# CAEBER

## Center for ASL/English Bilingual Education and Research

# Language Planning in (Deaf) Education

Stephen M. Nover, Ph.D.
CAEBER, Santa Fe, NM
steve.nover@nmsd.k12.nm.us

CABER Website:
www.nmsd.k12.nm.us

April 13, 2006 at Holiday Inn Gateway, Flint, Michigan

# The Purpose of the Presentation

To present scientific research-based information regarding the language planning processes and specific research findings to ASL/English Bilingual Education so that teachers, specialists, education administrators, new researchers, parents, and deaf and hearing communities, and others will be able to judge how much confidence to place in a study and to determine whether the study's methods seem to fit the research questions being asked.

# Session Outcomes

1. Enhance understanding of language policy formulation process and the types of language planning

2. Enhance understanding of creating ample opportunities for deaf and hard of hearing students to develop proficiency in both languages

3. Enhance understanding of language considerations in bilingualism in deaf education

4. Focus directly on the implementation of a schoolwide ASL/English bilingual program

# What is Language Planning?

## Overview

- Four major types of language planning
- Three Major Language Orientations
- More specialized language planning frameworks
- Language considerations
- Considerations for teachers working as language planners and educational leaders in deaf education

# Who Plans What for Whom and How?

Individuals
Grassroots Organizations
Public Organizations
Governments & Institutions
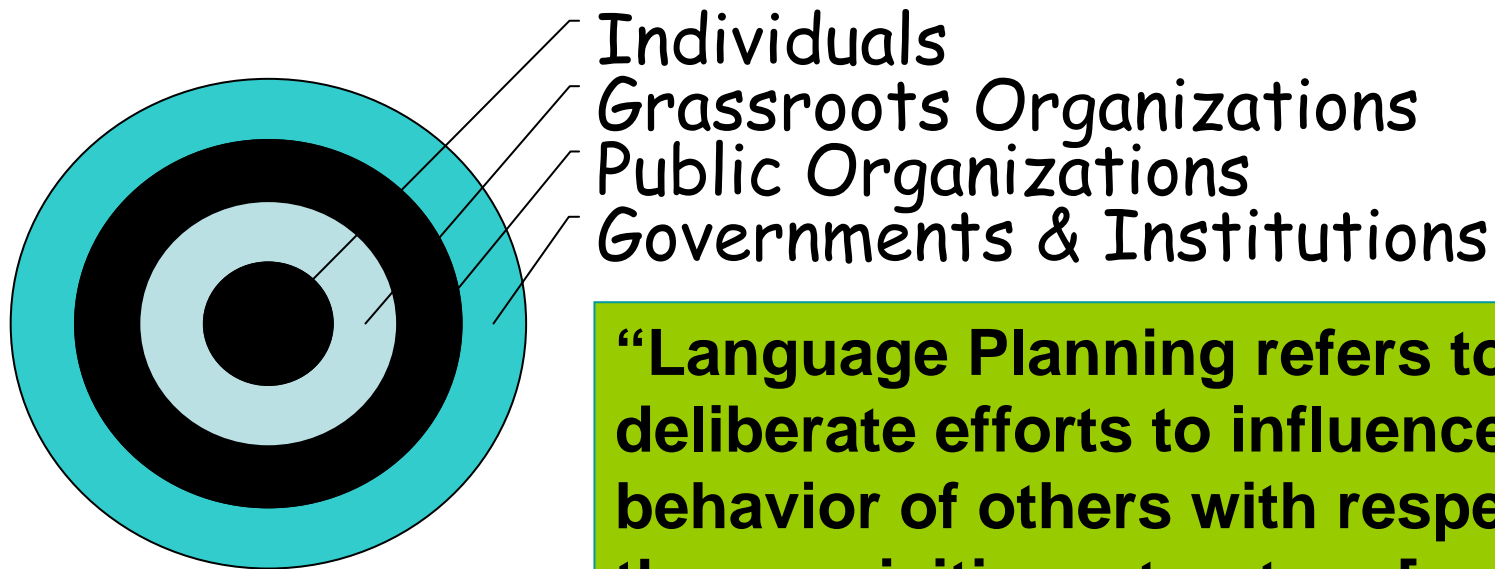
"**Language Planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure [corpus], or functional allocation [status] of their language codes**" (p. 45).

