Bilingualism And Bilingual Deaf Education Perspectives On Deafness | c339e22fb809c452636b7a346318fe2

Educating Deaf Students

This book presents a vision of bilingual education in six South American nations: three Andean countries, Peru, Ecuador, and Colombia, and three ‘Southern Cone’ countries, Brazil, Argentina and Paraguay. It provides an integrated perspective, including work carried out in majority as well as minority language contexts, referring to developments in the fields of indigenous, deaf, and international bilingual and multilingual provision.

**Sign Bilingualism in Education: Challenges and Perspectives Across the Research, Policy, Practice Axis**

Seeing language in sign traces the process that Stokes followed to prove scientifically and unequivocally that American Sign Language (ASL) met the full criteria of linguistics – phonology, morphology, syntax, semantics and use of language – to be classified as a fully developed language.

**The Handbook of Bilingual and Multilingual Education**

From the first attempts at including sign language in deaf education until today, the status of sign language in deaf education has been marked by changing perspectives on deafness and the needs and abilities of deaf students. The perception of deaf individuals using a sign language and a spoken/written language as bilinguals is a relatively new phenomenon, and so is a bimodal bilingual conception of deaf education. The present work elaborates on the status of sign language in deaf education from a historical perspective with a view to tracing the current development of approaches to the education of deaf students. It portrays the developments leading to the establishment of sign bilingual education programmes in diverse social contexts, and it explores the potential of sign language as a linguistic minority.

**Bilingual Education in South America**

This encyclopedia is divided into three sections: individual bilingualism, bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

**Deaf Education and Challenges for Bilingual/multilingual Students**

A mother whose child has had a cochlear implant tells Laura Meulders why enrollment in the sign language program at her daughter’s school is plemising: “The majority of parents want their kids to talk.” Some parents, however, feel very differently, because the question of whether or not to have a cochlear implant is often a difficult and fraught with judgment about what is normal, acceptable and right. Made to Hear sensitively and thoroughly explores the structure and culture of the system we have built to make deaf children hear. Based on accounts of and interviews with families who adopt the cochlear implant for their deaf children, this book describes the experiences of mothers as they navigate the health care system, their interactions with the professionals who work with them, and the influence of neurocognitive development on the process. Though Meulders explains the politics surrounding the issue, her focus is not on the controversy of whether to have a cochlear implant but on the long-term, multiyear undertaking of implantation. Her study provides a nuanced view of the social context in which science, technology, and medicine are practiced and suggests that there may be an advantage to using these tools. Meulders shows how the implanting process has the potential to control the development of the deaf child’s hearing and sensory impairments and how their language abilities and learning outcomes may be affected. This book sensitively and thoroughly explores the ways in which the decision to have a cochlear implant impacts the development of deaf children’s language and communication skills.

**Deaf Gain**

“This contributed volume provides a global view of recent theoretical and applied research that focuses on literacy education for deaf learners”

**Foundations of Bilingual Education and Bilingualism**

This text brings Deaf people to the forefront of the discussions about what constitutes quality interpreting services, revealing multiple strategies that will improve an interpreter’s performance and enhance access for Deaf consumers.

**Foundations of Bilingual Education and Bilingualism**

The fifth edition of this bestselling book provides a comprehensive introduction to bilingual education in a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels. These include: • defining who is bilingual and multilingual • testing language abilities and language use • languages in communities and minority groups • endangered language • language planning, language revival • the development of bilingualism in infancy and childhood • bilingualism in the family • age and language learning • adult language learning • bilinguals’ thinking skills • bilingualism and the brain • theories of bilingualism • types of bilingualism • heritage language and bilingualism • the learning of languages of bilinguals • the development of bilingualism • the history of bilingual education in the United States • language minority underachievement • bilingual special education • the assessment of language minority children • deaf bilinguals • the spread of English as a global language • learning English as a second or third language • language identity and multiple identities • the politics surrounding language minorities and bilingual education • association and pluralism • bilingualism and employment • bilingualism and the internet • Translanguaging

