



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).

### Inside this issue...

- ▣ Engaging Teenagers in Projects about Critical Conflicts ... Leveraging my Exposure to OCDE Project GLAD®
- ▣ Rethinking ELD Through an International Lens
- ▣ How CLAVES® Changed my Teaching
- ▣ La Cosecha 2023

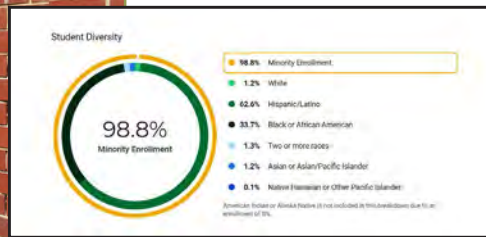


# Engaging Teenagers in Projects about Critical Conflicts of Their Time and Community: Leveraging my Exposure to OCDE Project GLAD®

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.



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

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

—continued on page 3—

Soleado—Summer 2023



—continued from page 2—

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

—continued on page 14—



# 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

—continued on page 5—



—continued from page 4—

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

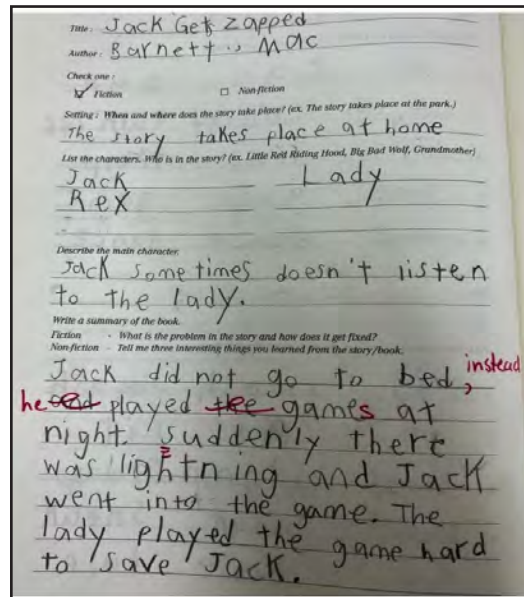
institutions promote the singular use of the English language, where students aren't allowed to use their home language to support their learning of English. Translanguaging isn't seen as an integrated asset that allows students to

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.

—continued on page 15—



# 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

—continued on page 7—



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



—continued from page 6—

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.

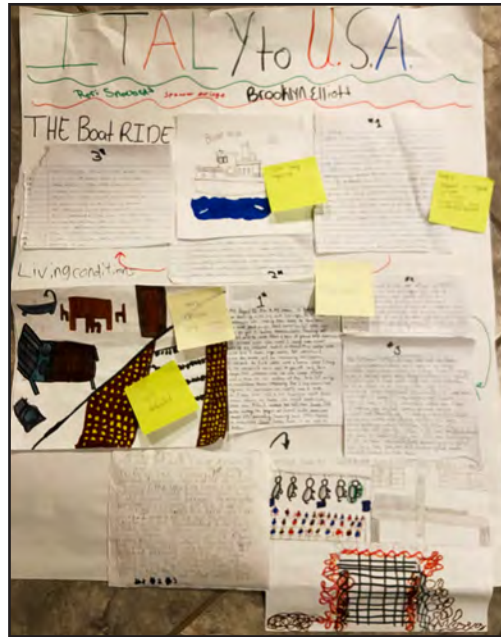
Incorporating CLAVES’ strategies into my teaching practice has evolved into the following system: I form heterogeneous student groups and have each group create posters around the social studies concepts we are studying. Then, each group presents their poster in a gallery walk, with one student explaining 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](mailto:evelyn@dlenm.org).





Honoring Our Story:  
Reclaiming Our Past Through Empowerment and Action

# La Cosecha 2023 Dual Language Conference November 8 - 11



Early Registration  
Deadline



July 15, 2023

Presented by Dual Language Education of New Mexico, La Cosecha is the largest dual language conference in the country – for teachers, by teachers.