Source: Cooper (1989, p. 45)

# Why Language Planning?

**Language planning** is an empowering tool that helps us as a community to

- **Identify or name** the real problems experienced by real deaf and hard of hearing children, students, and people (insiders) about language **acquisition**, **learning**, and **use** issues

- **Reflect upon and describe** the REAL problems explicitly…

- **Take actions** on resolving the REAL problem

# Status Planning

- **Refers to policy—deciding which languages or variants to declare official or develop**

- **Deliberate efforts to allocate the functions of languages and literacies within a language community**

- **Official**
- **Provincial**
- **Wider communication**
- **International**
- **Capital**
- **Group**
- **Educational**
- **School subject**
- **Literary**
- **Religious**

Source: Cooper (1989)

# A Status Planning and Policy: Sign Language in Deaf Education

- In 1967, a new policy of "Total Communication" (TC) was proposed by Roy Holcomb in the United States to recognize and promote the right of a deaf child to use all forms of communication available to develop language competence.

- As a result, the rapid spread of TC in the late 60s and 70s took place during a time when there was a sudden and seemingly uncontrollable increase in the development of artificial codes for representing English.

- In 1990s, a new movement called "BiBi" emerged….

# Corpus Planning

- **Has to do with language development—writing system, a dictionary, standardization, new vocabulary, conventions on punctuations, incorporation of loan words/signs**

- **The creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken, written or signed code**

- **Standardization**
  - **Refers to the process of acceptance within a community of users of a formal set of norms defining correct usage**
  - **Standardize the lexicon in a more or less permanent form**

- **Renovation**
  - **Change an already developed code, whether in the name of efficiency, aesthetics, or national or political ideology**

Source: Cooper (1989)

# Corpus Planning Activity: 1960-1965: William C. Stokoe's Contributions

- His two publications (*Sign Language Structure* (1960) and *A Dictionary of American Sign Language on Linguistic Principles* (1965) had a significant impact on the development of ASL materials (e.g., Say It With Hands (Fant, 1964); Talking With the Deaf (Springer, 1961); Talk with Your Hands (Watson, 1964)

- The sign language books played a powerful role in stimulating and shaping language awareness, appreciation, and direction for language studies, which dictate best practices in the classroom.

# Acquisition Planning

- **Sets up methods and incentives for acquiring the desired language**
- **Involves efforts to influence the number of users**
- **Creates or improves opportunities or incentives to learn the desired language**
- **Promotes spread of desired language**

**Source: Cooper (1989)**

# An Example of Acquisition Planning: American Sign Language Teacher Association (ASLTA)

The American Sign Language Teachers Association - ASLTA is the only national organization dedicated to the improvement and expansion of the teaching of ASL and Deaf Studies at all levels of instruction. ASLTA is an individual membership organization of more than 1,000 ASL and Deaf Studies educators from elementary through graduate education as well as agencies.

# Another Example of Acquisition Planning Activity

## A Model of ASL-English Bilingual Education Professional Development

 1997 - 2002

 2000 - 2005

 2005 - 2009

# Attitude Planning

**The primary focus of attitude planning activities is on the development of the positive (or negative) attitudes toward the target language, or toward bilingualism or multilingualism involving some particular set of languages.**

- **Official Language Policies**
- **Educational Initiatives**
- **Advertising/Public Relations**
- **Issues of "Linguistic Legitimacy"**

