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On the Cover: Deaf and hard of hearing students who are learning English as a second language—like all students—enjoy doing research on the Web. Photo: Philip Bogdan.

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Odyssey
New Directions in Deaf Education



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A Letter From the Vice President

Dear Friends,

We are proud to bring you this special issue of *Odyssey* that focuses on deaf and hard of hearing students who are learning English as a second language. These students face daunting tasks and challenges, linguistically, socially, and culturally. In the field of deaf education, we sometimes say that many deaf students need English as a second language (ESL) instruction and a number of professionals have proposed applying ESL theory and practice to all deaf and hard of hearing students. In this issue, however, we use the term to mean students whose families speak Spanish, Polish, Hmong, Urdu, or another language that differs from the dominant language of our schools and society.



These students not only face language differences; the rules for classroom behavior and teaching techniques may be completely different for them, too. Each of them is unique. They may be immigrants, foreigners, American citizens, or the sons and daughters of diplomats. Since they are deaf or hard of hearing, oral-auditory language is not fully accessible. Therefore many are simultaneously learning a combination of languages and codes: their home language, English, American Sign Language, and/or a manual code for English.

Most ESL pedagogy is designed for students who hear and based significantly on oral and auditory instructional strategies. While some strategies may apply to deaf and hard of hearing students with good use of residual hearing, others have to be adjusted to accommodate visual learners. At the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf at the Gallaudet University Laurent Clerc National Deaf Education Center, our program for ESL students starts with a solid initial evaluation of each student's strengths and weaknesses.

In the May/June 1999 issue of *Perspectives*, we published a description of the nine components of a school literacy program and described how they fit into a school day. This special *Odyssey* issue takes those nine components and looks at accommodations that need to be made for ESL students who are deaf or hard of hearing.

Some deaf and hard of hearing ESL students arrive in school with some fluency in their native language. In this case, we tap that language fluency to build bridges to English and American Sign Language. For example, in **writers' workshop**, we encourage students to write pieces in their native language, using the writers' workshop process to complete their pieces and translate them into English. For **dialogue journals**, we may encourage the family to help maintain and build the student's skills in his or her native language by keeping a dialogue journal at home while we work on a dialogue journal in English at school. For **shared reading**, we might have a book translated into the student's native language so that it can be presented in that language and English. Our teachers and staff continue to use English and American Sign Language, but they demonstrate respect and understanding for the student's home language and use it whenever possible to build bridges to American language and culture.

Other students arrive with little knowledge of their native language and skills in sign language that range from full fluency to use of home signs and gestures. For these students, basic communication building needs to occur intensively, and reading and writing instruction begins at a more basic level. The nine components of the literacy program at the appropriate developmental level remain critical, however, and it remains critical to include students' families in their educational planning.

