Where To Download Bilingualism And Bilingual Deaf Education Perspectives On Deafness

Bilingualism And Bilingual Deaf Education Perspectives On Deafness |
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Sign Multilingualism

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 bimodal 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.

Literacy and Bilingualism

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.

Seeing Language in Sign

Co-enrollment programming in deaf education refers to classrooms in which a critical mass of deaf and hard-of-hearing (DHH) students is included in a classroom containing mainly hearing students and which is taught by both a mainstream teacher and a teacher of the deaf. It thus offers full access to both DHH and hearing students in the classroom through "co-teaching" and avoids academic segregation of DHH students, as well as their integration into classes with hearing students without appropriate support services or modification of instructional methods and materials. Co-enrollment thus seeks to give DHH learners the best of both (mainstream and separate) educational worlds. Described as a "bright light on the educational horizon," co-enrollment programming provides unique educational opportunities and educational access for DHH learners comparable to that of their hearing peers. Co-enrollment programming shows great promise. However, research concerning co-enrollment programming for DHH learners is still in its infancy. This volume sheds light on this potentially groundbreaking method of education, providing descriptions of 14 co-enrollment programs from around the world, explaining their origins, functioning, and available outcomes. Set in the larger context of what we know and what we don't know about educating DHH learners, the volume offers readers a vision of a brighter future in deaf education for DHH children, their parents, and their communities.
Deaf Eyes on Interpreting

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 D/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 new questions that have arisen from multiple perspectives: theoretical, linguistic, social-emotional, neuro-biological, and socio-cultural. Contributors comprise an international group of prominent scholars and practitioners from a variety of academic and clinical backgrounds. The result is a volume that addresses, in detail, current knowledge, emerging questions, and innovative educational practice in a variety of contexts. The volume takes on topics such as discussion of the transformation of efforts to identify a “best” language approach (the “sign” versus “speech” debate) to a stronger focus on individual strengths, potentials, and choices for selecting and even combining approaches; the effects of language on other areas of development as well as effects from other domains on language itself; and how neurological, socio-cognitive, and linguistic bases of learning are leading to more specialized approaches to instruction that address the challenges that remain for deaf and hard-of-hearing individuals. This volume both complements and extends The Oxford Handbook of Deaf Studies and Deaf Education, Volumes 1 and 2, going further into the unique challenges and demands for deaf or hard-of-hearing individuals than any other text and providing not only compilations of what is known but setting the course for investigating what is still to be learned.

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

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 crucial 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 demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translingualism, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK 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 on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities.

Discussing Bilingualism in Deaf Children

This book includes the work of 20 specialists working in various educational contexts around the world to create comprehensive and multidimensional coverage of current bilingual initiatives. Themes covered include issues in language use in classrooms; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools.

Bilingual and Multilingual Education in the 21st Century

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 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. Hoffmeister’s impact on the field while demonstrating the ultimate resilience of human language and literacy systems.
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Bilingual and Multilingual Education

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

Encyclopedia of Bilingualism and Bilingual 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 being applied in the areas of clinical and educational settings. It also marks the career and contributions of one of the greatest scholars in the field of deafness: Bencie Woll. 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.

The Handbook of Bilingual and Multilingual Education

This edited book presents an in-depth analysis of the experience of deaf people as a bilingual-bicultural minority group in America. A review 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.

Studying Bilinguals

This volume has arisen from a three-part, five-year study on language contact among multilingual sign language users, which has three strands: cross-signing, sign-switching, and sign-speaking. These phenomena are only sparsely documented so far, and thus the volume is highly innovative and presents data and analyses not previously available.

Teaching for Biliteracy

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world. Features contributions from 78 established and emerging international scholars. Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas. Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom.

Co-Enrollment in Deaf Education

"Written in a clear and informative style, this volume by a respected authority in the field will interest researchers and students in linguistics, language sciences, psychology, speech and language pathology, cognition, brain sciences, and sign language and the Deaf."--BOOK JACKET.

Deaf Gain

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

Bilingualism and Identity in Deaf Communities

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 and accounts of success in establishing and expanding bilingual deaf education, Deaf activism, Deaf culture, and wider access for deaf children and adults. Change and Promise describes 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.

Bilingualism and Bilingual Deaf Education

“This book attempts to fill the gap in educational resources for teaching immigrant, 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, immigrant D/HH students globally”--

Educating Deaf Students

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.