**Source: Reagan (2005)**

# Summary: Language Planning for ASL

- **Status Planning**
  - ADA Rights and Obligations
  - State Legislation on ASL
  - Educational Policies (Oral/TC/Bilingual)
  - Policies in Schools and Programs for Deaf and Hard of Hearing Students
- **Acquisition Planning**
  - ASL as a Foreign Language Option
  - Programs to Teach Parents of Deaf Children ASL
  - ASL/English Bilingual Professional Development (CAEBER)
- **Corpus Planning**
  - The need for developing more electronic materials for prek-12 students (e.g., Videotape, DVD)
  - The need for establishing national standards for ASL as an academic language for PreK-12 students
- **Attitude Planning**
  - Issues of "Linguistic Legitimacy"

Source: Reagan (2005)

# A Closer Look at Our Beliefs

**To identify, reflect upon, and take action on a language orientation that significantly influences language policy and planning**

**Language-as-a-problem orientation focuses on**
- Complications created by linguistic diversity, usually in the context of treating larger social ills (poverty, illiteracy, ethic, hostilities)

**Language-as-a-right orientation emphasizes**
- Principles of social justice, such as ensuring minorities' equal access to schools, courts, voting booths, and other public institutions

**Language-as-a-resource orientation values**
- Linguistic skills of all kinds as cultural capital, recognizing the social benefits of conserving and developing these assets

Source: Ruiz (1984)

# Examples of Language as a Resource

- **ASL/English as languages of instruction**
- **Use of both languages for social and academic purposes**
- **Offering of ASL courses at K-12 education programs and universities**

# Language Planning in (Deaf) Education

# Historical context: Language Policy Formulation

- To date management of deaf education in United States of America has been made problematic by the lack of a clearly defined language policy, leading to the ineffective use of unscientifically-based English manual systems as the most dominant artificial and unnatural language systems in education of deaf and hard of hearing children

- Unfortunately, there is an absence of well-developed written policies for ASL/English bilingual education for deaf and hard-of-hearing students

- Clearly, carefully formulated policies can help provide the support, direction, parameters, and guidelines needed to implement an effective ASL/English bilingual program.

# Which Language Orientation has Shaped Deaf Education?

- **Language as a problem orientation**
  - The <u>pathological</u> view sees deafness as an auditory deficiency, a handicap, a medical problem to be remedied so that the deaf person becomes as much like a hearing person as possible. Means used are teaching speech and lip-reading, hearing aids, cochlear implants, etc.

- **Language as a resource orientation**
  - The <u>sociocultural</u> view sees the Deaf as a sociocultural minority ("different" but not deficient) which shares characteristics with other minorities and where problems the Deaf face can be seen as human rights problems

Sources: Branson & Miller (1998, 2000); Reagan (1995).

# What Are REAL Issues in Deaf Education?

- Limited
- Emphasis on:
  - Use of Signing
  - Types of Signing (ASL, MCE, Contact Sign)
- Confused with Literacy and Oracy Planning

Source: Reagan (2005)

