



# Cued Language: Separating Facts From Myths

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# About Hilary Franklin, M.A.

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- Born with a bilateral sensorineural severe-to-profound hearing loss
- Deaf native cuer; began cueing at age 3 ½; both parents cue
- Mainstreamed in Montgomery County Public Schools, MD, with cued language transliterators (CLTs)
- B.A. (2003), Public Policy, University of North Carolina at Chapel Hill (Go Tar Heels!)
- M.A. (2006), Teaching American Sign Language as a Foreign Language, Teachers College, Columbia University
- Currently works for the Department of Defense
- Certified instructor of Cued American English since 2005

# Presentation Flow

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- About Cued Speech: History and Definition
- Quality of Information about Cued Speech
- Terminology
- Cued Speech vs. cued language vs. Cued American English
- Resources and References

# Why Was Cued Speech Developed?

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- To make *phonemes* of traditionally spoken languages clearly visible.
- To enable *real-time communication* between parents and their DHH children *in the parents' native language*.
- To enable *native language literacy*.



# Are Spoken Languages Visually Clear?

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**/m/ /b/ /p/**

They all have the same mouth shape, right?

**/mat/ /met/ /bat/ /bet/ /pat/ /pet/**

Can you easily distinguish these words?

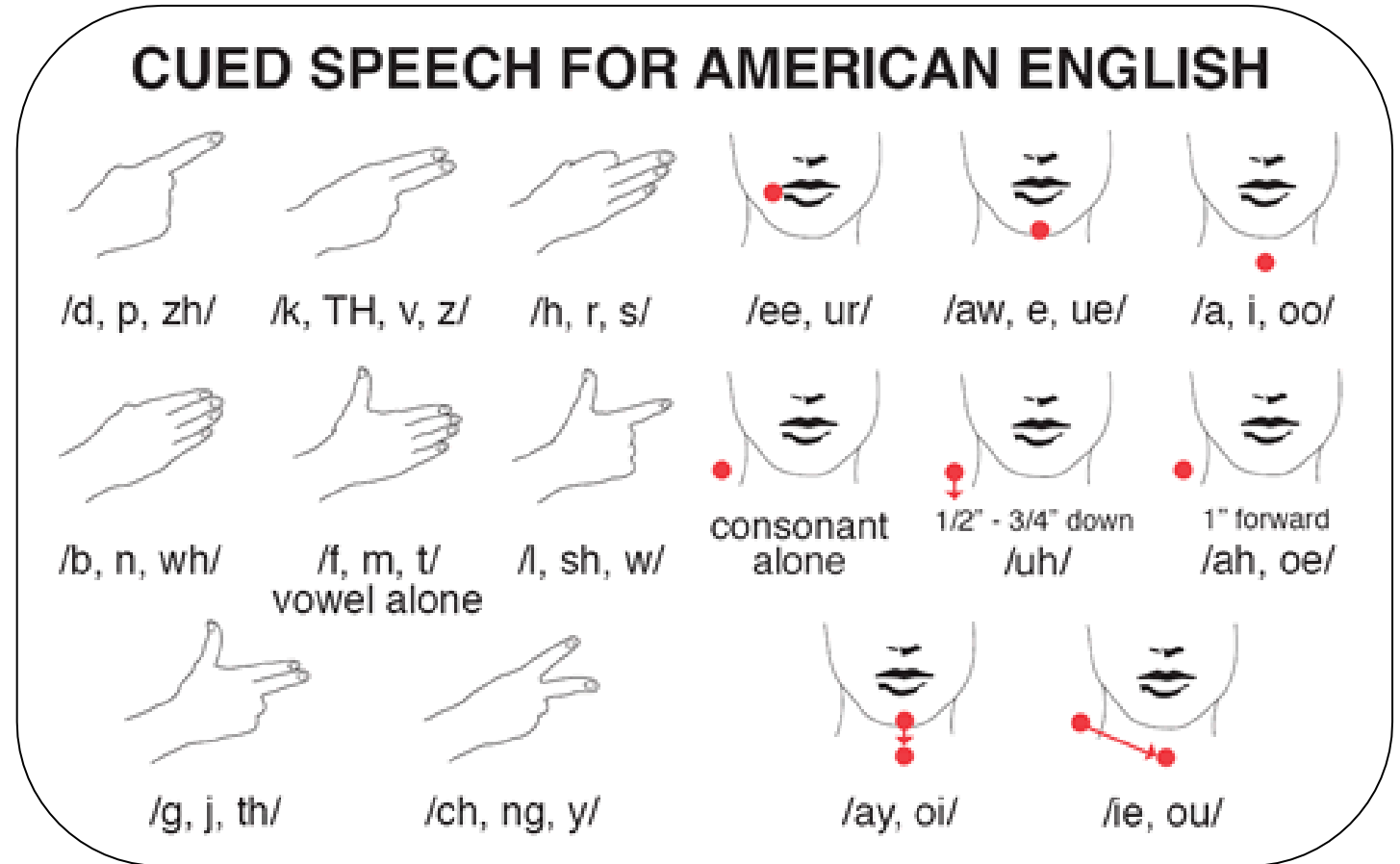
**“If all the phonemes of speech looked clearly different from each other on the speaker’s mouth, just as they sound different from each other to normal ears, a profoundly deaf child could learn language through vision almost as easily as the normal child learns it from hearing.”**