This book is the first edited international volume focused on critical perspectives on plurilingualism in deaf education, which encompasses education in and out of schools and across the lifespan. The book provides a critical overview and snapshot of the use of sign languages in education for deaf children today and explores contemporary issues in education for deaf children such as bilingualism, translanguaging, teacher education, sign language interpreting and parent sign language learning. The research presented in this book marks a significant development in understanding deaf children’s language use and provides insights into the flexibility and pragmatism of young deaf people and their families’ communicative practices. It incorporates the views of young deaf people and their parents regarding their language use that are rarely visible in the research to date.

**Sign Bilingualism**

This edited book presents a detailed analysis of the experience of deaf people as a bilingual-bicultural minority group in America. An overview of mainstream research on bilingualism and biculturalism is followed by specific research and conceptual analyses which examine the impact of cultural and language diversity on the experiences of deaf people. The book ends with poignant personal reflections from deaf community members. The contributors include prominent deaf and hearing experts in bilingualism, ASL and Deaf culture, and deaf education.
Bilingualism and Bilingual Deaf Education

This book focuses on the early acquisition of signed languages and the later development of bilingualism in children by researchers. It presents the first collection of research papers focused solely on the acquisition of various signed languages, all of which are signed languages natively. True deaf parents: It is also the first collection to investigate the possible relationships between the acquisition of signed language and reading development in school-aged children. The underlying questions addressed by the chapters are how visual-gestural languages develop and whether and how visual languages can serve the foundation for learning a second visual representation of language, namely, reading.

Language Acquisition By Eye is divided into two parts, anchored in the toddler phase and the school-pupil phase. The central focus of Part I is on the earliest stages of signed language acquisition. The chapters in this part address important questions about the identity of their native languages and the affordances of signed languages to ensure that their babies “see” what’s being said, and what the earliest sentences in signed languages tell us about the acquisition of grammar. With contrasting research paradigms, these chapters all show the degree to which parents and babies are highly attuned to each other’s communicative interactions in subtle and complex ways. Such observations cannot be made for spoken language acquisition because speech does not require that the parent and child look at each other during communication whereas signed language did. Part II focuses on the relationship between signed language acquisition and reading development in children who are deaf. All of these chapters report original research that investigates and uncovers a positive relationship the acquisition of signed language and the development of reading skills and as a result, represents a historical first in reading research. This section discusses how current theory applies to the case of deaf children’s reading and presents new data that illuminates reading theory. Using a variety of research paradigms, each chapter finds a positive rather than a negative correlation between signed language development and reading skills. These chapters are sure to provide the foundation for new directions in reading research.

Language Acquisition By Eye

"This book attempts to fill the gap in educational resources for teaching multilingual, multilingual, and multicultural deaf students in all learning institutions across the world by offering contributed chapters on knowledge, skills, and dispositions for teaching multicultural, multilingual, immersion students globally."