# Current Issues: Language Planning in Deaf Education

- **Language planning in deaf education takes place in three domains:**
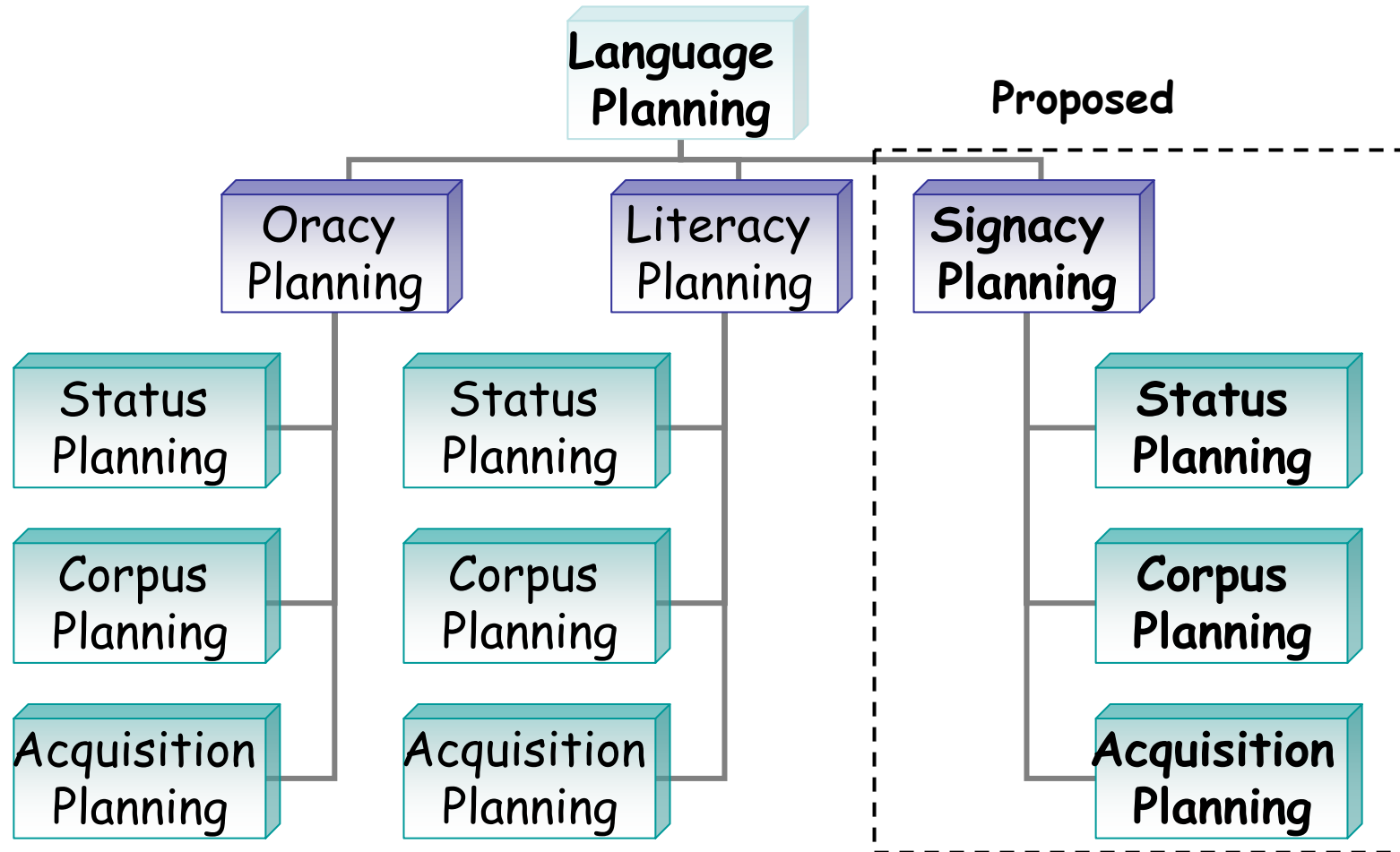  - **Oracy**
  - **Literacy**
  - **Signacy?**

# Signacy in Context

"**Oracy**" refers to the ability to use the oral/aural medium of linguistic transmission in the form of listening and speaking skills.

"**Literacy**" involves the ability to use the visual/graphic medium in the form of reading and writing

The term "**signacy**" is derived from the concepts of "oracy" and "literacy" but is used to specifically indicate ability in a signed language.

Sources: Baker, 2001; Bench, 1992; Nover, Christensen, & Cheng (1998); Nover & Everhart (2004)

# Proposed: A Theoretical Framework for Language Planning in ASL/English Bilingual Education



Sources: Adapted by Nover (2004) from Cooper (1989); Kaplan & Baldauf (1997)

# The Importance of Signacy

- Signacy refers to the expressive ability to create and modify signed responses of varying lengths and complexity for various purposes.