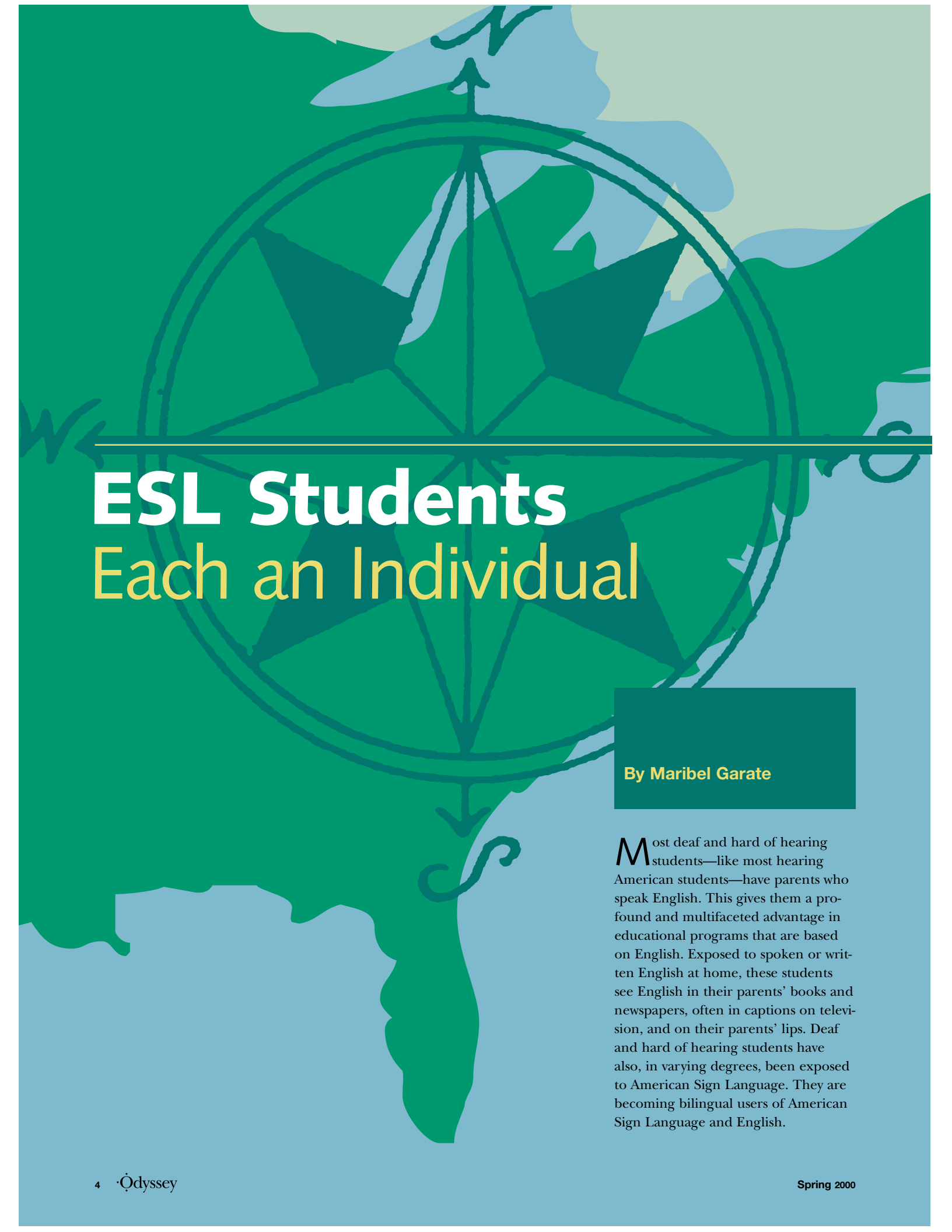
Students from diverse cultures represent fully one-third of the deaf student population and their numbers are increasing. At the same time, the number of teachers from diverse cultures is falling. It is critical that teacher education programs recruit and train qualified teachers from diverse cultures so that students will have a variety of role models.

At the Clerc Center, we are exploring innovative strategies for meeting the needs of ESL students who are deaf or hard of hearing and their families. Please contact us if you would like to arrange a visit to our schools. For more information, you can visit our Web site at: <http://www.gallaudet.edu/~precpweb>.

Sincerely,

Jane K. Fernandes, Ph.D.

Vice President, Laurent Clerc National Deaf Education Center
Gallaudet University



ESL Students Each an Individual

By Maribel Garate

Most deaf and hard of hearing students—like most hearing American students—have parents who speak English. This gives them a profound and multifaceted advantage in educational programs that are based on English. Exposed to spoken or written English at home, these students see English in their parents' books and newspapers, often in captions on television, and on their parents' lips. Deaf and hard of hearing students have also, in varying degrees, been exposed to American Sign Language. They are becoming bilingual users of American Sign Language and English.



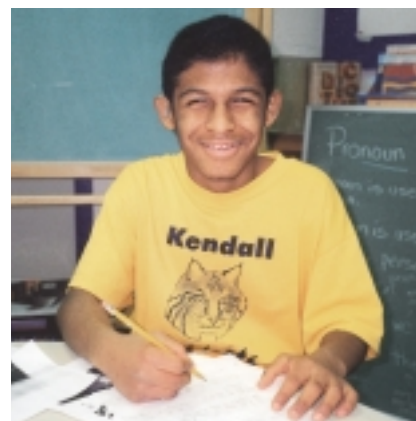
My students, who come from families where English is not used in the home, do not have this advantage. Lacking the daily exposure to incidental English that their peers enjoy, these students must struggle harder. They must work to catch up with and then remain abreast of their peers.

At the beginning of the school year, I had 15 students learning English as a second language. Aged seven to 15, they came from Asia, Africa, and South America, parts of the world where neither American Sign Language nor English is used. Neither they nor their families read or wrote in English. Quickly, all of them learned their names in signs and learned how to ask basic questions about concrete information—such as the location of the rest rooms. Three could communicate in their home language; none had fluency. The rest had no formal language, but that should not be confused with not having communication skills. My students are good communicators. It is my job to transform these communication skills into a formal sign language and, simultaneously, introduce them to English print.