## Featured Speakers Include:



**X'unei Lance Twitchell**  
Professor of Alaska Native Languages  
University of Alaska



**Juliana Urtubey**  
Educator  
President's Advisory Commission



**José Medina**  
Educational Leader  
Dr. José Medina:  
Educational Solutions



**Shera Simpson**  
Author, Educator  
Dual Language Connections



**Susana Ibarra Johnson**  
Assistant Professor of Education  
New Mexico State University



**Zhongfeng Tian**  
Assistant Professor  
Rutgers University, Newark



**123 Andrés**  
Grammy Winning  
Music Duo



**Karina Chapa**  
Executive Director  
Texas Association for  
Bilingual Education



**Samuel Aguirre**  
Director of WIDA Español  
Assistant Director of  
Consortium Relations



**Carla España**  
Assistant Professor, Author  
Brooklyn College

## Featured Strands Include:

- DLE Program Development and K-20 Implementation
- Early Childhood or Special Education
- Indigenous Language Immersion and Dual Language Immersion Programs
- Academic Language Development
- Effective Literacy: Biliteracy, Oracy, and Oral Language Development (including ELD)
- Integrating Technology and On-line Instruction
- Leadership: Research, Policy, and Advocacy
- Socio-Cultural Responsiveness, Social Justice, CRT, Educational Equity and Access
- Family and Community Partnerships

SUGGESTED FUNDING SOURCES:  
Title I \* Title IIa \* Title III  
Migrant Education  
Professional Development  
Federal School Improvement Funding



Early Registration Deadline July 15, 2023

[www.LaCosechaConference.org](http://www.LaCosechaConference.org)







# Register Now!

## La Cosecha 2023

Dual Language  
Conference  
November 8 - 11

*¡Seguimos con la cosecha!*

La Cosecha will bring together over 3,000 educators, parents, researchers, and practitioners supporting dual language enrichment programs from across the U.S. Join us as we share best practices and resources, current theory and practice, build networks, and fuel our community's efforts to build a better future for our children as we "harvest" the best of our multilingual and multicultural communities!

### 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.

### Special events include...

School Visits & Pre-Conference Institutes



Student Leadership Institute & Family and Community Institute



Fundraiser/Dance



Powwow



### Hotel Partners

To book your room at our special conference rates, visit us online.



\$149 Single/Double



\$165 Single/Double



DOUBLE TREE  
by Hilton™

\$139 Single/\$149 Double



EMBASSY  
SUITES

by Hilton™

\$149 Single



\$139 - \$155

*Shouldn't you  
be here too?*



**Early Registration Deadline July 15, 2023**

[www.LaCosechaConference.org](http://www.LaCosechaConference.org)





—continued from page 1—

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.

—continued on page 11—



—continued from page 10—

### *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—



—continued from page 11—

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.

### References

- Caselli, N., Pyers, J., & Lieberman, A. M. (2021). Deaf children of hearing parents have age-level vocabulary growth when exposed to American Sign Language. *The Journal of Pediatrics*, 232, 229-236.
- Grosjean, F. (2008). The bilingualism and biculturalism of the deaf. In *Studying Bilinguals*, by François Grosjean, 221-236. Oxford University Press.
- Hecht, J. L. (2020). Responsibility in the current epidemic of language deprivation (1990–Present). *Maternal and Child Health Journal*, 24, 1319-1322.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, J. D., Padden, C., Rathmann, C., & Smith, S. (2017). Discourses of prejudice in the professions: The case of sign languages. *Journal of Medical Ethics* 43(9), 648-652.
- Morford, J. P., Wilkinson, E., Villwock, A., Piñar, P., & Kroll, J. F. (2011). When deaf signers read English: Do written words activate their sign translations? *Cognition*, 118(2), 286-292.
- Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language*

*development and disorders: A handbook on bilingualism and second language learning*. Baltimore, MD: Paul H. Brookes.