- Deaf students not only need to understand how these ASL structures operate in viewing ASL, but how to produce them in their own signing.

- Deaf students need to be provided with the opportunity to think about and manipulate knowledge in various ways through the process of signing. Various ASL structures exist to help deaf students accomplish this goal: time order, compare and contrast, problem and solution, cause and effect, and idea development.

# The Need for Language Policy

1. To recognize that signed languages are resources to maximize knowledge, expertise and full participation in the political and socio-economic domains;

2. To enhancing deaf and hearing people-centredness in addressing the interests, needs and aspirations of a wide range of language communities through ongoing dialogue and debate.

3. To engage language teachers and specialists to assist the process of developing functional bilingual/multilingual program through research and the dissemination of findings.

# 15-Minute Break

Part II:
Current Research:
Language Considerations
in Bilingualism in (Deaf)
Education

# Work of CAEBER

- **Has developed a 2-year professional development package for teachers of deaf and hard-of-hearing students focusing on implementing ASL/English bilingual strategies in the classroom**

  - **currently has 20 schools for the deaf across the country utilizing the ASL/English Bilingual Professional Development program**

- **Takes current knowledge, research findings, and recommended language teaching and learning strategies and translates that into a format for teachers to read about, discuss, experiment with in the classroom, and report on their effectiveness**

# A Goal of CAEBER is to advocate for more leadership on working together

- **To adopt and promote ASL as a clear language-as-resource ideological orientation in deaf education**
- **To elevate the legitimacy and status of ASL as an academic language**
- **To advocate for the right of a deaf, hard-of-hearing, or hearing child to grow up bilingual**

# Participating Schools for the Deaf
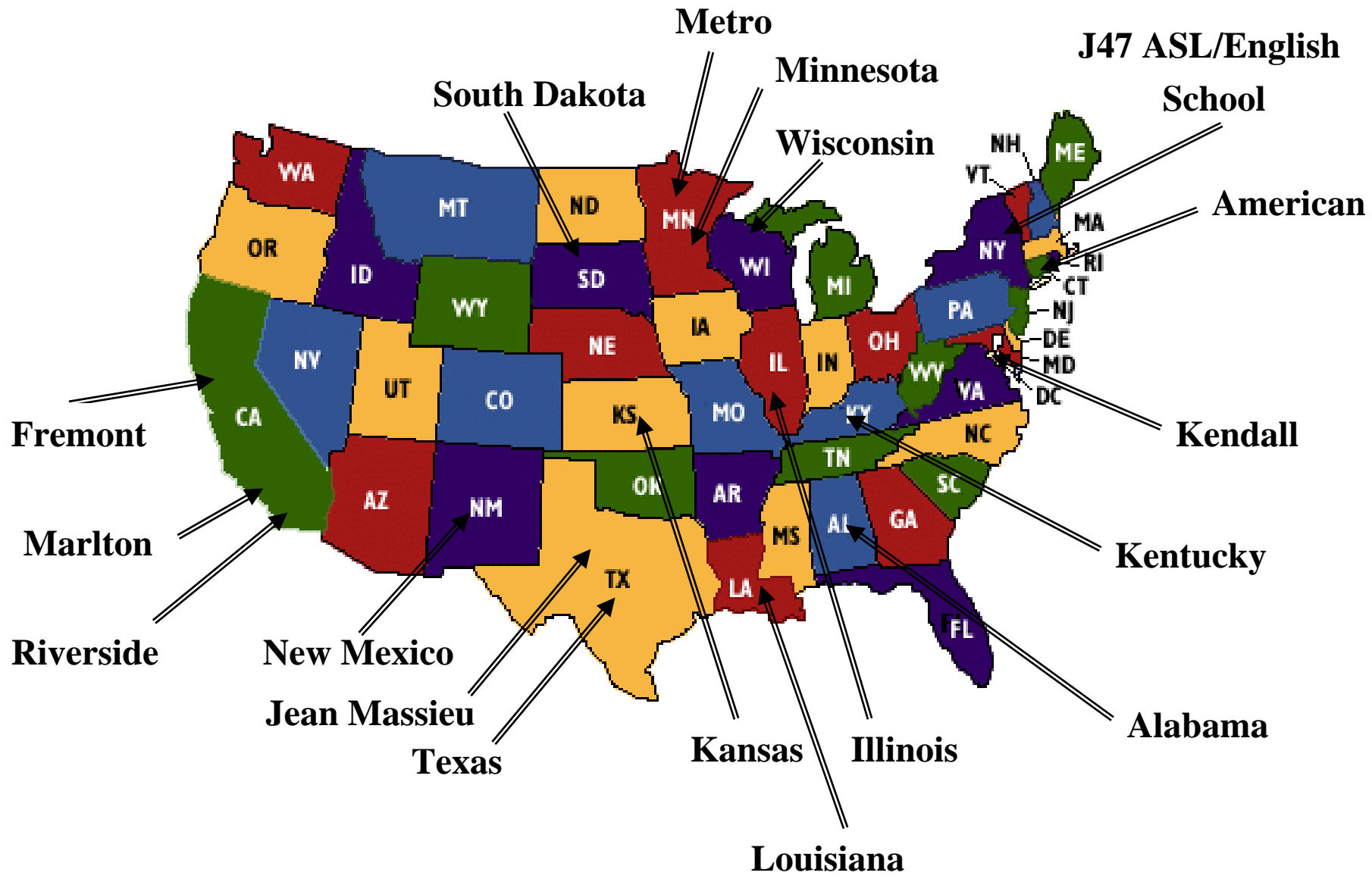
ASL/English Bilingual
Professional Development
Began in 1997

