



Summer 2023

Broadening Bilingualism: The Case for Deaf Dual Language Education

by Devin Tankersley, Lobo Language Acquisition Lab, University of New Mexico

Bilingualism in the Deaf Community—Widespread, yet Diverse

Various myths and misunderstandings surround signed languages. For instance, some believe that there is one universal sign language that all deaf people use to communicate. In reality, there is a variety of distinct signed languages in use around the world.

Deaf people from varying backgrounds use different languages, and not all deaf people are exposed to visual language, instead needing to rely on lip-reading, gesture, and/or signs used only by those in their local environment, i.e., homesign. Additionally, many countries have their own national sign languages which differ dramatically from each

within each signed language, such as in American Sign Language (ASL). Studies on ASL in New Mexico have found clear distinctions between the types of signing used by community members based on their background (Player et al., 2022). Such distinctions could be based on geographic

differences, with the southern parts of New Mexico showing more influence from Spanish and Mexican Sign Language (Lengua de señas mexicana, LSM), while communities in or near the Navajo Nation may see influence from Indigenous signing, known as Hand Talk. Other environmental



High-school students at the New Mexico School for the Deaf respond to a teacher's prompt.

other and are not based on the shared language or culture of the local hearing population. For example, because of the history of deaf schools in Taiwan, there is more similarity between Taiwan Sign Language and Japanese Sign Language than between Taiwan Sign Language and Chinese Sign Language, even though the official spoken/written language of Taiwan has been Chinese since the 1950s (Smith, 2005).

While global differences show a wide variation in signed languages, there are also important differences

factors play a large role as well: the ASL used in Santa Fe, where the New Mexico School for the Deaf is located, is often perceived as being “purer”, while the ASL found in Albuquerque is thought to exhibit more English influence. That said, contrary to some popular attitudes, language scientists have found that all dialects of a language are equally legitimate in terms of adhering to grammatical patterns, even if there are differences in grammatical rules.

For the majority of deaf signers, bilingualism is the norm, as knowledge of at least one signed language in addition to the ambient spoken/written language is very common in deaf communities (Grosjean, 2008; Morford et al., 2011).

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Engaging Teenagers in Projects about Critical Conflicts of Their Time and Community: Leveraging my Exposure to OCDE Project GLAD®

by Gabriela Ramírez—6th & 7th Grade ESL Teacher, Columbia Heights Educational Campus, District of Columbia Public Schools, Washington, DC

Promising practices...

Middle school students are known for their challenging behavior. Most of the time, altered levels of hormones and overwhelming physical and emotional changes are to blame. In addition, they are required to be seated and quiet in class for extended periods of time, engage in rigorous content/material, and follow many rules. For their teachers, making class engaging is a tough challenge. My school is in one of Washington, DC's busiest neighborhoods. Columbia Heights' population represents a variety of cultures with a rich community. This is also true of my school. So, after teaching Bilingual Language Arts to 7th graders for four years, I finally felt confident implementing varied strategies through a structured routine.

I was introduced to OCDE Project GLAD® in my fifth year. Honestly, I was skeptical at first. As a teacher, it is frustrating to attend professional development that does not apply to my content and/or grade level. I was biased by a series of PDs that were of little use to my context. So, when I learned that I was to be trained in Project GLAD® I did not welcome the news. I learned, however, that the way the training was facilitated really helped to open my mind to a more efficient way of designing my projects and lessons. On top of making them more interesting, they were more rigorous and real-world aligned for my 7th graders.

Implementing Project GLAD® Strategies

Many of the GLAD® strategies I implemented, including variations on the Zero Noise Signal, helped me manage the class. Simple things like establishing community codes for silent time have made a huge difference in my students' academic and personal growth. I have found that students thrive if they interact with a class structure that offers them a sense of community and belonging. As a result, I have witnessed students change their

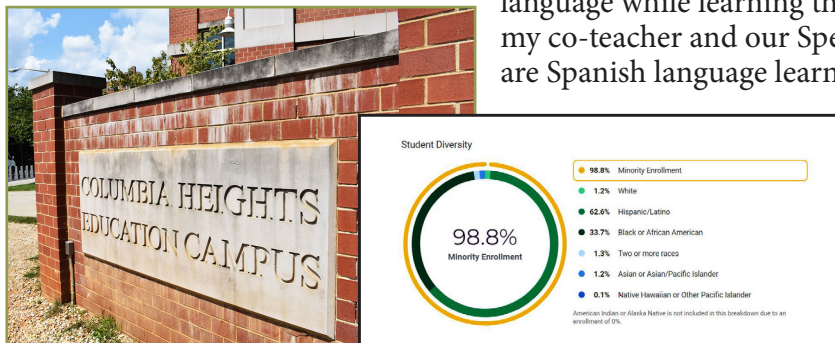
attitudes about education, teachers, and school.

In my Bilingual Language Arts 7 classroom, there were two content teachers, including me, and a Special Education teacher who pushed in every other day. We used a parallel co-teaching model: my colleague's role was to deliver most of his instruction in English, while I focused on Spanish. We utilized translanguaging to build a sense of relevance and allow the students to use their native language while learning their second. Both my co-teacher and our Special Ed colleague are Spanish language learners. Their

willingness to take risks and make mistakes destigmatized our students' shame in their own learning. Our use of both languages motivated the

students to do the same. We modeled how adults utilize their entire linguistic repertoire to better their understanding and learn new things. Our class ran for 70 minutes, Monday through Friday. While the language focus changed every other day, students interacted with materials in their native language but reported out and wrote in the target language.