- Piñar, P., Carlson, M. T., Morford, J. P., & Dussias, P. E. (2017). Bilingual deaf readers' use of semantic and syntactic cues in the processing of English relative clauses. *Bilingualism: Language and Cognition*, 20(5), 980-998.
- Player, D., Morford, J. P., Occhino, C., & Wilkinson, E. (2022). Code-switching and assimilation of minority sign language varieties in residential schools for the deaf [Conference presentation]. *15th Biennial High Desert Linguistics Society (HLS 15)*. Albuquerque, NM, November 11-13.
- Pontecorvo, E., Higgins, M., Mora, J., Lieberman, A. M., Pyers, J., & Caselli, N. K. (2023). Learning a sign language does not hinder acquisition of a spoken language. *Journal of Speech, Language, and Hearing Research*, 66(4), 1-18.
- Scott, J. A., & Henner, J. (2021). Second verse, same as the first: On the use of signing systems in modern interventions for deaf and hard of hearing children in the USA. *Deafness & Education International*, 23(2), 123-141.
- Singleton, J. L., & Newport, E. L. (2004). When learners surpass their models: The acquisition of American Sign Language from inconsistent input. *Cognitive Psychology*, 49(4), 370-407.
- Smith, W. H. (2005). Taiwan Sign Language research: An historical overview. *Language and Linguistics*, 6(2), 187-215.
- Stewart, D. A. (1992). Initiating reform in total communication programs. *The Journal of Special Education*, 26(1), 68-84.
- Villwock, A., Wilkinson, E., Morford, J. P., Petersen, B.T., & Allen, T. E. (2022). Language at home - Language at school: Factors shaping language proficiency in deaf children with deaf and hearing parents [Conference presentation]. *Theoretical Issues in Sign Language Research 14 (TISLR 14)*. Osaka, September 27-30.
- Villwock, A., Wilkinson, E., Piñar, P., & Morford, J. P. (2021). Language development in deaf bilinguals: Deaf middle school students co-activate written English and American Sign Language during lexical processing. *Cognition*, 211(1), 104642.
- Wilkinson, E., & Morford, J. P. (2020). How bilingualism contributes to healthy development in deaf children: A public health perspective. *Maternal and Child Health Journal*, 24, 1330-1338.

**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.

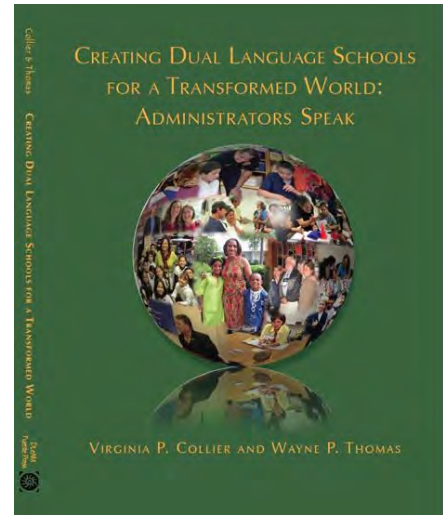
# Administrator-Focused Guidance for Your Dual Language School

Dual Language Education Legacy Series by Drs. Virginia Collier and Wayne Thomas

In the third book of their Legacy Series, *Creating Dual Language Schools for a Transformed World: Administrators Speak*, Drs. Virginia Collier and Wayne Thomas give voice to administrators who were willing to share the reality of their everyday decisions in dual language schools across the country. Their discussions around the challenges and celebrations in creating and sustaining accessible, first-rate dual language programs will inspire and inform experienced and novice educators alike. This book illuminates a powerful idea, with strong theoretical and research underpinnings, that district and school leaders, educators, and community members can best promote the foundational pillars of dual language education with well-planned and well-implemented programs.

*"... the work of Collier and Thomas provides teachers and administrators with research-based tools to implement and advocate for effective practice for bilingual learners. Their comprehensive synthesis of research on high-quality dual language education is unique in its scope and invaluable for experienced and novice dual language educators alike."*

Ester de Jong, Ed.D., University of Florida



Purchase your copy today or all five! Scan the QR code or visit [www.DLeNM.org](http://www.DLeNM.org) today!