Bilingualism and Bilingual Deaf Education

Deaf people are usually regarded by the hearing world as having a lack, as missing a sense. Yet a definition of deaf people based on hearing loss obscures a wealth of ways in which societies have benefited from the significant contributions of deaf people. What it means to be deaf, experts from a variety of disciplines—neuroscience, linguistics, bioethics, history, cultural studies, education, public policy, art, and architecture—advocate the concept of bridging between languages and challenge assumptions about what is normal. Through their in-depth articulation of Deaf Gain, the editors and authors of this groundbreaking volume approach deafness as a distinct way of being in the world, one which opens up perceptions, perspectives, and insights that are less common to the majority of hearing persons. For example, deaf individuals tend to have unique capabilities in spatial and facial recognition, peripheral processing, and the detection of images. And users of sign language, which neuroscientists have shown to be biologically equivalent to speech, contribute toward a robust range of creative expression and understanding. By framing deafness in terms of its intellectual, creative, and cultural benefits, Deaf Gain recognizes physical and cognitive differences as a vital aspect of human diversity. Contributors: David Armstrong; Benjamin Bahan; Gallaudet; Daniel Beeman, Gallaudet; John D. Bonvillain, U of Virginia; Alison Bryan; Teresa Blaschke Burke, Gallaudet; Olimpia Caldon; Debra Cole, Matthew Dye, U of Illinois at Urbana-Champaign; Steve Eaves; Ofelia Garcia, CHH; Peter C. Hauser, Rochester Institute of Technology; Geo Karchaiser; Carolina Ribeiro Pezzaroti; Christopher Kreutz, O of Virginia; Annika Riehle; Irene M. Le,L Gallaudet; Elizabeth M. Lockwood, U of Arizona; Summer Loew; Mara Lucia Mazzotti, Instituto Federal de Santa Catarina, Brazil; Donna A. Moreira, Gallaudet; Kati Morton; Ronice Müller de Quadros, U Federal de Santa Catarina, Brazil; Consta de Napoli, Swarthmore College; Jennifer Nelson, Gallaudet; Laura-Amy Pettito, Gallaudet; Eura Pryvovina, Kyunglaesoo U of Applied Sciences; Aimi Raisa, Aalto U; Päivi Rainio, U of Applied Sciences Hame; Katherine D. Rogers; Clara Sherley-Appel; Kristin Snoddon, U of Alberta; Karin Strodel, U Federal de Santa Catarina, Brazil; Hiltrud Sutherland; Rachel Sutton-Spence, U of Bristol, England; James Tabery, U of Utah; Jennifer Finer; Whitehead; Mark Sazor.

Bilingualism and Identity in Deaf Communities

If teachers want to educate deaf learners effectively, they have to apply evidence-informed methods and didactics with the needs of individual deaf students in mind. Education in general — and education for deaf learners in particular — is based on the belief that deaf children can and will become fluent users of signed languages, a belief based on the assumption that children will learn what works beyond the Western world. By exploring practical-based and research-based evidence about deaf education in countries that largely have been left out of the international discussion thus far, this volume encourages readers in other countries to continue investigating the learning environment of deaf learners, based on the premises of learning no one else. Featuring chapters on Canadian Sign Language, African Sign Languages, and Central American Sign Languages, and teacher who demonstrate best practices and challenges within their respective regional contexts. This volume proposes the concept of bridging and models different strategies and practices to optimize deaf education in deaf and hard-of-hearing learners; and looks ahead to the future of research in education of deaf and hard-of-hearing learners. This volume strengthens the foundation for further improvement of education for deaf children all around the world.

Teaching Deaf Learners

In Bilingualism and Bilingual Deaf Education, volume editors Sara Mearnsch, Clarissa Yang, and Barry Koors bring together diverse issues and evidence in two related domains: bilingualism among deaf learners — in sign language and the written/spoken vernacular — and bilingual deaf education. The volume examines each issue with regard to language acquisition, language development, social-emotional functioning, and academic outcomes. It considers bilingualism and bilingual deaf education within the unique context of deaf and hard-of-hearing students in regular schools, placement in schools and programs for the deaf, and co-education programs, which are designed to give deaf students the best of both educational worlds. The volume offers both literature reviews and new findings across disciplines from neuropsychology to child development and from linguistics to cognitive psychology. With a focus on evidence-based practice, contributors consider current research on bilingualism and bilingual deaf education in different contexts and different cultural expectations. The 18 chapters establish shared understandings of what are called by bilingualism, “bilingual education,” and “co-education programming,” examine their foundations and outcomes, and chart directions for future research in this multidisciplinary area. Chapters are divided into three sections: Linguistic, Cognitive, and Social Foundations; Education and Bilingual Education; and Co-Enrollment Settings. Chapters in each section pay particular attention to causal and outcome factors related to the acquisition and use of sign language and other more complex outcomes. The concept of bridging between languages and education is explored throughout the book, in a variety of different settings and of different ages. The impact of bilingualism and bilingual deaf education in these domains is considered through qualitative and quantitative investigations, bringing into focus not only common educational, psychological, and linguistic variables, but also expectations and reactions of the stakeholders in bilingual programming: teachers, administrators, and leadership teams.