From the GLAD® training, I learned the importance of setting clear expectations from the beginning and was able to see the benefits it brought to everyone in my class. Imagine it is the middle of a lesson during which you expect some student interaction, and someone raises their hand. Best feeling ever when it is in reference to the topic of discussion, but then it turns out to be a request to use the restroom. Ugh! I tend to lose my train of thought with this kind of disruption. My students felt motivated to use different signals, in part because I shared my struggle with ADHD. First, they empathized with me because I experience what they sometimes experience. Secondly, they appreciated knowing that some rules make things easier for others. They began to understand that everyone has the right to get the



Columbia Heights Educational Campus serves 1477 students in Grades 6-12.

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accommodation they need to be successful in our class. Here is an example of some of the signals that my 7th graders and I have used:

- ◇ Raised Hand Fingers Crossed: Restroom or water break
- ◇ Raised Hand Index Finger Up: Need 1:1 with teacher
- ◇ Raised Hand Open Palm: Question or comment about the lesson

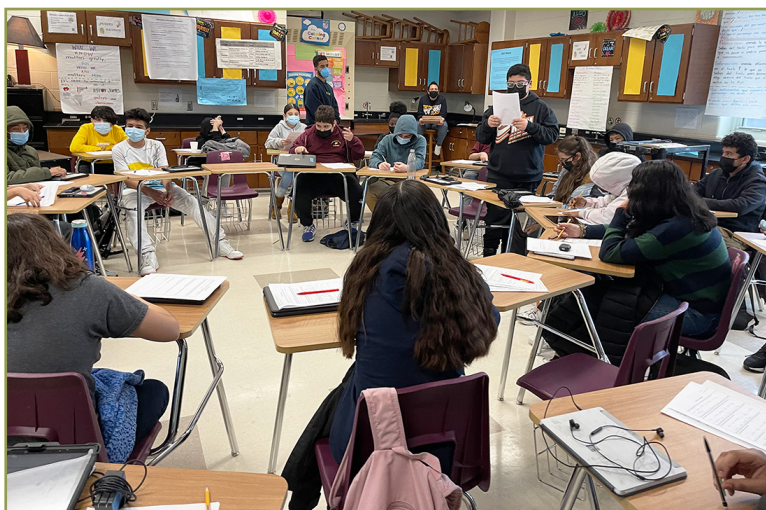
Another way I leveraged what I learned from Project GLAD® was increasing the rigor of the topics we discussed in our Socratic Seminars. This came to mind because of a conversation my students and I had one day after class. They were recounting the events that took place during a shooting they had witnessed the day before, right after school. They were all so into the conversation and had very strong opinions about the lack of safety in the area

surrounding the school. The shooting happened at the Metro stop across from school. Several of my students were there, saw when it happened, and ran, scared for their lives. A student said that the problem was that the police weren't controlling criminal activities and hadn't increased their presence in school areas during entry and dismissal time. I asked if they would like to reach out to stakeholders and raise their concerns and fears. They replied that no one cared about what they had to say. I reminded them that we live in the capital of the U.S. and asked them if they would like to learn how to make those in charge care by sharing their first-hand accounts in a respectful and educated way. They immediately got excited; that is how our Gun Violence Socratic Seminar two-week project came to be.

Socratic Seminars with live audiences and large numbers of students.

When we decided we would be doing a project about gun violence in our neighborhood, we knew that there were many skills the students would

need to learn in order to have a meaningful final product. We started by learning how to research and identify trustworthy sources. They learned how this level of preparation deepens the validity of their claims. From there, I started surveying my students to identify topics they wanted to learn about in class—which affected them and their community. To do so, I incorporated the GLAD® strategy of the Interactive Journal, where I asked my students to write a journal entry about the emotions, sensations, thoughts, fears, and ideas that came to their minds in relation to the rise of gun violence in our school's neighborhood.



Seventh-grade students participate in a Socratic Seminar on gun violence.

This Social Emotional Learning (SEL) focus made it meaningful because many of my kids felt comfortable being vulnerable about a topic that directly affected everyone in the room. They had a lot to say about this, all they needed was someone who would listen and help them express their concerns and wonderings.

Next, my students

collaborated in writing five guiding questions they could use during the Socratic Seminar. The expectation was that all students would participate at least two times and they would strive to fill in any awkward silence with follow-up questions and/or comments. We practiced a couple of times. For the big day, we invited other classes to join us and merged two of my sections to make the group bigger and keep the conversation going. I used to be reluctant to use such demanding and scholarly activities because my kids would not take it seriously. But then I realized the issue was not the activity, but their interest in the topic of study. Our school's librarian got us in touch with our councilmember, Brianne Nadeau. My co-teachers, our librarian, and I guided our 7th graders through their research projects in preparation for a Socratic Seminar where councilmember Nadeau would be an observer and address the students at the end of the seminar. Several teachers came to observe the discussion, and my students made me so proud about how well based in evidence and

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Rethinking English Language Development Through an International Lens

by Isela Rendón—K-12 Bilingual ELD Educator,
Private English Language Academy, South Korea

Teaching in South Korea was something that life chose to introduce to me rather than a decision I intentionally made on my own. I had been searching online for opportunities to teach English as a foreign language (EFL) abroad. Thanks to my previous travels, my affinity to live in Asia remained. I was thus introduced to one of many private English-language schools, or *Hagwons*, in Suwon, South Korea, and with excitement, took the position without knowing what questions to ask.