*--Dr. Orin R. Cornett, creator of Cued Speech*

# Cued Speech for American English

Cued Speech is a visual communication mode that uses *8 handshapes* in *4 different placements* near the face in combination with the *mouth movements of speech* to make the phonemes of spoken language look different from each other.

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# Do Parents Know About Cued Speech?

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- Many never learn about it, or if they do, they receive only minimal information – or misinformation
- Cued Speech was added to IDEA, Parts B and C
- According to the *2017 NCHAM Early Intervention Snapshot Survey*, 13% of families with DHH children ages 2-6 used cueing as their primary form of communication
- And...



# 2017 NCHAM EI Snapshot Survey

- According to that same survey, 57% of families reported receiving “fair” or “poor” information about Cued Speech

	Percentage of Families Reporting Quality of Information			
Communication Modality	Excellent	Good	Fair	Poor
Listening and Spoken Language	46%	30%	10%	14%
Sign Language	38%	29%	17%	17%
Total Communication	36%	28%	15%	21%
<b>Cued Speech</b>	22%	21%	<b>25%</b>	<b>32%</b>

# Let's Talk About Terminology!

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- Cued Speech
- Cued languages
- Cued American English
- Cueing
- Cuers
- Translitterators

# Cued Speech

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- ***Cued Speech*** is the name of the *system* that Dr. Cornett developed at Gallaudet College (University).
- Cued Speech by itself is NOT a language.
  - Can cue phonemes, morphemes, words, phrases, sentences, and onomatopoeia, as well as foreign words.
- Cued Speech was adapted to 60+ languages and dialects around the world; every adaptation follows the original principles:
  - Handshapes represent consonant phonemes in the associated language
  - Placements represent vowel phonemes in the associated language

# What Is a Cue?

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- A *cue* is a handshape or hand placement in combination with the corresponding mouth shape that visually represents a consonant or vowel.



/k/



/yue/



/i/



/ng/

# Why the Name “Cued Speech?”

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- Dr. Cornett envisioned that parents and teachers would cue while speaking; ergo, *cued speech*.
  - Why? To help DHH children who have at least some usable hearing with or without hearing devices “map” what they see with what they hear.
- Did Dr. Cornett develop Cued Speech to replace American Sign Language? **No!** In fact, he expected cuers would also learn ASL (language of American Deaf Culture).
- Does cueing require speaking? **No!**

# Why Does Cued Speech ≠ Speech?

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- While it is *possible* to cue phonemic sounds individually (/b/, /p/, /ee/, /i/, etc.), cueing alone will not improve *articulation*.
  - The cues do not tell you where to place the tongue or how to shape your mouth to produce a phoneme using speech.
- What cueing can do is provide pronunciation *feedback* to a DHH person (or hearing second language learner) attempting to say a known target sound.

# Cued Languages

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- **Language is more than just utterances** (speech, signs, and cues are language *modes*).
- **Language requires *prosody*** (suprasegmentals)
  - *Rhythm, stress, intonation*: in spoken languages, such as English, these indicate vital information—is the speaker asking a question, telling a joke, or making a statement?
- **Cued languages = cues + *prosody***
  - In *cued languages*, we convey prosody via grammatical and semantic indicators similar to those in signed languages (e.g., facial expression, eyebrow movements, forcefulness of cues, and head thrusts).