Sign Multilingualism

The concept of bridging between languages is introduced to the bilinguistry fielded in this practical professional development guide for teachers, administrators, and leadership teams.

Bilingualism and Bilingual Deaf Education

Bilingual Education in the 21st Century examines languages and linguistics as individual and societal phenomena, presents current professional, programs, and policies in bilingual education, and concludes by looking at practices, especially pedagogical and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world. It is a valuable resource for educators, linguists, and policy makers worldwide.

Bilingual Education in the 21st Century

This collection unites expert scholars in a comprehensive review of critical topics in bilingual deaf education. Drawing on the work of Dr. Robert Hoffmeister, editors explore the concept that a strong first language is critical to later learning and literacy development. In thought-provoking essays, authors discuss the theoretical underpinnings of bilingual deaf education, teaching strategies for deaf students, and the unique challenges of signed language assessment. Essential for anyone...
looking to expand their understanding of bilingualism and deafness, this volume reflects Dr. Hulme's impact on the field while demonstrating the ultimate resilience of human language and literacy systems.

**Understanding Deafness, Language and Cognitive Development**

Teaching Deaf learners asserts that the education of deaf learners profits from an ecological approach to learning and teaching.

**Change and Promise**

Winner of the British Association of Applied Linguistics Book Prize 2016 This book addresses how the new linguistic concept of 'Translanguaging' has contributed to our understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures.

**Literacy and Bilingualism**

Language development, and the challenges it can present for individuals who are deaf or hard-of-hearing, have long been a focus of research, theory, and practice in deaf studies and deaf education. Over the past 150 years, but most especially near the end of the 20th and beginning of the 21st century, advances in the acquisition and development of language competencies and skills have been increasing rapidly. This volume addresses many of those accomplishments as well as remaining challenges and linguistic, social-emotional, and socio-cultural. Contributors explore an international group of bilingual learners: the role of language in learning; the relationship of language to literacy; and the role of language in the development of identity, cognition, and emotion. The volume includes contributions from an international group of scholars, and offers fresh perspectives on the role of language in supporting learner development in diverse contexts. This book is essential reading for all who work with children who are deaf or hard-of-hearing in a variety of educational settings, including mainstream, special education, and early intervention.

**Seeing Language in Sign**

Over the past decade there has been a significant increase in interest from educators and the general public about deafness, special education, and the development of children with special needs. The education of deaf children in the United States has been seen as a remarkable success story around the world, even while it continues to engender domestic debate. In Educating Deaf Students: From Research to Practice, Marc Marschark, Harry G. Lang, and John A. Albertini set aside the politics, rhetoric, and confusion that often accompany discussions of deaf education. Instead they offer an accessible evaluation of the research literature on the needs and strengths of deaf children and on the methods that have been used-successfully and unsuccessfully - to address those needs. The authors provide an up-to-date report on research findings as well as a unique historical account of how deaf education programs have evolved from the early years of the 20th century to the present day. This book is essential reading for all educators who work with deaf students; their parents, teachers, and administrators; and other professionals who are interested in improving opportunities for students with hearing impairments.

**Discussing Bilingualism in Deaf Children**

Is perception reality? Editor Melanie Metzger investigates the cultural perceptions by and of deaf people around the world in Bilingualism and Identity in Deaf Communities volume six of the Sociolinguistics series.