Hogwans are private English-language schools in South Korea.

My previous professional experience involved managing international programs for three months at a time. So experiencing culture shock within a professional setting was new to me. I arrived in Suwon, South Korea, in August of 2022. I found it difficult to settle into my assigned school. The hours were long and the school's approach to teaching English required that I teach from a predetermined curriculum that required that my students leave behind their native language. This assimilationist approach that failed to honor my students' linguistic backgrounds kept me up at night and filled me with anxiety in the classroom. I didn't know how to remove the bridge between identity and content without guilt. Nevertheless, I remained hopeful that teachers, such as myself, who have a background in bilingual education could shape education internationally (specifically EFL/ELA) in a way that honors the whole student while using the English language as an additive and global opportunity.

Hagwons are for-profit private institutions in South Korea. They are run like a business that focuses on implementing English-only curricula for students ranging from ages five to adolescence. Students

are grouped per age and by English-language proficiency (a placement test is administered roughly every two months by the institution). *Hagwons'* administrators deliver structured academic unit plans based on the age level and English proficiency of the students that teachers are required to follow.

The days are long for both teachers and students. Many students go to school before or after attending the English academy, concluding their day with an extracurricular activity such as Taekwondo, art, music, or dance. A typical school day is 9-10 hours long and teachers are given roughly 2 hours to organize the predetermined unit plan into lessons for the school day/week. Class size depends on English proficiency and age. Content and language are differentiated. Depending on how the *Hagwon* chooses to structure the classes, students learn language through different mediums. Each *Hagwon* has their own mission as to how they want to deliver English language instruction, either through a strong focus on all language domains or a set focus on one.

Elementary education focuses primarily on phonics, grammar, language composition (sentence building, paragraph structure), current

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events, nonfiction, and connections to the social world (transportation, time and place, social relationships, greetings). Older students further their English language skills through debate, enrichment (cultural and social connections, lived experiences, goals), language comprehension, writing (idioms, fragments, realistic fiction, current events) speaking, and vocabulary.

Most foreign teachers who are hired for these private institutions do not have a degree in education. Foreign teachers (FT) are hired because of their ability to speak English, not their ability to teach, lesson plan, scaffold, assess, or manage classroom behavior. School leadership trusts the FT's ability to follow the curriculum that the school provides and to manage class time effectively for instruction.

For the teachers who do have an educational background, there is little to no freedom to differentiate or scaffold content for the students. If the student is unable or struggles to comprehend the lesson, they are moved to a lower language class. Communication with parents is mediated between a counselor and the head teacher. It is rare for a FT to have direct contact with the parents of the student, due to language barriers and the fear that the FT will report students' negative behavior.

Subtractive Education

Korean students who attend *Hagwons* are successful in learning English, thanks to well-scaffolded instruction and content being taught through the four language domains: speaking, listening, reading, and writing. The language standards are also successfully bridged with the goals of language and content. However, it is important to acknowledge what is lost in this process. Students are not allowed to speak their home language at school and are often penalized when they do. These full-language immersion

institutions promote the singular use of the English language, where students aren't allowed to use their home language to support their learning of English. Translanguaging isn't seen as an integrated asset that allows students to

connect meaning, but rather as a handicap that interferes with their construction of the English language, which further delegitimizes their linguistic competence (Schwarzer et al., 2021). And, because students are not allowed to use their linguistic funds of knowledge, students struggle when they try to collaborate with their peers and express themselves in English when they are thinking in Korean.

Korean students are seen and taught as if they were monolingual English speakers, creating a

subtractive teaching approach that chooses to only value the English language and fails to see the student as capable of using their entire linguistic repertoire. Students are encouraged to police each other and report to the teacher when anyone uses Korean at the academy. This linguistic oppression devalues the home language of the student and places English as the language of prestige and high status. From an early age, students are taught to assimilate by changing their Korean names to English names and are pressured to sound like mainstream English speakers. These attempts to erase the students' identity create insecurities in accent, diminish the quality of the English students produce, and an intrinsic disappointment at having to leave their identity behind.

Translanguaging is seen as wrong, improper, and as a deficit. This disconnect created between bilingual students and English teachers/classes negatively impacts the students and aims to erase student's identity in the classroom. Students are told to leave their home language at the door and only think in the language of instruction. Bilingual education is not implemented and unless parents

Age 6—Language standards are bridged with the goals of language and content.

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How CLAVES® Changed my Teaching

by Jon Nagel—9th Grade History Teacher, Clovis High School
Freshman Academy, Clovis, NM

My name is Jon Nagel and I am in my sixth year of teaching at Clovis High School Freshman Academy in Clovis, NM. I started CLAVES® training as part of a Clovis Municipal Schools (CMS) initiative that began in January 2021. I participated with other secondary social studies teachers as part of a specific cohort. CLAVES® is a framework that provides educational stakeholders with the professional learning needed to create an environment of differentiated, inclusive, and validating instruction in schools that serve multilingual learners (MLs). CMS leaders participated in the first two days of this professional development opportunity in which they learned about the framework and how their commitment to the CLAVES® objectives would benefit teachers and students. As a result of their participation, district leaders felt that the CLAVES® framework would support our work with the many multilingual learners enrolled in our district with strategies and activities that enhance our ability to motivate and instruct.