Discussing Bilingualism in Deaf Children

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 situated in broader societal contexts, where what works within the Western world may be quite different from what works beyond the Western world. By exploring practice-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 more researchers in more countries to continue investigating the learning environment of deaf learners, based on the premise of leaving no one behind. Featuring chapters centering on 19 countries, from Africa, Asia, Latin America, and Central and Eastern Europe, the volume offers a picture of deaf education from the perspectives of local scholars and teachers who demonstrate best practices and challenges within their respective regional contexts. This volume addresses the notion of learning through the exchange of knowledge; outlines the commonalities and differences between practices and policies in educating deaf and hard-of-hearing learners; and looks ahead to the prospects for the future development of deaf education research in the context of recently adopted international legal frameworks. Stimulating academic exchange regionally and globally among scholars and teachers who are fascinated by and invested in deaf education, this volume strengthens the foundation for further improvement of education for deaf children all around the world.

The Oxford Handbook of Deaf Studies in Language
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.

Bilingualism and Bilingual Deaf Education

A mother whose child has had a cochlear implant tells Laura Mauldin why enrollment in the sign language program at her daughter's school is plummeting: "The majority of parents want their kids to talk." Some parents, however, feel very differently, because "curing" deafness with cochlear implants is uncertain, difficult, and freighted with judgment about what is normal, acceptable, and right. Made to Hear sensitively and thoroughly considers the structure and culture of the systems 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 neuroscience on the process. Though Mauldin 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 a social context in which science, technology, and medicine are trusted to vanquish disability — and in which mothers are expected to use these tools. Made to Hear reveals that implantation has the central goal of controlling the development of the deaf child's brain by boosting synapses for spoken language and inhibiting those for sign language, placing the politics of neuroscience front and center. Examining the consequences of cochlear implant technology for professionals and parents of deaf children, Made to Hear shows how certain neuroscientific claims about neuroplasticity, deafness, and language are deployed to encourage compliance with medical technology.

Made to Hear

Foundations of Bilingual Education and Bilingualism

Winner of the British Association of Applied Linguistics Book Prize 2014 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.

Change and Promise

This handbook applies proven techniques, derived from bilingual/bicultural classrooms, to teaching literacy in the twenty-first century. Its goal is to help teachers increase their understanding of bilingual learners in order to maximize instruction. Teachers can use this handbook to expand their understanding of literacy and bilingualism; implement literacy approaches and assess students' development; and learn through reflection. Practical, flexible format and content. Complete and straightforward instructions, illustrated by case studies, allow teachers to use the strategies in this handbook on their own or in teacher-led study groups. They can select from the variety of approaches the ones which best match their students' needs and their own teaching style. Student-centered focus. All of the approaches share characteristics that help motivate students of varying language abilities to develop literacy. Field-tested approaches. The approaches have been modified and tested with bilingual students of different ages and language backgrounds in bilingual, ESL, mainstream, special education, and deaf education classes ranging from preschool through high school. New in the Second Edition: * five new approaches with their corresponding classroom implementation; * additional information in each introduction addressing its theme; * new material on issues of language, culture, and literacy development of students completely new to the English language; and * annotated bibliographies with sample books to support literacy within language and content area classes. Literacy and Bilingualism is intended for a broad audience of teachers in any type of classroom where bilingualism plays a role, and is an excellent text for preservice and inservice courses that prepare teachers to work with English language learners.

Translanguaging

This study emphasizes the importance of family support for deaf members, particularly through the use of both American Sign Language (ASL) and spoken and/or written English. Research has shown how these factors influence such areas as a child's 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 experiences with other families can enhance all of their children's achievement and enrichment. Bilingual Deaf and Hearing Families: Narrative Interviews describes the experiences of ten families who have at least one deaf family member. In five of the families, the parents are hearing and they have a deaf child; two of the children in these families have cochlear implants. In
three families, both the parents and children are deaf. In one family, the parents are deaf and their daughter is hearing and in one family, the parents and one child are deaf and they all have cochlear implants, and the deaf child’s twin is hearing. The interviews were conducted in the families’ homes using set topics and questions. The family discussions cover a wide range of subjects: cochlear implants, where they live, their thoughts about family relationships, how they participate in the Deaf community, how they arrive at certain decisions, their children's friendships, and the goals and resiliencies they have as a family.