My students are individuals, as different from each other as they are from American students. Here are some of them.

Daniel Martin is 14 years old and was born in Russia. He was adopted into a deaf family three years ago and entered our school soon after. Daniel is hard of hearing and his loss is progressive. When he arrived, he was able to speak and write in Russian. As a result of this language base, Daniel has been able to learn a great deal of spoken English and to transfer many of his literacy skills into written English as well. He is also a fluent signer thanks to the constant exposure he receives



both at home and at school. Cool, hip, and as Americanized as his experiences will allow, he is a fluent speaker of English—and becoming a fluent writer.

Edwin Brizuela is an 11-year-old Hispanic boy who has been in our school for three years. He came to the United States to live with his father. Edwin had never been to school in his country. He could approximate a limited number of spoken words in Spanish and he used these few words to make himself understood at home. Three years after his arrival, Edwin is filled with language. He picks up signs and English words with equal facility. He



has a keen ability to discern patterns between words and across languages. He loves to compare the three languages he is learning—American Sign Language, English, and Spanish.

Blanca Guzman came to our program in the middle of spring semester last year. She was 15 and more anxious

TOP LEFT: The author and her ESL class—"the best students in the school!" Left to right: Daniel Martin, Rosco Brobbey, teacher/author Maribel Garate, Nataly Urrutia, Rumi Akhter, and Edwin Brizuela. These students serve as models throughout this special literacy and ESL issue.
CENTER: Daniel Martin. **TOP RIGHT:** Edwin Brizuela. **BOTTOM RIGHT:** Blanca Guzman.



than any other student to learn everything she could as fast as she could. Blanca is Hispanic. She comes from a large family that consists of an equal number of hearing and deaf siblings. The youngest of all, Blanca was sent to the United States by her siblings so she could access the kind of education her deaf brothers and sisters never had. She is a fluent signer of her native sign language and also reads and writes in Spanish. Blanca came with a mind full of all the right questions. She is doing a journal in Spanish, and I was able to teach her the days of the week by writing them in Spanish and showing her the English and sign equivalents. She has been on a constant quest for knowledge since her arrival. I am hoping that she will become a trilingual adult.

Alba Jessica Fuentes, at age 16, had never been to school. She had grown up on a farm in a rural Spanish town with her extended family. She had no exposure to deaf people and her communication consisted of gestures, pointing, and mime. The only letters she could produce on paper were those in her first name. Jessica was sent to live in the states with her parents whom she had not seen for many years. As someone who had managed to live and communicate for 16 years all on her own, Jessica did not feel the need to learn ASL. It was an arduous task to

convince her of the benefits of switching from her own gestures to our signs. It has been an even more interesting endeavor to explain the benefits of reading and writing.

As you can see, the profiles of even these few students show the diversity in my classroom. My students are sons and daughters of diplomats. They are children of recent immigrants. Sometimes they are adopted from their foreign countries and living with American parents. Often, they are in the United States for educational opportunities that deaf children do not have in their own lands.

For the most part, they have arrived without a formal language, and need to invest additional time and effort to learn both American Sign Language and English. Those with the rudiments of a first language—spoken, written, or signed—may make the transition more easily. These students understand how language works and its purpose. They may use their first language to facilitate their learning a second and third language.



The students' language and culture are not the only variables to consider when they arrive in the classroom; their educational experience is just as significant. ESL students who have attended school in their countries bring basic literacy skills and an understanding of school as a place for learning. Other students, with no literacy skills, no experience in school, and only basic communication skills, strug-



gle to adjust to the new school setting. Before they can concentrate on learning and do what they are expected to do, they need to become familiar with the routine of attending school.

Teaching such a variety of students is exciting. Coming from countries where schooling is a luxury, these students have an appreciation for education that our own American students lack. They are respectful and eager to learn. Each student is unique. Each brings a different culture, heritage, and prior exposure to language and education to the ESL classroom.

When people ask me about my students, I tell them what I honestly believe. My students may not have the same advantages as the other students, but they have the same goals. They are the biggest challenge—and the best students—in the school. ●

TOP LEFT: Nataly Urrutia. CENTER: Rumi Akhter. TOP RIGHT: Rosco Brobbey. BOTTOM RIGHT: The author at work—"Teaching a variety of students is exciting."