The CLAVES® framework consists of six days of training spread out over the school year. Four of them were used to introduce the 8 Pathways and corresponding research and theory by modeling protocols and activities that we could immediately use in our classrooms. In addition, two days of the training were focused on VISITAS® - Viewing Sheltered Instruction for Teaching and Student Success. VISITAS® is a non-evaluative observation protocol in which we went into each other's classrooms and had specific "look-fors" correlated

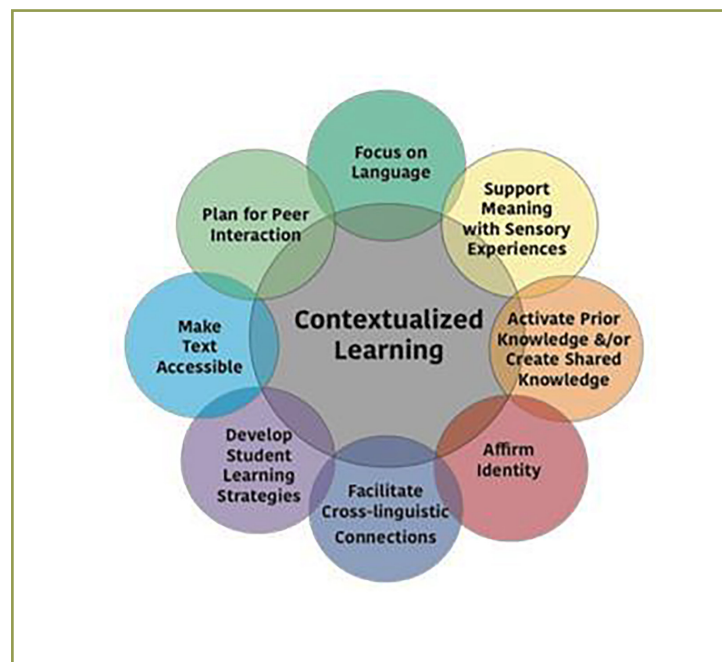
to the 8 Pathways: Focus on Language, Accessing Prior Knowledge and Creating Shared Knowledge, Support Meaning with Sensory Experiences, Activate Prior Knowledge &/or Create Shared Knowledge, Affirm Identity, Facilitate Cross-Linguistic Connections, Develop Student Learning Strategies, Make Text Accessible, and Plan for Peer Interaction. For example, if our focus was on Plan for Peer Interaction, our look-fors might include paired or small-group

activities in which students engage in a problem-solving activity. We'd look for whether students knew how to engage in productive, academic conversations and work collaboratively to complete the assignment. These VISITAS® classroom observations were then compiled and analyzed to identify specific CLAVES® teaching strategies that were being implemented schoolwide and to plan next steps to ensure that teachers had the knowledge

and support to implement other strategies and activities correlated to the 8 Pathways. Plans for next steps often include training of specific strategies, time to collaborate with content colleagues, structures to ensure effective and timely collaborations, and/or materials and supplies to enhance instruction. Since the entire cohort participates in planning for next steps, the buy-in is substantial.

I had the opportunity to observe English Language Arts teachers conduct online classes as part of VISITAS® classroom observations in the spring of 2021. I watched as students shared

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CLAVES®' 8 Pathways provide a framework for creating contextualized learning for access, validation, equity, and success.



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Google Slides in small breakout groups and was impressed with the level of student engagement. Every student was participating—writing on their group’s Google slide with evidence from their small-group discussions. The strategies that were modeled for us as part of the CLAVES’ training were used with great success with these students. I was sold! I immediately started looking for more CLAVES’ strategies to implement as part of my own teaching practice.

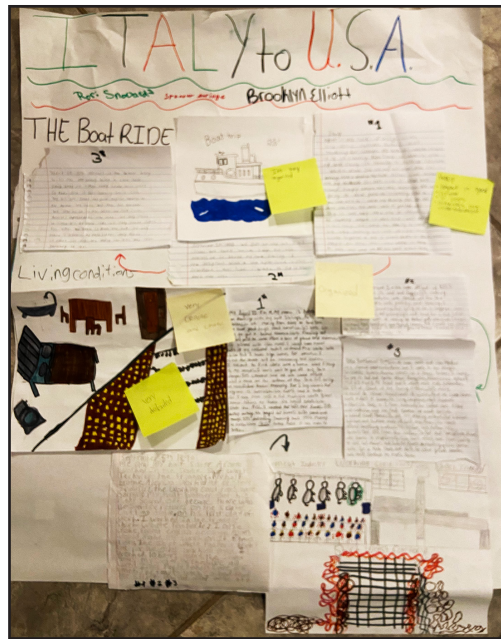
Incorporating CLAVES’ strategies into my teaching practice has evolved into the following system: I form heterogeneous student groups and have each group create posters around the social studies concepts we are studying. Then, each group presents their poster in a gallery walk, with one student explaining and teaching while the rest learn from other groups. The groups reconvene and share their learning and make connections with the concepts they learned from each of the groups. One of the scaffolds for this system is providing students with a guiding- questions graphic organizer that is introduced and practiced. Regarding classroom management, I found that a timer was essential to keep students engaged and on task.

For the unit, Immigration During the Industrial Revolution, students were given the opportunity to investigate how peoples from Europe and Asia traveled to the United States to build a better life for themselves and their families. For each of my classes, I had an average of six heterogeneous groups. I determined the makeup of the groups based on the last nine-weeks testing. Each group included one high, medium, and lower-achieving student. The key concepts for each group were determined from our content standards and our roadmap of concepts. Our roadmap was developed by our department to ensure that all history teachers were on the same content at the same time. By using the roadmap, along with

Know-Show Charts, each teacher has the data to decide whether to reteach concepts not yet attained or to introduce new concepts. Our history department meets and discusses data and engagement strategies weekly during our PLC meetings. Together, we discuss possible strategies and protocols and how to incorporate them. As a result, we have been able to teach faster and more successfully throughout this school year.