**Becoming Bilingual**

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 teach both deaf and hearing children. The authors lay out the common assumptions that have driven deaf education for many years, revealing some of them to be based on questionable methods, conclusions, or interpretations, while others have been lost in the cacophony of alternative educational philosophies. They accompany their historical consideration of how this came to pass with an evaluation of the legal and social conditions surrounding deaf education today. By evaluating what we know, what we do not know, and what we thought we knew about learning among deaf children, the authors provide parents, teachers, and administrators valuable new insights into educating deaf students and others with special needs. Features *Presents a summary of the current state of deaf education and related implications for parents, teachers, and other “gatekeepers” *Authors are leading authorities in deaf research and education *Explains complex information in a way that will be useful to teachers, parents, and future professionals, as well as to researchers

**Language Acquisition By Eye**

*Bilingual Education in the 21st Century* examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies 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. Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century. Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices. Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education. Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out.

**Understanding Deafness, Language and Cognitive Development**

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 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. Hoffmeister's impact on the field while demonstrating the ultimate resilience of human language and literacy systems.

**Critical Perspectives on Plurilingualism in Deaf Education**

*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**
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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 diversity 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 discusses the major components and objectives of sign bilingual education based on a comparison of bilingual programmes implemented in Europe and North America. Commonly, the primary promotion of sign language is a characteristic of sign bilingual education conceptions at the programmatic level. Yet, how is this demand put into practice? Are the sign bilingual education programmes established in the last decades based on a common didactic conception? If they are not, what are the main dimensions of variation? And what does the variation observed reveal about the objectives pursued? The systematic analysis of the information gathered about the conception, establishment and evaluation of sign bilingual education reveals the advances that have been made and the challenges that remain regarding the promotion of sign bilingualism in deaf education in the areas of research, policy and practice.

Bilingual Deaf and Hearing Families

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. In this bold intervention into ongoing debates about disability and what it means to be human, experts from a variety of disciplines—neuroscience, linguistics, bioethics, history, cultural studies, education, public policy, art, and architecture—advance the concept of Deaf Gain and challenge assumptions about what is normal. Through their in-depth articulation of Deaf Gain, the editors and authors of this pathbreaking 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 difference as a vital aspect of human diversity. Contributors: David A. Armstrong; Benjamin Bahan, Gallaudet U; Hansel Bauman, Gallaudet U; John D. Bonvillian, U of Virginia; Aislan Bryan; Teresa Blankmeyer Burke, Gallaudet U; Cindee Calton; Debra Cole; Matthew Dye, U of Illinois at Urbana-Champaign; Steve Emery; Ofelia García, CUNY; Peter C. Hauser, Rochester Institute of Technology; Geo Kartheiser; Caroline Kобр Pezzarossi; Christopher Krentz, U of Virginia; Aanellie Kusters; Irene W. Leigh, Gallaudet U; Elizabeth M. Lockwood, U of Arizona; Summer Leoffler; Mára Lúcia Massei, Instituto Federal de Santa Catarina, Brazil; Donna A. Moore, Gallaudet U; Kati Morton; Ronice Müller de Quadros, U Federal de Santa Catarina, Brazil; Donna Jo Napoli, Swarthmore College; Jennifer Nelson, Gallaudet U; Laura Ann Pettito, Gallaudet U; Suvi Pylvänä, Kymenlaakso U of Applied Sciences; Antti Raike, Aalto U; Päivi Raino, U of Applied Sciences Humak; Katherine D. Rogers; Claire Sherley-Appel; Kristin Snoddon, U of Alberta; Karin Strobel, U Federal de Santa Catarina, Brazil; Hilary Sutherland; Rachel Sutton-Spence, U of Bristol, England; James Tabery, U of Utah; Jennifer Grinder Wittgebung; Mark Zaurov.

Bilingualism and Deafness

Cultural and Language Diversity and the Deaf Experience

This volume provides a unique cross-disciplinary perspective on the external ecological and internal psycholinguistic factors that determine sign bilingualism, its development and maintenance at the individual and societal levels. Multiple aspects concerning the dynamics of contact situations involving a signed and a spoken or a written language are covered in detail, i.e. the development of the languages in bilingual deaf children, cross-modal contact phenomena in the productions of child and adult signers, sign bilingual education concepts and practices in diverse social contexts, deaf educational discourse, sign language planning and interpretation. This state-of-the-art collection is enhanced by a final chapter providing a critical appraisal of the major issues emerging from the individual studies in the light of current assumptions in the broader field of contact linguistics. Given the interdependence of research, policy and practice, the insights gathered in the studies presented are not only of scientific interest, but also bear important implications concerning the perception, understanding and promotion of bilingualism in deaf individuals whose language acquisition and use have been ignored for a long time at the socio-political and scientific levels.
Discussing Bilingualism in Deaf Children

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.