**Deaf Education Beyond the Western World**

Within the past few decades, there has been great progress in deaf education in Latin America and growth in the empowerment of their Deaf communities. However, there is little awareness outside that region of these successes. For the first time, this book provides access, in English, to scholarly research in these areas. Written by Latin American deaf and hearing contributors, Change and Promise provides a counter argument to external, deficit views of the Latin American Deaf community by sharing research from their countries and regions on expanding bilingual deaf education. Deaf activities, Deaf culture, and wider access for deaf children and adults. Change and Promise depicts the historical, cultural, and political contexts for providing bilingual deaf education in Latin America. Bilingual deaf education uses students’ sign language, while simultaneously giving them access to and teaching them the majority spoken/written language. This book describes current bilingual deaf education programs in the region that have increased society’s understandings of deaf culture and sign languages. This cause, as well as others, have been championed by successful social movements including the push for official recognition of Libras, the sign language of Brazil. Change and Promise covers this expanding empowerment of Deaf communities as they fight for bilingual deaf education, sign language rights, and deaf civil rights. Despite the vast political and cultural differences throughout Latin America, an epistemological shift has occurred regarding how deaf people are treated and their stories narrated, from labeling “deaf as handicapped” to being recognized as a linguistic minority. This panoramic study of these challenges and triumphs will provide an invaluable resource for improving outcomes in deaf education and help to secure the rights of deaf children and adults in all societies.

**Understanding Deafness, Language and Cognitive Development**

The Oxford Handbook of Deaf Studies in Language and Education offers researchers many interesting insights into the role of experience and sensory inputs for the development of language and cognition. This volume provides a state of the art look at these questions and how they are related to the development of speech and language in all human populations. It addresses a broad range of topics, including the development of language and cognition in deaf children, the role of language in the development of identity, cognition, and emotion. The volume includes contributions from an international group of scholars.

**The Oxford Handbook of Deaf Studies in Language and Education**

This edited volume brings together diverse issues and evidence in two related multidisciplinary domains: bilingualism among deaf learners – in sign language and the written/spoken vernacular – and bilingual deaf education.

**Literacy and Deaf Education**

The study of childhood deafness offers researchers many interesting insights into the role of experience and sensory inputs for the development of language and cognition. This volume provides a state of the art look at these questions and how they are related to the development of speech and language in all human populations. It addresses a broad range of topics, including the development of language and cognition in deaf children, the role of language in the development of identity, cognition, and emotion. The volume includes contributions from an international group of scholars.

**Bilingual and Multilingual Education**

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an ever-changing world. Written in a compact and clear style, the book covers all the key issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographic and other statistical data. Recent developments in and limitations of brain imaging techniques. A collection of key topics including multilingual education, code-switching, translanguaging, interlingual, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, transculturality, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideolog. Recent US policy developments including the Every Student Succeeds Act (ESSA), Deal of Biliteracy, Proposition 57, LoCRA Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning; interactions between online and offline language learning; and increasing opportunities for Global and Hispanic English learners. The book provides guidance for educators, policymakers, and researchers in the fields of deafness: Social Justice. As the field of deafness goes through rapid and profound changes, we hope that this volume captures the latest perspectives regarding the impacts of these changes for our understanding of child development. The volume will be of essential interest to language development researchers as well as teachers and clinical researchers.

**Bilingual and Multilingual Education**

The Oxford Handbook of Deaf Studies in Language and Education offers researchers many interesting insights into the role of experience and sensory inputs for the development of language and cognition. This volume provides a state of the art look at these questions and how they are related to the development of speech and language in all human populations. It addresses a broad range of topics, including the development of language and cognition in deaf children, the role of language in the development of identity, cognition, and emotion. The volume includes contributions from an international group of scholars.

**Cultural and Language Diversity and the Deaf Experience**

This edited volume brings together diverse issues and evidence in two related multidisciplinary domains: bilingualism among deaf learners – in sign language and the written/spoken vernacular – and bilingual deaf education.
This collection unites expert scholars in a comprehensive survey of critical topics in bilingual deaf education. Drawing on the work of Dr. Robert Hoffmeister, chapters explore the concept that a strong first language is critical to later learning and development, performance in school, and relationships with brothers and sisters. In this volume, authors Barbara Bodner-Johnson and Beth S. Benedict concentrate on the vital, positive effects of bilingualism and how families that share their adults' language and the Deaf.