I analyzed my students’ nine-week data after implementing these CLAVES’ strategies and found significant growth for all my students! Before my participation in CLAVES’ training, I noticed that many of my students’ achievement data would plateau over the course of the school year. Now that I have been implementing the CLAVES’ strategies, I have noticed an increase in student engagement, confidence, and nine-week test scores for all my students. For example, before CLAVES’ the range of 3rd nine-week test scores was 60%, with 70% of students’ scores increasing from the 2nd nine weeks. Now, after implementing CLAVES’ strategies, the range of 3rd nine-weeks test scores is 70% with 80% of students’ scores increasing from the 2nd nine weeks.

I realize now that I am teaching for equity. I am providing access to the content for ALL my students regardless of their language levels and individual education plans. In addition to engaging all students, the CLAVES’ structures have given me time in the classroom to focus on individual student needs and talents. The most important result that I have seen is my students’ growing confidence and knowledge that they can succeed academically!



Students worked in teams to create posters around key social studies concepts for their Immigration During the Industrial Revolution unit.

For more information about how CLAVES® can impact your instruction, please email Evelyn Chávez at evelyn@dlenm.org.





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¡Seguimos con la cosecha!

Schedule-at-a-Glance

Monday, November 6th

8:00 a.m. – 4:00 p.m. Educators for a Multilingual Multicultural America Convening

Tuesday, November 7th

8:00 a.m. – 4:00 p.m. Researcher Convocation

Wednesday, November 8th

6:30 a.m. – 2:30 p.m. School Visits*

8:30 a.m. – 3:00 p.m. Pre-Conference Institutes*

12:00 p.m. – 5:00 p.m. Early Check-In

1:00 p.m. – 5:00 p.m. Exhibits Open

5:30 p.m. – 7:00 p.m. Opening Session (Live Stream)

7:00 p.m. – 8:30 p.m. Opening Reception & Night at the Exhibits

Thursday, November 9th

7:30 a.m. – 3:30 p.m. Check-In

8:00 a.m. – 5:00 p.m. Exhibits & Career Fair

9:10 a.m. – 2:50 p.m. Concurrent Sessions

12:15 p.m. – 1:15 p.m. Networking Luncheon

3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)

7:30 p.m. – 10:30 p.m. Conference Fundraiser/Dance

Friday, November 10th

7:30 a.m. – 11:30 a.m. Check-In

8:00 a.m. – 5:00 p.m. Exhibits & Career Fair

9:10 a.m. – 2:50 p.m. Concurrent Sessions

12:15 p.m. – 1:15 p.m. Networking Luncheon

3:15 p.m. – 4:30 p.m. Plenary Session (Live Stream)

3:30 p.m. – 11:00 p.m. Powwow

8:30 a.m. – 3:00 p.m. Student Leadership Institute & Family/Community

7:00 p.m. - 9:30 p.m. - Musical Peña

Saturday, November 11th

7:45 a.m. – 9:00 a.m. Breakfast with an Expert

9:10 a.m. – 12:15 p.m. Concurrent Sessions

11:30 a.m. – 12:00 p.m. Closing

*Indicates ticketed event.

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Student Leadership Institute & Family and Community Institute



Fundraiser/Dance



Powwow



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Early Registration Deadline July 15, 2023

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By adding the spoken or written language of the community around them to their linguistic repertoire, deaf people are able to better connect with the largely hearing society they are a part of. However, deaf people may also find visual-spatial language to be more accessible and expressive, especially with friends and family. Knowing a signed language thus becomes advantageous for gaining not only knowledge, but community as well (Wilkinson & Morford, 2020).

With bilingualism as the norm, multilingual interactions dominate when deaf people navigate mixed deaf/hearing spaces. And yet, the deaf experience of bilingualism, their multilingual behaviors and patterns, and the benefits of bilingual-bicultural deaf pedagogy are rarely discussed in the wider context of bilingualism studies and promotion. Here, I hope to provide some insight into what bilingualism among deaf communities can look like, while highlighting the need for bilingual-bicultural approaches to education of deaf students.

It is difficult to describe broad patterns or features across such a wildly diverse group. A deaf person's access to language will depend on a range of physical and environmental factors, including the age when they became deaf, degree of residual hearing, access to hearing aids and speech therapy, having a family who know or are willing to learn a signed language, being in a community with resources for deaf education, interpreting services, and other accommodations. Accordingly, the way in which a bilingual deaf person exhibits their bilingual traits will depend on the community where their languages were acquired, and how the languages around them are used by others.

Bilingual Deaf Children— Different, not Deficient

A growing body of research has found that children acquiring multiple languages simultaneously do not show developmental delays, overturning many long-held assumption. While bilingual children may underperform when assessed as monolinguals, they are typically either on track or ahead in terms of linguistic milestones when assessed bilingually, as they may be familiar with certain concepts in one language, and other concepts in another (Paradis et al., 2011). As such, they will naturally switch between and blend their languages based on context. Rather than considering bilingual children to be deficient in one of their target

languages, they should instead be viewed as having a complex linguistic system in development.