# Do Cued Languages Require Speech?

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- **No.**
  - Cued languages can be used with **or** without voice.
  - Native cuers do not require auditory information to fully receive language.
  - DHH native cuers focus more on visual cues to understand the message, even with audio and hearing devices.



# Cued American English

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- ***Cued American English*** is a *cued language* that is a form of American English.
  - Contrasts with other cued English languages, such as Cued British English, which has different vowel phonemes.
  - Parallels spoken American English.

Jabberwocky in Cued American English:

<http://www.youtube.com/watch?v=R5hiRL2ujM4>



# Cueing and Cuers

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- ***Cueing*** is a general verb that represents the act of using cues to convey a complete language with or without speech.
- ***Cuers*** are people who expressively and/or receive cues receptively. Cuers can be deaf, hard of hearing, or hearing.
- ***Translitterators*** transcode from one form of a language to a different form of the same language (e.g., between spoken American English and Cued American English).

# Can We Use CAE, ASL, AND LSL?

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- **Yes!**

- Using cueing for English *preserves the integrity of both English and ASL.*
- No need to “adapt” ASL signs to convey specific English words.
- Because cueing is phonemic English, *DHH cuers are able to decode written English via phonics*, even if they have no usable hearing.
- *Cueing fills in the blanks of what DHH children don't hear* via hearing devices → leads to more complete, accurate language.

# To Summarize...

## Myths

- Cued Speech is a sign system
- Cueing is the same as Visual Phonics
- Cueing was developed to replace signing/American Sign Language
- Cueing requires speech (voicing)
- Cueing hinders listening and spoken language development

## Facts

- Cued American English is a language
- Cueing is real-time communication
- Cued American English and ASL work in a bilingual-bicultural environment
- Speech/voicing is optional
- Cueing fills in what DHH children are not able to hear (clearly)

# A Short List of Resources

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- The National Cued Speech Association
  - <https://cuedspeech.org/>
- *Giving language a helping hand*, Cathy Rasmussen, TEDxFlourCity
  - <https://www.youtube.com/watch?v=r4KQfepEqWQ>
- *Heteronyms*, <https://www.youtube.com/watch?v=085H1TdxuBU>
- *Cued Speech* (a mini-documentary)
  - <https://www.youtube.com/watch?v=plPw4H-ZsMg&t=6s>
- *Cued Speech and the Development of Reading in English: Examining the Evidence*; Beverly J. Trezek, *The Journal of Deaf Studies and Deaf Education*, Vol. 22, Issue 4, October 2017; <https://academic.oup.com/jdsde/article/22/4/349/4079921>

# References

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- Fleetwood E., & Metzger, M. (1998). *Cued Language Structure: An Analysis of Cued American English Based on Linguistic Principles*. Calliope Press.
- Franklin, H., & Ruberl, A. (April 2022). *Understanding Cueing*. National Cued Speech Association. <https://cuedspeech.org>.
  - Also printed in *Hands & Voices Communicator*, Summer 2022, Volume XXVI, Issue 4.

# Questions?

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# Extra Slides

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# Cueing Terminology Overview

<b>Incorrect Terminology Use</b>	<b>Correct Terminology Use</b>
Cued Speech is their mode of communication.	Cueing is their mode of communication. They are cueing.
Their native language is Cued Speech.	Their native language is Cued [insert language]. <ul style="list-style-type: none"><li>• Their native language is Cued American English.</li><li>• Their native language is Cued Spanish.</li><li>• Their native language is Cued Hebrew.</li></ul>
The use Cued Speech to communicate.	They use cues to communicate. They cue to communicate.

# Research: Jean Wandel, 1989

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- 120 children (ages 7-16) across 4 categories:
  - 30 LSL | 30 Total Communication (TC) | 30 Cueing | 30 Hearing (control)
  - Each group of deaf children had 15 with severe deafness, 15 profound
- Method: administered internal speech ratio, Ravens, SAT, reading comprehension tests
- **Results:**
- ***No difference in reading ability between deaf cuers and hearing children***; slight advantage for those with profound deafness than severe deafness due to more consistency cueing (at home and school)
- LSL group performed lower than cueing group on all measures
- TC group performed lower than Hearing, LSL, and cueing groups on all tests