Total of
20 participating schools

Over 80 mentors trained

18 currently involved

31 currently leading
the 2-yearinservice

Over 300 teachers and staff
have undergone
the 2-year inservice

# Summer Intensive in ASL/English Bilingual Mentor Training

❖ **Two-week summer intensive to train**

   ❖ **mentors from schools for the deaf**

   ❖ **instructors from universities/colleges**



**Summer Intensive 2004**

# Summer Intensive Bilingual Mentor Training (cont.)



❖ **Mentors & university instructors receive training to facilitate the ASL/English bilingual professional development at their schools**

# ASL/English Bilingual Professional Development Inservice



- Takes 2 years

- Meets for 12 seminars each semester

- Seminars last for 2 hours

- Seminars conducted in ASL and written English    (not SimCom)

# The primary aim of the maintenance ASL/English bilingual education program

is to ensure that all deaf and hard of hearing students normally acquire, develop and enhance (ASL/English) bilingual proficiency and (English) literacy skills in order to achieve academically in content-areas in both ASL and English.  They also reach their full potential in, access, and participate in both deaf and hearing worlds.

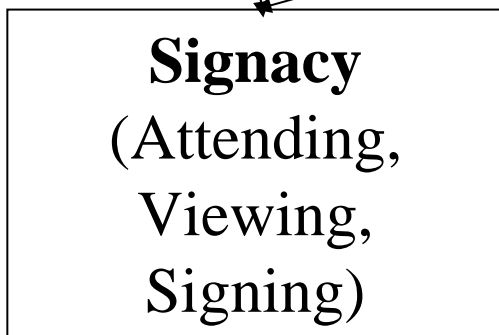# The Importance of Encouraging Proficiency in Each Language

- **Give each language equal importance in both curriculum and instruction**

- **Encourage students to produce equal amounts of signed and written work in each language and to not mix languages within schoolwork**

- **Encourage students to become equally proficient in both languages**

- **Make the curriculum content rich in both languages, with language acquisition and language learning, and <u>language use</u> opportunities interwoven with content instruction in multiple disciples**