A key difference between hearing and deaf bilinguals is the precise form they experience. That is, hearing unimodal bilinguals typically express their languages in much the same way, via speaking and writing. Deaf bimodal bilinguals, however, may speak and sign at the same time (sometimes called Simultaneous Communication or SimCom), may speak or sign (one at a time), or may be more proficient at writing than speaking and therefore only sign for face-to-face communication. Specifically in the U.S., a range of different linguistic systems may be used and blended, including ASL, Signed Exact English, Cued Speech, and fingerspelling (see sidebar on page 12 for an explanation of each of these linguistic systems). As with spoken-language bilinguals, signing bilinguals' language use depends on their environment, with social and discursive factors influencing language and modality choice.

Acceptance of bilingual behaviors among deaf children has not been widespread. The long-standing approach taken by medical professionals and speech-language pathologists has been to focus on a deaf child's acquisition of spoken English to the exclusion of all other languages (Humphries et al., 2017). Where such professionals support the use of manual communication, they often opt for artificial sign systems that represent the dominant spoken/written language, rather than a full, natural signed language (Scott & Henner, 2021). Given that these signing systems are not in use by a cohesive language community and instead function as proxies for spoken languages, those individuals who use such systems cannot be considered as being bilingual, since the underlying linguistic structures are the same, even if the delivery methods differ. Reliance on such systems can also disrupt children's acquisition and comprehension of the language, since its practitioners vary widely in how they utilize such systems (Stewart, 1992). This makes advocacy of such systems over full, natural languages like ASL questionable as good pedagogy. Instead, bilingual education should focus on providing rich, authentic examples of each target language, rather than using one language as a means to achieving fluency in another.

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Language Exposure— Intentional, not Incidental

A daunting concern that many hearing parents face upon learning that their child is deaf is that they have to learn a new language in order to communicate with them. Speech language pathologists and medical professionals may tell these parents that, as adults learning a new language, they will not achieve the same level of fluency as their child (Humphries et al., 2017). This rhetoric discourages parents from even trying to learn a language that would ultimately be the most accessible to their child. Proponents of a strictly oral approach might point to parents' limited signing ability as a reason to focus solely on speech, but research has found that this contention does not hold true.

Singleton & Newport (2004) found that a deaf child growing up in a signing household developed a strong understanding and use of ASL grammar despite the parents not being native ASL users, utilizing grammatical structures with regularity that were only rarely found in the parents' ASL. More recent work on early ASL acquisition has found that deaf and hard-of-hearing children born to hearing parents reach similar developmental milestones as deaf children born to deaf parents (Caselli et al., 2021). Crucially, this exposure to ASL must begin soon after birth, by about six months, but it is not necessary that the parents themselves already be fluent in the language for linguistic development to be on track.

Framing parents as the sole linguistic role models for the child also ignores the value of a larger linguistic community. While parents do provide children with foundational linguistic abilities, deeper language acquisition requires a wider range of inputs and exposure. In fact, research into predictors of deaf children's ASL fluency has found that the amount of signing used at school predicts ASL fluency even when ASL is the primary language used at home (Villwock et al., 2022). In addition, increased connections to a community provides important, long-lasting social and mental-health benefits that would not be as strong for a deaf person who has been denied access to a signed language (Wilkinson & Morford, 2020).

Bilingualism for Deaf Signers— All Pros, no Cons

Research into the impacts of bilingualism has consistently shown a variety of benefits. Whether it provides an increased ability to process information, deeper and more varied sociocultural ties, or greater success in a competitive marketplace, having multiple options for communication should always be seen as an advantage. However, the education of deaf students and the medical establishment have traditionally pushed for a monolingual, oral approach to language (Humphries et al., 2017), denying deaf children access to the many benefits of bilingualism and placing the onus of accommodation on the child rather than adults. The goal here is to emphasize that it need not be this way, that bilingual education is not only possible, but optimal for deaf children.

Children who are exposed to full, natural languages (including ASL) are also better able to acquire a spoken language (such as English) and benefit from having linguistic experiences in multiple languages. While it may seem like the optimal goal for educating deaf children would be early and consistent exposure to English, studies have instead found that strong signing skills in ASL predict better proficiency in English reading and writing compared to other factors (Piñar et al., 2017), and that knowledge of ASL does not have a negative impact on spoken English ability (Pontecorvo, et al., 2023). Additionally, some studies have found deaf students recognize written English words faster than hearing native speakers of English (Villwock et al., 2021), suggesting that deafness can provide unforeseen benefits. Such studies demonstrate that not only is it possible to acquire a spoken language in addition to a signed language, but that signed languages can provide a foundation for acquiring literacy.

A monolingual, oral-only approach for those born deaf or deafened at a very young age can also lead to serious cognitive and linguistic delays. Deaf infants not exposed to a signed language will miss out on crucial opportunities to develop language skills while they await hearing aid fittings and surgical procedures, and once their hearing is amplified enough for speech therapy to be feasible, spoken language is still not acquired naturally, but only through

—continued on page 12—



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intensive training to make sense of the degraded auditory signal (Hecht, 2020). This gap during which language input is diminished can have long-lasting deleterious effects on cognition and language development, which could be avoided if another, more accessible language was also provided (Humphries et al., 2017).

