

















## Cues of American English

Visually providing the building blocks needed for communication, language development, and literacy

	
/d, p, zh/	/ee, ur/
	
/k, TH, v, z/	/aw, e, ue/
	
/h, r, s/	/a, i, oo/
	
/b, n, wh/	consonant alone
	
/f, m, t/ vowel alone	/uh/
	
/l, sh, w/	/ah, oe/
	
/g, j, th/	/ay, oi/
	
/ch, ng, y/	/ie, ou/

Dr. R.Orin Cornett developed the Cued Speech system in 1965–1966 to enable deaf and hard of hearing children to clearly and visually access the phonemes of spoken language, which is a critical foundation for developing literacy in the spoken language of the home and school. The system has since been adapted to more than 60 languages and dialects around the world. When the cues are complemented by visual facial grammar and head and body positions/movements to provide semantic and pragmatic information, that is cued language. In the United States, the cued language used by deaf, hard of hearing, and hearing individuals is Cued American English.

**Cued Speech Facts:** The *Cued Speech system was developed to directly enable acquisition of literacy skills in deaf and hard of hearing students. The system...*

- shows the phonemes (consonants and vowels) of spoken languages visually through the synchronization of the mouth and one hand simultaneously.
- is a mode of communication that, when used in real-time communication, becomes a visual language following the phonology, morphology, syntax, semantics, and pragmatics of a spoken language.
- can be used with or without hearing and/or speech.
- enables learning other world languages as easily as hearing children.

**Advantages of Cued American English:** *Cuers who are deaf or hard of hearing and who use Cued American English consistently typically meet or surpass their hearing peers in linguistic competence. They...*

- can acquire and use English with other family members at home.
- receive direct, visual access to English from family members and educational providers who cue; therefore, they do not rely on interpretation from one language to another.
- have an accurate phonological model of a spoken language.
- have English-language skills that match the skills of their hearing peers, enabling them to meet age-appropriate literacy and educational outcomes.

**Deaf Community:** *Cuers can be members of the deaf community. These cuers are like signers who are deaf because...*

- they use a visual form of communication.
- speech is not necessary for communication.
- a majority learn to sign fluently.

**Hearing Community:** *Cuers can also engage with the hearing community. Cuers are like individuals who use listening and spoken language because...*

- English is their primary language.
- they may communicate with hearing individuals via speech, speechreading, and/or listening.

*Authors: Hilary Franklin and Amy Ruberl*