## Now offering professional development services!



Drs. Collier and Thomas outline the many reasons why dual language education is the key to preparing our students for a transformed world.

# WE OFFER

### VIRTUAL SPEAKING ENGAGEMENTS

- Guidance from Drs. Collier & Thomas on research-based decisions for DL/Bilingual/ESL programs
- Advising on local issues by email
- Guidance on how to evaluate your local DL/Bilingual/ESL program

### CONSULTING SERVICES

- Virtual speaking engagements via Zoom
- Keynotes for conferences
- Professional development for districts
- School board and leadership training

### CONTACT US NOW!



[vcollier@gmu.edu](mailto:vcollier@gmu.edu)  
[wthomas@gmu.edu](mailto:wthomas@gmu.edu)





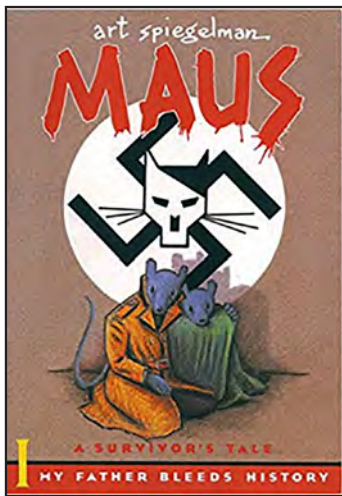
—continued from page 3—

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>1. ¿Que observas? muchas gentes en un storage room o algo haci</p> <p>2. ¿Quienes son las personas en esta imagen? judios</p> <p>3. ¿Que están haciendo estas personas? secuestrando a los judios</p> <p>4. ¿Que detalles sugieren lo que hacen las personas? ellos van a hacer una guerra en nombre de ellos</p>	<p>5. ¿Cuál es el estado de ánimo general de esta propaganda? furia, decepcion, tristeza</p> <p>6. Describe un detalle que apoya el estado de animo. es furia porque estan siendo loqueados en un cuarto</p> <p>7. ¿Cual es el mensaje del autor? que todo se puede hacer</p>

**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 ... Vladek 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 - Experiencias que marcan 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. Bilingualism 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 bilingualism by supporting students to use what they know in their native language to construct learning in the new language. Bilingualism 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

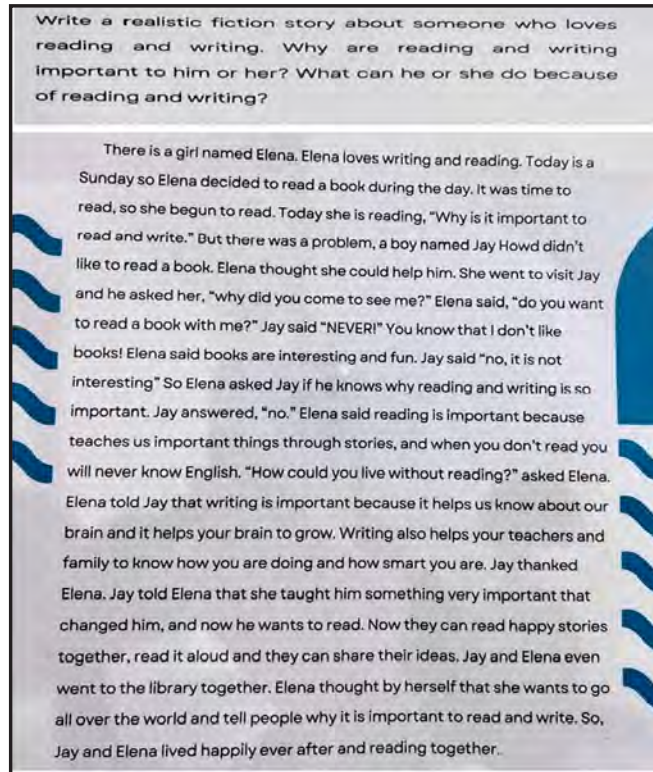
language domains. By failing to acknowledge the whole student, regardless of location and type of academic discourse, *Hagwons* have created an assimilationist approach which not only places English above the community language, but fails to acknowledge the cultural and linguistic backgrounds of their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