Not only does a bilingual approach to deaf education avoid the potential gap in language exposure necessary for cognitive development, it also potentially reduces long-term costs associated with a monolingual, oral-based approach. Here in New Mexico, many resources for learning ASL are free or subsidized for both child and parent alike. Speech therapy may be covered by some insurance companies, but it is nevertheless costly, as are the hearing aids, surgeries, and medications which might be necessary for such therapy to succeed. Moreover, outcomes for hearing aid and cochlear implant users vary dramatically, so providing additional support in the form of signing can mitigate some of the risks to language development associated with such interventions.

There are, therefore, a great number of reasons that deaf children and their experiences should be included in discussions around bilingualism. Looking beyond hearing bilinguals, we can better understand how bilingualism works as a human phenomenon, both in terms of cognition and social interaction. By emphasizing the need for bilingual approaches in deaf education, we bring greater attention to an underserved and at-risk population. And in widening the scope of how we define bilingualism, we normalize more ways of being and acknowledge the diversity of human experiences.

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Signed Exact English (SEE) is a signing system which aims to have a unique sign for each English word, as well as many prefixes and suffixes, and follows English word order.

Cued Speech is a system which uses manual gestures made near the mouth to visually represent the sounds of English.

Fingerspelling uses handshapes to represent letters of a written language and may be used on its own or in conjunction with signed languages.

However, it is important to recognize the differences between these systems and natural signed languages, keeping in mind that deaf bilinguals do not need representations of spoken language produced on the hands in order to become fluent in a written language.

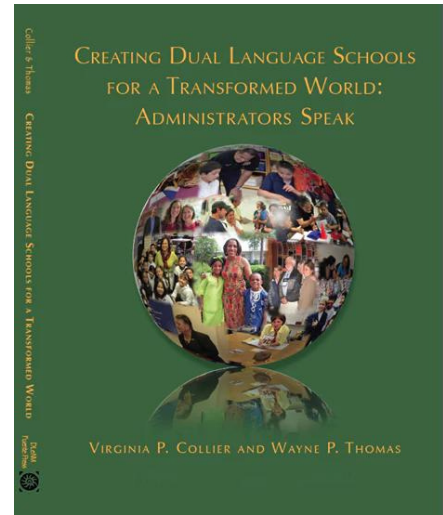
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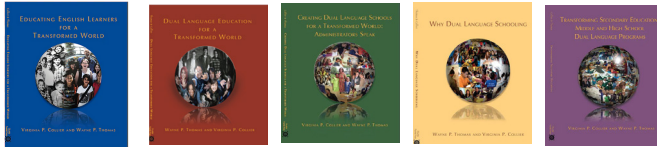
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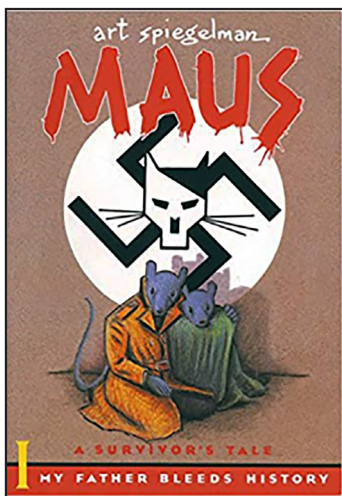
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facts their demands for social justice and safety at school and their surroundings were. They were so passionate and engaged in the discussion because they were able to influence someone who could make a change. Some of the comments made by the students afterwards were related to how being well prepared to support their opinions with facts really made a difference.

War between Ukraine and Russia - Connection to WWII (MAUS)

For our next project, we moved on to the study of a historical narrative about a Holocaust survivor. This project started as a way to engage students with critical content by way of an interesting source format, the graphic novel. To do so, we read the difficult stories in *MAUS: A Survivor's Tale* by Art Spiegelman. To begin, we used the GLAD® strategy of Inquiry Chart. Through this chart, students read the synopsis at the back of the book and shared what was new to them, what they already knew about WWII, and what they still wondered about.

We also used Observation Charts to allow students to make predictions and identify key details from black and white drawings of trains filled with Jewish prisoners being transported to




The graphic novel, *MAUS* by Art Spiegelman offered a unique format with which to study an historical narrative.

Auschwitz, German propaganda to join the war, and a poem about the horrors of the Holocaust. My students used those images to identify connections to the theme or central idea. In the accompanying student samples, you can see the different ways in which I used Inquiry Charts to have students access their prior knowledge and respond to the images. This exercise helped me identify both misunderstanding my students had about theme identification and areas for further language study. After this, we read the book *MAUS*, which became relevant because of the Russian invasion in Ukraine. They were reading words that they heard on the news but didn't really understand. The final product was to write their own graphic novel, in which they

would portray a social issue through the eyes of a fictional or real character. In order to prepare for that, I created a Pictorial Input Chart template in which the students could identify character traits from the book to develop the main character of their own graphic novel. The analysis would promote a full understanding of the ways in which the character traits influenced the plot of the story.

GLAD® strategies helped me make my lessons more relevant to my students' lives and design projects that were engaging and meaningful to this challenging group of students. I am proud to say that GLAD® helped me make my class one in which my students were able to actively and meaningfully participate. That to me was beyond powerful.