Reading to Children... Guided Reading and Writing... Shared Reading and Writing... Independent Reading

Program Modifications for ESL Students

By Maribel Garate

As a teacher of deaf and hard of hearing students from other countries and cultures who are learning English as a second language (ESL), I work with children from kindergarten to eighth grade. Throughout the day, I join teachers in presenting lessons to classes of ESL students and non-ESL students, work individually with ESL students, and see groups of ESL students in my own classroom. I focus on teaching American Sign Language (ASL) and English.

The students and I read books together. Often they are the same books the students have had in their general classes. We read the same book in my ESL class again and again, nego-

tiating the text carefully to decipher the nuances of the English language. Once we've studied the book together, students gain a deeper understanding of the content and they are able to discuss it more meaningfully with their classmates. The goal is for students to be able to read independently—and to want to do so.

I teach children through incorporating specific literacy practices: reading to children, shared reading, guided reading, and independent reading. These practices are fundamental at KDES, and we do each of them daily. For my ESL deaf students, I find it necessary to modify these practices. Here's how.

Reading to Children

Reading to children is the first step. As new students learning both ASL and English, ESL students are initially fascinated by sign language and watch me eagerly as I present the information from their books in signs. Some students quickly realize that the signing is a transmission of the content of the book. For others it takes longer. One nine-year-old boy, who came to us two months ago without ever having been in school before, has yet to make the connection between signs, story, and book. But eventually he, like his classmates, will understand the purpose of books and the process of reading, and embark on the next phase of his journey in literacy.

As I read to the children, I help students form connections, building links between a book's topic and the students' experiences. Therefore, before, during, and after our daily reading, I make sure the students can make a connection with the book, the topic, the illustrations, or the feelings shown on its pages. We talk about things unfamiliar to them. For example, one of my students from Africa had never seen snow and the concept of precipitation falling as cold white flakes had to be explained to him. Some students, depending on their culture and on how long they have been in the United States, may have a lot of questions about a topic. The more we talk about a topic, share our ideas, and make comparisons among books, the more students feel they can add and connect their experiences to the books they are reading.

Reading to children daily increases their knowledge about various subjects, allows them to share their knowledge, and gives them confidence in their ability to contribute to the class. Reading to my ESL students also helps them in more specific ways. It exposes them to signing, which helps their visual acuity and increases their sign vocabulary. It lets them know that print has meaning. Further, students enjoy stories and they learn from them. After I read to my students, they feel confi-



dent to look through the book and talk about its content. Occasionally, my older students feel they should share their knowledge and tell younger students about the book we read in class. They take pride in sharing the information they learn and look forward to the next book.

Shared Reading

The first time I read a book, I rely heavily on the pictures. Because students have various levels of signing, I use visual/gestural communication to make sure all of them understand what

is happening. Often we role-play a scene during reading or the entire book when we are finished. Whenever possible, I use visual aides, which can include objects that appear in the book that my students may have never seen. I read the book several times during the same week. Every time I reread it, I incorporate more ASL and fewer gestures, but I am always going back and forth between gesture and sign for those who need it. Once everyone has an understanding of the content of the book, I start pointing out regularities in print. We may begin by noticing where

TOP: I modify our school's literacy practices for my ESL students. BOTTOM: I attempt to build links between the book's topic and the students' experiences.



capital letters and punctuation marks appear in the text. We may focus on the various ways to sign certain English words that have several meanings. We also look at sentence types—what an exclamation or question mark means at the end of a sentence. We touch on pronouns and other aspects of grammar. Before we move on to a new book, we prepare a project to demonstrate what we learned. Projects take different forms: pictures, timelines, storyboards, and presentations. Once students are familiar with a story's content, they enjoy contributing to the class discussion and preparing a project.

Guided Reading

The reading material used in my class for guided reading comes from the students' language arts and social studies classes. I first read an entire chapter or a portion of the book to my students. This way, they are able to understand and to contribute to the discussion in their regular classes. Before reading the chapter, we talk about what we know about the topic. Once background knowledge is established, we review information about the book-title, author, and main characters. The

TOP LEFT: The goal, of course, is for students to read independently. **RIGHT:** I try to end each lesson by having students summarize what they have learned.

students provide a summary of what they read in sign. Then we take turns reading the text. We discuss new words and familiar words used in new ways. Students ask questions about how to sign certain words or translate certain signs. For example, we may talk about the difference between signs such as *make* and *make up* and *get* and *get up*. Questions about expressions such as these lead us to talk about the literal translation of English sentences versus how they would be translated into American Sign Language.