Deaf Education Beyond the Western World

This book focuses on the early acquisition of signed languages and the later development of reading by children who use signed languages. It represents the first collection of research papers focused solely on the acquisition of various signed languages by very young children—all of whom are acquiring signed languages natively, from 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 as to what “babytalk” looks like in signed language and the effect it has on babies’ attention, what early babbling looks like in signed language, what babies’ earliest signs look like, how parents talk to their babies in signed language 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 sensitive to one another’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 does. 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 between the acquisition and knowledge 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 knowledge and usage, and the development of reading skill. These chapters are sure to provide the foundation for new directions in reading research.

Deaf Education and Challenges for Bilingual/multilingual Students

The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and 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 languages • 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 bilingual education • heritage language education • evaluations of bilingual education • minority language literacy • biliteracy and multiliteracies • effective teaching and learning methods in bilingual classrooms • the effectiveness of bilingual education in the United States • 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 • assimilation and pluralism • bilingualism and employment • bilingualism and the internet

Literacy and Deaf Education

In Bilingualism and Bilingual Deaf Education, volume editors Marc Marschark, Gladys Tang, and Harry Knoors bring together diverse issues and evidence in two related domains: bilingualism among deaf learners - in sign language and the spoken/written vernacular - and bilingual deaf education. The volume examines each issue with regard to language acquisition, language functioning, social-emotional functioning, and academic outcomes. It considers bilingualism and bilingual deaf education within the contexts of mainstream education of deaf and hard-of-hearing students in regular schools, placement in special schools and programs for the deaf, and co-enrollment 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 recent investigations into bilingualism and
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bilingual programming in different educational contexts and in different countries that may have different models of using spoken and signed languages as well as different cultural expectations. The 18 chapters establish shared understandings of what are meant by “bilingualism,” “bilingual education,” and “co-enrollment 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 these two languages by deaf learners of different ages. The impact of bilingualism and bilingual deaf education in these domains is considered through quantitative and qualitative investigations, bringing into focus not only common educational, psychological, and linguistic variables, but also expectations and reactions of the stakeholders in bilingual programming: parents, teachers, schools, and the deaf and hearing students themselves.

Sign Bilingualism

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 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. Hoffmeister's impact on the field while demonstrating the ultimate resilience of human language and literacy systems.

Media and the Well-being of Children and Adolescents

The volume is divided into four parts. Part One provides up-to-date trends on children and adolescents' access to media in the home, as well as the time they spend with television, computers, and the Internet. Part Two presents research that highlights the potentially negative impact of age-inappropriate or excess media use on children's physical, cognitive, social, and emotional well-being. Part Three offers examples of how media enhance children's education, health, and social connections. Part Four explores implications for the creation of high-quality, enriching content that speaks to the needs and interests of young people today.

Made to Hear

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.

Bilingual Education in the 21st Century

This book examines sociolinguistic, educational and psycholinguistic factors that shape the path to sign bilingualism in deaf individuals and contributes to a better understanding of the specific characteristics of a type of bilingualism that is neither territorial nor commonly the result of parent-to-child transmission. The evolution of sign bilingualism at the individual level is discussed from a developmental linguistics perspective on the basis of a longitudinal investigation of deaf learners' bilingual acquisition of German sign language (DGS) and German. The case studies included in this volume offer unique insights into bilingual deaf learners' sign language and written language productions, and the sophisticated nature of the bilingual competence they attain. Commonalities and differences between sign bilingual language development in deaf learners and language development in other language acquisition scenarios are identified on the basis of a dynamic model of change in the evolution of (learner) language, with a focus on the role of language contact in the organisation of multilingual knowledge and the scope of inter- and intra-individual variation in learner grammars. In many respects, as becomes apparent throughout the chapters of this work, sign bilingualism represents not only a challenge but also a resource. Given this cross-disciplinary perspective, the insights on bilingualism and deafness in this volume will be of interest to a wide range of researchers and professionals.

Bilingual Education in South America