### References

- Mercuri, S., Musanti, S., & Rodríguez, A. (2021). *La enseñanza en el aula bilingüe: Content, language, and bilingualism*. Philadelphia, PA: Caslon.
- Schwarzer, D., Petró, M., & Larrotta, C. (2021). *Bilingualism and bilingual education: Conceptos fundamentales*. New York: Peter Lang Publishing.



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



## Dual Language Education of New Mexico

PO Box 91508  
Albuquerque, NM 87199  
www.dlenm.org  
505.243.0648

Executive Director:  
Michael Rodríguez  
Director of Business & Development:  
Leslie Sánchez  
Director of Instructional Equity:  
Lisa Meyer  
Director of Operations:  
Melanie Gatewood  
Director of Heritage Languages:  
José Azul Cortés

Board of Directors  
Executive Committee:  
Chairpersons:  
Loretta Booker  
Sylvia Martínez  
Secretary:  
Adrián Ávila  
Treasurer:  
Al Gurulé

Editor: Ruth Kriteaman  
soleado@dlenm.org

© DLeNM 2023  
All rights reserved.

Soleado is a quarterly publication of Dual Language Education of New Mexico, distributed to DLeNM's professional subscribers. It is protected by U.S. copyright laws. Please direct inquiries or permission requests to soleado@dlenm.org.



NONPROFIT  
ORGANIZATION  
U.S. POSTAGE PAID  
ALBUQUERQUE, NM  
PERMIT NO. 495

### ▣ DUAL LANGUAGE EDUCATION OF NEW MEXICO—SUMMER INSTITUTES 2023:

June 5-6 at Hotel Albuquerque Old Town. OCDE Project GLAD® & AIM4S<sup>37</sup> Math. Designed to support you in building your understanding of these powerful frameworks.

June 7 at Hotel Albuquerque Old Town. Theory into Action OCDE Projec GLAD® & AIM4S<sup>37</sup> Math. Get a head start on your planning for next year.

June 8-9 at Hotel Albuquerque Old Town and in partnership with Velásquez Press. Translanguaging Across Contexts. Designed to provide a transformative professional learning event exploring the role of translanguaging as a new approach to pedagogy and effective teaching for bilingual and multilingual students.

For more information and to register, visit [www.dlenmsummerinstitute.org](http://www.dlenmsummerinstitute.org).

▣ THE BUENO CENTER & LITERACY SQUARED—RETURN TO PUEBLA: June 11-16, 2023, Puebla, Mexico. For more information, visit <https://buenocenter.org/puebla2023>.

▣ ASSOCIATION FOR TWO-WAY & DUAL LANGUAGE EDUCATION (ATDLE) ANNUAL 2023 NATIONAL TWO-WAY BILINGUAL IMMERSION CONFERENCE—TWO-WAY BILINGUAL IMMERSION PROGRAMS EXPAND MINDS - OPEN OPPORTUNITIES: June 22-24, 2023 at the Sacramento Convention Center, Sacramento, CA. For more information, please visit <https://atdle.org>.

▣ PARIDAD—2023 MULTILINGUAL LEADERSHIP INSTITUTE: CENTERING LANGUAGE, CULTURE, & ART: July 22-30, 2023 in Oaxaca, Mexico. For more information, please email [oaxaca@paridad.us](mailto:oaxaca@paridad.us) or call at (312)315-0727.

▣ DUAL LANGUAGE EDUCATION OF NEW MEXICO—28<sup>TH</sup> ANNUAL LA COSECHA DUAL LANGUAGE CONFERENCE: November 8-11, 2023 in Albuquerque, NM.

The website is live for La Cosecha 2023 registration and the most up-to-date information.

Visit [www.lacosechaconference.org](http://www.lacosechaconference.org) and make your conference plans now!