# BILINGUAL ABILITY: The Eleven Language Abilities for Deaf Children
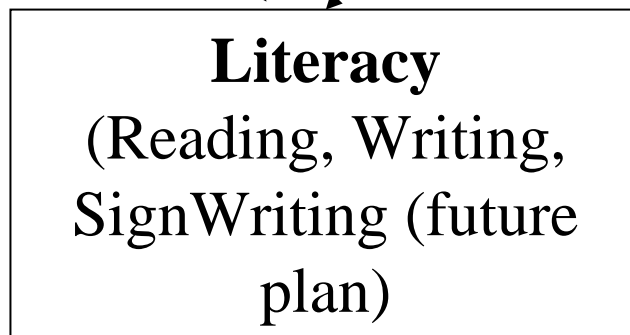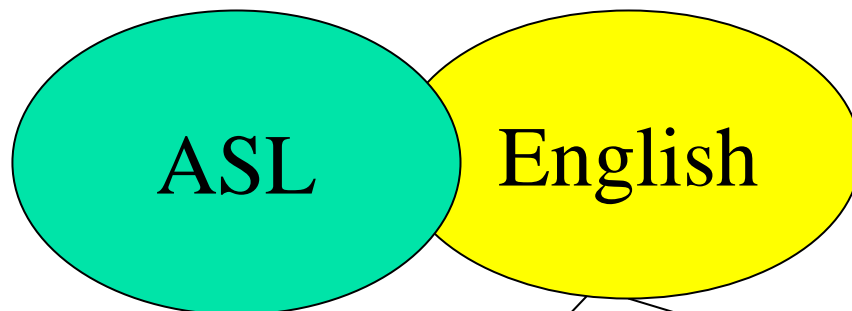
| Language | ASL | | English | English |
|---|---|---|---|---|
| **Mode** | Signacy | Special Abilities | Literacy | Oracy |
| **Receptive Skills** | •Watching or attending (ephemeral) <br> • Viewing (durable) | •Fingerreading <br> • Lipreading | •Reading (durable) | •Listening (ephemeral) (when appropriate) |
| **Productive Skills** | •Signing (ephemeral & durable) | •Fingerspelling <br> • Typing | • Writing (durable) | •Speaking (ephemeral) |

Source: Adapted by Nover from Nover, Christensen, & Cheng (1998)

