

English as a Second Language, Multiculturalism, and Deaf Education: Effective Teaching Practices

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Purpose

- The purpose of this poster:
 - Examine whether the growth rate of students from different ethnic groups who are Deaf parallels the growth rate of students who are from different ethnic groups and have no hearing loss.
 - Examine whether there is an awareness among educators of students who are ethnically diverse and Deaf.
 - Examine whether evidence-based practices used in ESL or deaf education could be combined to help educate students who are Deaf from differing ethnic backgrounds

Methodology

Sample and Procedures

- Reviewed 48 quasi-experimental and qualitative articles, review of literatures, conference papers, and informational handbooks
- Reviewed 18 books
- **Keywords used:** American Indian deaf, Native American deaf, Hispanic deaf, Asian deaf, Black deaf, deaf education, evidence-based practices, bilingual education, ESL, RTI, trilingual education, Multicultural deaf, diverse deaf, ethnic diversity, learning strategies
- **Search engines used:** Google Scholar, ERIC, EBSCO Host, Academic Search Complete

3 Focus Questions

1. What defines multiculturalism and how does that apply to our students who are Deaf?
2. What are the similarities and differences between English as a Second or Other Language (ESOL) and Deaf Education?
3. What pedagogical strategies concerning education can best help these students coming into our schools?

Multiculturalism

- Multiculturalism is defined as “of, relating to, reflecting, or adapted to diverse cultures” (Merriam-Webster, 2010).
- Whereas ethnically diverse students without a hearing loss may speak another language, ethnically diverse students who are Deaf may use home gestures, body language, or use a signed language from their country.

Hispanic American and Deaf

- The rate of students who are Deaf and Hispanic American has risen from 16.3% of the population who were Deaf in 2000 to 30.1% in 2008 (GRI, 2000, GRI, 2008)
- “Hispanic Deaf children show significantly lower academic achievement than their African American and non-Hispanic Deaf peers.” (Allen, 1986; Jensema, 1975)
- A majority of students who are Hispanic American and Deaf attend day programs, not residential schools for the Deaf

Asian American/Pacific Islander and DHH

- The rate of students who are deaf and Asian American/Pacific Islander has risen from "212,900 in 1960" and is projected to total "about 4.4 million" in 2020. (Cheng, 2000)
- Asian Americans/Pacific Islanders descend from South Asia, Southeast Asia, East Asia, the Pacific Islands, and Australia and New Zealand
- This culture is heavily influenced by religion; in the religion of Animism, it is forbidden to touch an individual's head because that is where the spirit resides. (Cheng, 2000)

African American/Black and Deaf

- Although most may not speak another language, students who are African American/Black and Deaf continue to receive low reading and writing scores and have one of the lowest graduating rates. (Allen, 1986, Schildroth and Hotto, 1995)
- This population is unique in that they have their own culture, community, and dialect of ASL which is distinct from ASL used by people who are "White and Deaf." (Hairston & Smith, 1983 in Stewart, 1994)
- Students who are African American/Black and Deaf are not only prejudiced against by individuals who are Caucasian and Deaf but also individuals who are African American/Black and hearing. (Anderson & Bower, 1972)

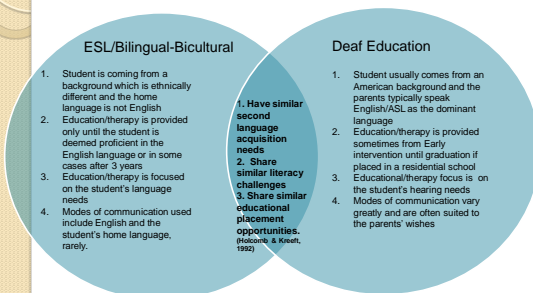
American Indian/Alaska Native and Deaf

- The rate of students who are Deaf and American Indian/Alaska Native has dropped from .9% of the population who was deaf in 2000 to .7% in 2008. (GRI, 2000, GRI, 2008)
- Impacting factors that educators must deal with among the Native American population who are Deaf include, "substance abuse and chemical dependency, domestic violence and sexual abuse, mental health issues such as identity, suicide, and criminal legal problems." (Busby et al., 2004)
- Learning styles of American Indians are unique in that they learn by observing their surroundings before participating and prefer to work individually with an educator than in groups with other children. (Busby et al., 2004)

ESL and Bilingual/Bicultural Education

- **Transitional/Early Exit Bilingual Education**
 - Start in native language and transition to English
 - Provided for one to four years
 - Student does not retain their native language
- **Maintenance/Late-Exit/Developmental Bilingual Education Program**
 - Student retains their native language
 - Provided for four to six years
 - Instruction may be 90% in native language and 10% in English or 50% for both
- **Two-Way/Dual-Language Bilingual Education**
 - Includes both students with Limited English proficiency and native English speakers
 - Provided for at least four to six years
 - Goal is to become bilingual
- **Content-Based ESL/Sheltered English**
 - Instruction in English alone
 - Use a Total Physical Response (TPR)
 - Students do not keep their native language
- **Pullout ESL**
 - Only focuses on "developing the student's English-language skills"
 - Student leaves the classroom and receives instruction from a teacher certified in ESL
 - How long instruction is given can vary

In Comparison...



Evidence-based Practices

- **SIOP Model**
 - Based off of RTI
 - Is created to work specifically with students who do not have English as their first language
- **Language Experience Approach**
 - Builds upon background knowledge of the students' language
 - Most frequently recommended for "beginning second-language readers" (Tinajero & Calderon, 1988)
- **Interactive Model of Reading**
 - Combination of Top-Down Model of Reading and Bottom-Up Model of Reading
- **Thinking Maps**
 - Contains 8 maps
 - Allows student to visually organize information
- **Dialogue Journals**
 - Not graded
 - Can have a focus topic
 - Allows student to build language

What Does This All Lead to...?

- A need for Trilingual Education
 - Genesee and Lambert (1983) found that students in a trilingual program were able to retain proficiency in the second and third language while experiencing no “long-term setbacks” in their first language.
- Can improve confidence of students within such a program (Zhao, 2010)

Conclusions

- Teachers are not cognizant of the students' cultures and values
- Students from differing ethnic groups are growing at a fast rate and will soon comprise close to or more than 50% of classrooms
- ESL and Bilingual programs are most widely used when students do not have English as their first language but they do not address students who are Deaf
- The SIOP model, Language Experience Approach, Interactive Approach to Reading, Thinking Maps, and Dialogue Journals seem to target areas of need for students who are Deaf and from differing ethnic backgrounds
- Trilingual Education seems to be an effective, albeit scarcely implemented, pedagogical practice for students who are ethnically diverse and Deaf.

Recommendations

- More research is needed in evidence-based practices for students who are Deaf different ethnic group in reference to reading and writing
- More research is needed on trilingual education and its potential impact in deaf education
- More current research is needed for each ethnic group

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