
  - indexing
  - classifiers
- ii) **Observe and respond correctly to signed passages/texts on various topics i.e.**
- HIV/AIDS
  - Moral values
  - Social responsibility
  - Drug and substance abuse
  - Gender equality
  - Integrity/anti-corruption campaign
  - Poverty eradication
  - Contemporary issues
- iii) Observe and respond to signed poetry/stories
- iv) Make presentations on contemporary issues
- v) Demonstrate acceptable communication skills
- vi) Giving and receiving instructions and directions
- vii) Skills of correct finger-spelling and interpreting finger-spelt work (manual or glossed finger-spelt work i.e. J-A-N-E)
- viii) Observe and transliterate signed dictation work
- ix) Use facial expressions and non-manual markers to show stress intonation, question, long pause, short pause in KSL.
- b) **Mastery of Content**  
Interviews, dialogue, debate, signed presentations, signed speeches, signed songs/poems, finger-spelling presentations.
- c) **Etiquette**
- ii) Greet/address others in different situations in KSL i.e. official, informal, in a crowd, one-on-one etc.
  - iii) Use of courteous language and facial expression in KSL i.e. *THANK YOU, SORRY, PLEASE, ALLOW ME.*
  - iv) Turn-taking when signing
  - v) Respect for personal signing space.
  - vi) Negotiation skills
  - vii) Paying attention
  - viii) Appearance and grooming
  - ix) Body movement and posture
  - x) Interrupting and disagreeing politely

### 3.1.0 GRAMMAR (WRITING AND READING)

#### 3.1.1 Specific Objectives

By the end of the course, the learner should be able to:

- a) identify and use parts of speech correctly in KSL;
- b) demonstrate ability to use sign formation elements correctly;
- c) use correct KSL sentence structures and sign-word order;
- d) make correct use of time lines;
- e) use knowledge of KSL grammatical aspects to describe events, places, people, objects;
- f) demonstrate ability to modify signs to show plural, numbers, mood, attitude, degree and intensity by use of facial expression and non-manual markers;
- g) use KSL grammatical aspects to interpret information from various sources;
- h) appreciate the necessity of disability sensitive language;
- i) construct correct different types of simple and compound sentences;
- j) make intelligible notes in KSL (glossing);
- k) use KSL basic punctuation marks correctly.

#### 3.1.2 Content

##### a) Parts of speech in KSL

- Nouns
  - (i) Proper nouns
  - (ii) Common nouns
  - (iii) Collective nouns i.e. *BANANA BUNCH, CROWN*
  - (iv) Concrete nouns
  - (v) Abstract nouns
  - (vi) Singular and plural in nouns
    - Duplication i.e. *CHILDREN, TREE*
    - Use of number i.e. *BOOK TWO, COW TWO*
    - Use of *NOUN + MANY* i.e. *PEOPLE MANY*
  - (vii) compound nouns i.e. (My mother-in-law) English, *MOTHER WIFE ME (KSL)*
  - (viii) Proper nouns as possessive markers i.e. *BOOK JOHN/ (John's book)*
  - (ix) Disability sensitive nouns i.e. *BRAIN SICK* to refer to mentally challenged and not *MAD SMALL* as often signed. *DEAFSTONE* e.t.c  
Noun modification
    - Depending on context  
i.e. Your mother-in-law, my mother-in-law *MOTHER WIFE/HUSBAND YOURS*
  - (x) Glossed presentation of proper nouns i.e. P-E-T-E-R, N-I-L-E
- Pronouns as used and signed in KSL

- personal pronouns, possessive pronouns, reflective pronouns, indefinite pronouns, demonstrative pronouns
- Relative pronouns, interrogative pronouns

- Verbs - Sentence patterns verb + subject  
Verb + subject + object

Tenses as used in KSL - Present, past, future, continuous, perfect

Modification of verbs

- To show habitual/continuous occurrence
- To show manner, degree of action i.e. fast driving, careful driving

Adverbs - adverbs of manner, time, frequency, place, degree  
- formation of adverbs i.e. *DRIVE-FAST*  
- functions of adverbs (modifiers)  
- sentence structures in KSL with adverbs correctly used  
- use of facial expression and non-manual markers when signing adverbs