# ASL/English Bilingual Language Arts Framework

**Language Separation**

**Concurrent Use**

**Language Separation**

ASL-only

ASL

English

English-only

**Signacy**
(Attending, Viewing, Signing)

**Literacy**
(Reading, Writing, SignWriting (future plan)

**Oracy**
(Listening, Speaking)
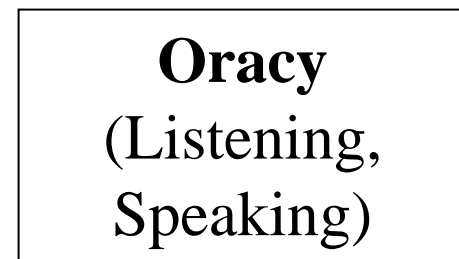
# Language Allocation

**Language Separation**
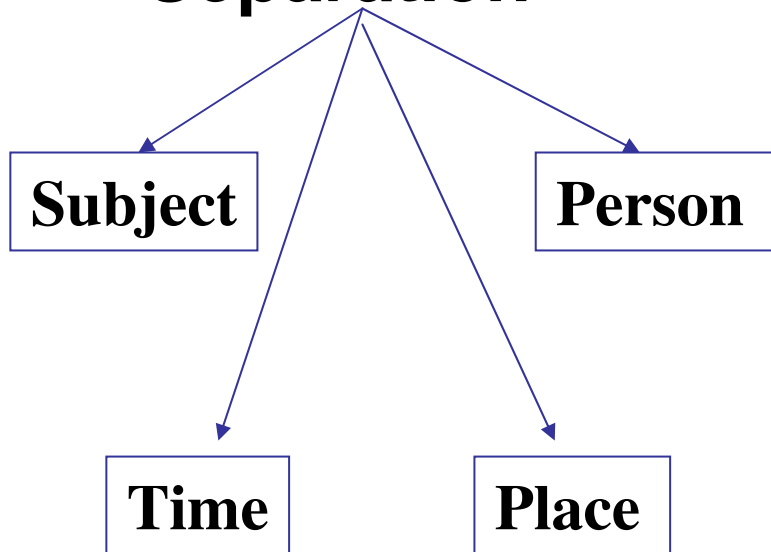
**The Integrated Uses of 2 Languages**

Subject

Person

Time

Place

**Randomly Switching languages**

**Purposeful Concurrent Usage**

**Translating**

**Previewing Viewing Reviewing**
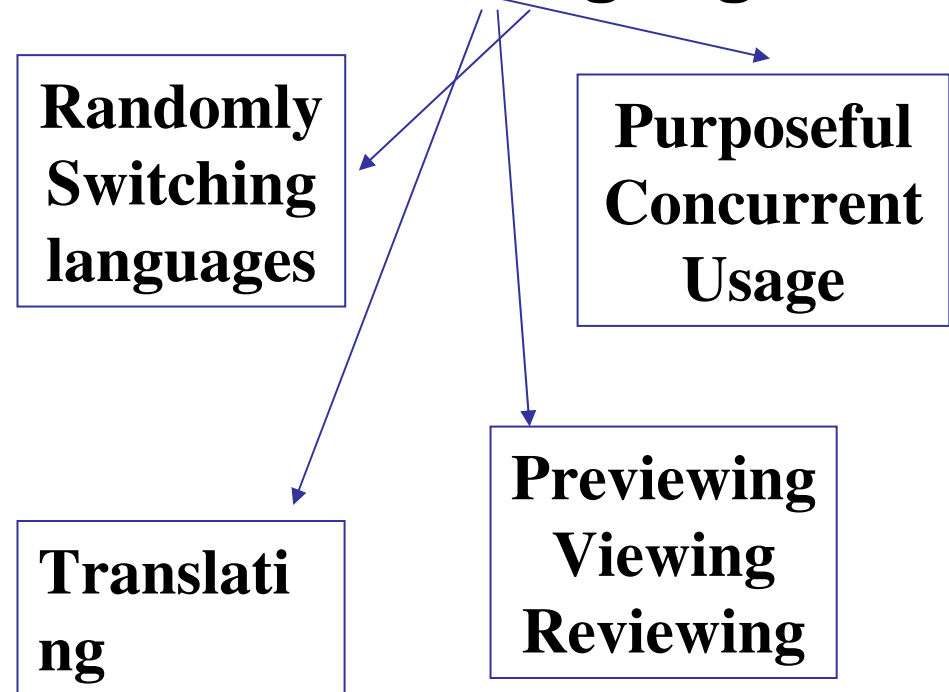
# CAEBER Proposes: The Primary Goal of an ASL/English Bilingual Program

- To develop **language** and **academic** proficiency in both ASL and English for deaf and hard-of-hearing students in order for cognitive and academic advantages to accrue. This means that a **bilingual program** needs one of the two full **maintenance and dual language models** that supports/facilitates the complete development of both languages over an extended period of time in order to reap the cognitive and academic advantages.

Source: Nover & Ruiz (2005)

# The Role of Language Planning

- **Educational leaders and practitioner must demonstrate their knowledge of language planning by consciously separating and monitoring the two languages and presenting them as distinct systems, rather than using them intermittently, throughout daily classroom instruction**

- **Educational leaders and practitioner also need to encourage and expect deaf students to use one language (ASL or English) only during certain instructional activities**

- **Educational leaders and practitioner must ensure that they create a learning environment where both ASL and English skills can flourish.**

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