Fuente 3: Pintura sobre el Holocausto


	LECTURA DETALLADA P1	LECTURA DETALLADA P2
 <p>Ferrocarril Alemán para la deportación de Judíos (1942-1944)</p> <p>Referencia adicional: https://encyclopedia.ushmm.org/content/en/article/german-railways-and-the-holocaust</p>	1. ¿Que observas? muchas gentes en un storage room o algo haci	5. ¿Cuál es el estado de ánimo general de esta propaganda? furia, decepcion, tristeza
	2. ¿Quiénes son las personas en esta imagen? judios	6. Describe un detalle que apoya el estado de ánimo. es furia porque estan siendo loqueados en un cuarto
	3. ¿Que están haciendo estas personas? secuestrando a los judios	7. ¿Cual es el mensaje del autor? que todo se puede hacer
	4. ¿Que detalles sugieren lo que hacen las personas? ellos van a hacer una guerra en nombre de ellos	

1. **Tarea Culminante:** En tus propias palabras ¿Que es el holocausto y cual era el propósito de los Alemanes con su ejecución?
el holocausto es un periodo en la guerra mundial 2 adonde un grupo llamado los nazi's

Written responses to Observation Chart questions provided useful data regarding student's content understanding and language needs.

Pictorial Input Chart

Instrucciones: Estas imágenes representan al personaje principal del texto MAUS por Art Spiegelman. Observa las imágenes. Después de leer el capítulo del texto de hoy, vamos a describir las características y cambios importantes por los que pasa el personaje a causa de conflictos y eventos en la historia.



¿Cómo se llama este personaje? El nombre de este personaje es ... **Vladimir Spiegelman**

T1 - Rasgos del personaje (personalidad)

1. Detalle
2. Detalle
3. Detalle
Pienso esto sobre el personaje porque en la página número ... el texto dice "..." y esto quiere decir que el personaje

T2 - Intereses del personaje

1. Detalle
2. Detalle
3. Detalle
Yo sé esto sobre el personaje porque en la página número ... el texto dice que "..." lo cual significa que el personaje

T3 - Conflictos que causan un cambio en el personaje

1. Detalle
2. Detalle
3. Detalle
Lo sé porque en la página número ... el texto menciona que "..." y lo que esto representa para el personaje es/era ...

T4 - Formas en las que ha cambiado el personaje.

1. Detalle
2. Detalle
3. Detalle
En la página número ... el texto muestra que "..." y esto quiere decir que el personaje ahora es ...

This teacher-developed Pictorial Input Chart template helped students identify character traits for their own graphic novel.

—continued from page 4—

have placed their student in a Korean content-based school, students only learn Korean at home. Bilitery is not the goal for many, rather, it is mastering the English language—often to the point of replacing the student's home language.

Additive Language as a Means for Learning

Although many *Hagwons* do well in approaching literacy development by integrating the four domains of language and establishing connections across content areas (Mercuri et al., 2021), they fail to model the importance and value of students using their entire linguistic repertoire. The recruitment of trained teachers would support a move toward more meaningful macro and microstructures that would allow students to use their linguistic funds of knowledge. Trained international teachers could promote opportunities in the classroom for students to use their native language to bridge the development of English.

Although *Hagwons* do not implement dual immersion instruction, it is still important that emerging bilinguals be allowed and encouraged to use all of what they know in both languages to supplement their learning. Trained bilingual and ELD educators could maximize the development of bilitery by supporting students to use what they know in their native language to construct learning in the new language. Bilitery could be approached through a holistic lens, and, although many teachers in international ELD settings may not speak the students' native language, they should not prohibit bilingual students from connecting their home language to the new language during instruction. International language teachers could leverage students' linguistic repertoire by integrating students' bilingual competencies across

language domains. By failing to acknowledge the whole student, regardless of location and type of academic discourse, *Hogwans* have created an assimilationist approach which not only places English above the community language, but fails to acknowledge the cultural and linguistic backgrounds of their students.

The overall education system and the way teachers perceive language have a big influence on instruction and on our students' language use. So, it is important that educators model confidence in bilingual students to connect their multiple languages to develop, add, and expand abilities in the new language and to develop bilitery. Internationally, however, advocating for a change to a school's approach toward language norms to those that include cultural and linguistic relevance

while continuing to honor the cultural practices of the institution is a challenge. A space needs to be created where students' home language is not seen as the inferior language but as a tool to learn and transfer language connections. Nevertheless, the role of teachers (both globally and locally) as advocates for bilingualism that honor the whole student does not change due to location, rather the *cariño* of nurturing holistic linguistic pedagogy must be enhanced.

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Write a realistic fiction story about someone who loves reading and writing. Why are reading and writing important to him or her? What can he or she do because of reading and writing?

There is a girl named Elena. Elena loves writing and reading. Today is a Sunday so Elena decided to read a book during the day. It was time to read, so she began to read. Today she is reading, "Why is it important to read and write." But there was a problem, a boy named Jay Howd didn't like to read a book. Elena thought she could help him. She went to visit Jay and he asked her, "why did you come to see me?" Elena said, "do you want to read a book with me?" Jay said "NEVER!" You know that I don't like books! Elena said books are interesting and fun. Jay said "no, it is not interesting" So Elena asked Jay if he knows why reading and writing is so important. Jay answered, "no." Elena said reading is important because teaches us important things through stories, and when you don't read you will never know English. "How could you live without reading?" asked Elena. Elena told Jay that writing is important because it helps us know about our brain and it helps your brain to grow. Writing also helps your teachers and family to know how you are doing and how smart you are. Jay thanked Elena. Jay told Elena that she taught him something very important that changed him, and now he wants to read. Now they can read happy stories together, read it aloud and they can share their ideas. Jay and Elena even went to the library together. Elena thought by herself that she wants to go all over the world and tell people why it is important to read and write. So, Jay and Elena lived happily ever after and reading together.

Age 9—An advanced student responds to a prompt in this timed written placement assessment.



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