Adjectives- adjectives of colour, size, shape, nationality (origin), degree  
- comparative and superlative forms used in KSL (use of non-manual markers to show comparative and superlative forms)  
- sign word order of adjectives in KSL sentences  
- Use of non-manual markers when signing adjectives i.e. *BEAUTIFUL, ROUGH/UGLY*  
- functions of adjectives in KSL  
- sentence structures in KSL with adjectives

Prepositions- Simple prepositions i.e. (*IN, AT, OUT, UNDER, ON, BETWEEN, BESIDE, BEHIND, INFRONT*)  
- functions of prepositions in KSL  
- sentence structures in KSL with prepositions

Conjunctions- conjunctions and their non-manual markers i.e. same, together, with  
- functions of conjunctions in various sentences and contexts *J-A-N-E SAME SCHOOL GO* (We've both gone to school). *J-A-N-E ME TOGETHER SCHOOL GO* (we went to the same school)  
*J-A-N-E SCHOOL GO WITH ME* (Jane took me to school).

b) Single and compound sentences

- Sentence structures (subject, predicate)
- V+S, V+S+O, V + Dir. Obj. + S + ind. Obj., O+S+V
- Types of sentences – interrogative, imperative, exclamatory, declarative, affirmative, negative

**Note:** Learners are expected to show competence in the use of facial expression, non-manual markers to show the different types of sentences.

- Glossed Punctuation bars in current KSL use

Glossing rules: use of capital letters to represent signed word order, omission of suffixes, prefixes, plural and tense markers

Short pause indicator /

Long pause indicator //

Question indicator \_\_\_ Above the sentence i.e. *YOUR BOOK KEEP WHERE*

Dash - *COME-IN* and - as in *GIVE-ME* (one sign)

**Note:** Learners are expected to show competence in the use of punctuation marks when glossing. The breath pause in English is absent in KSL. The pauses in KSL represents an idea or concept boundary.

- Creative writing
  - imaginative compositions in KSL
  - poems
  - dialogues
  - short stories
- Personal writing
  - addresses
  - diaries
  - shopping lists
  - reminders
  - recipes
- Social writing
  - informal letters
  - invitations
  - short message service (sms)
  - instructions to family and friends
  - giving directions
- Public writing
  - filling forms
  - letters of apology
  - letters of request
- Study writing
  - descriptive essays, simple synopsis, making notes, summaries
- Institutional writing- public notices, posters, advertisement, speeches

#### **4.1.0 SIGNING FOR FLUENCY**

##### **4.1.1 Specific objectives**

By the end of the course the learner should be able to:

- a) sign clearly and fluently
- b) apply finger-spelling rules correctly;
- c) use pause and facial expressions to show mood and attitude correctly;
- d) indicate non-manual boundary markers in signed discourse correctly
- e) summarize signed or written (glossed) information in a given number of signs;
- f) demonstrate competence in expressing oneself on contemporary issues in KSL;
- g) demonstrate creative ability to narrate poems and stories in KSL;
- h) create and sign an essay that has imaginative, argumentative and logically sequenced ideas;
- i) interpret finger-spelt words and provide signs required or finger-spell back to signer.

##### **4.1.2 Content**

- (i) Signing sentences involving nouns, pronouns, adverbs, adjectives
- (ii) Finger-spelling words in context
- (iii) demonstrate both expressive and receptive finger-spelling competence
- (iv) Using facial expression, non-manual and manual markers to show mood, attitude, pause
- (v) Signing poems and stories
- (vi) Giving instructions, directions, vote of thanks, welcoming remarks, report on an event. Compliments, condolences
- (vii) Making signed announcements, speeches, dialogues, interviews
- (viii) creating imaginative essays, argumentative essays.
- (ix) Transcription/transliteration by glossing of manual and non-manual expression of :
  - In doubt
  - Negation
  - Agreement
  - Brief hold
  - Hand lowered
  - Contempt
  - Body postures.
- (x) Use of signing space
  - When referencing
  - Indexing
  - Finger-spelling words i.e. double letters, spacing, proper nouns
  - Sign names i.e. of famous personalities
  - Compound nouns
- (xi) Irony, sarcasm presentation in KSL
- (xii) Socio-linguistic aspects of KSL