Slowly but surely we make our way through the text. One element of English that poses problems for my students is the use of pronouns. We are constantly looking back to our previous sentence to find out who are *they*, *them*, or *we*. I help students learn about pronouns in the most direct way—by bringing them into the text. For example, on the board I will write:

**David and Rumi are good students.
Sara and Maria are good students.**

Then I ask each of the students to replace the proper nouns—David, Rumi, Sara, and Maria—in each of the two sentences. This is not as easy as it sounds. Maria knows to replace David and Rumi with *they*, but she must remember to replace Sara and Maria with *we*.

We talk about punctuation and other aspects of sentence structure explicitly too. Although I address all the different grammatical structures that appear in the text, I give preference to those structures my students ask about. Their questions become the content of a mini-lesson. During a mini-lesson we go over the grammatical structure that is making them struggle and the different strategies they can use to extract the appropriate meaning from the text.

After reading or a mini-lesson, I try to end the class by having the students take turns summarizing what we read or learned. Summarizing does not come easily to my students. They may try to repeat everything I said word for

word. When this happens, I again explain what summarizing means and give them examples. I remind students of a time when they told me about a movie or a TV show. I explain that the idea of summarizing is like sharing what happened in a movie without including all the details. For some students, it may take several attempts and even several months before they summarize using their own words. Each child requires a different amount of time to work through his or her two new languages. The more fluent they become in their signing, the easier it is to discuss written English.



Independent Reading

For a child to read independently, the book he or she selects must be at a level that matches his or her reading skills. New ESL students who are not proficient English users understandably have difficulties reading independently. However, all students are expected to select books for independent reading and demonstrate understanding of content in various ways. It is important to have material available that students can access and negotiate independently. The key is to have a variety of books on a variety of subjects—mysteries, science fiction, biographies, romances, and adventures stories—written at different levels. Initially

students are encouraged to select picture books, books with few words, and books with simple labels and sentences.

Older students may be understandably resistant to taking home picture books because they seem juvenile. Younger students are quick to comply. After a few tries, all students begin to understand the purpose of reading in class and taking the books home. They know they will be asked to share their book with the class, make a drawing about it, or write an entry in their journal. Last year, one of my ESL students kept a reading journal where he recorded the names of all of his favorite books and drew pictures of the parts he liked the best. Now that he is reading at a higher level, he likes to go back to those same books that he now reads easily and with confidence.

After students read a book independently, they choose how they will report on it. Some students favor standard book reports for which they write

about the book and whether they like it or not. Other students prefer to focus on the part of the book that interests them the most. They may want to talk about it, write about it in their journals, or use it as a topic for a writing workshop. As long as I know that they are taking the time to read the book and are extracting meaning, students have freedom of choice.

Reading to and with ESL students is critical. It helps them develop the basic skills beginning readers need to become fluent readers. ESL students should be introduced to English print in the same manner as young children. They have to go through the process of learning how to read just as young children do, step by step.

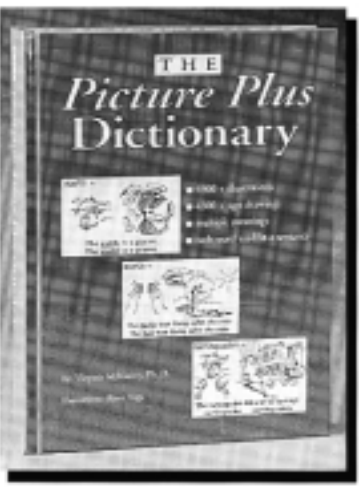
Like all children, ESL students need exposure to a wide variety of reading. They need to build background knowledge and link their own experiences to the information they receive from books. Using these teach-

ing processes allows students to build on their skills and progress. When they see people reading to them, students develop an interest in books. With shared reading, they gain confidence in their ability to participate, see connections between English and signing, and are able to contribute to discussions and enjoy books they know. Guided reading enables students to develop strategies in tackling the text and extracting meaning from it. Independent reading allows them to select their own books, discuss their ideas about them, and make a connection with reading at a personal level. ●

Maribel Garate, M.Ed., is an English as a second language teacher/researcher at Kendall Demonstration Elementary School, Laurent Clerc National Deaf Education Center at Gallaudet University. She welcomes comments about this article: Maribel.Garate@gallaudet.edu.



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Dialogue Journals... For Students, Teachers, and Parents

Meeting Students Where They Are

By David R. Schleper



For Teachers and Students

Many students who start school in the middle of the year must face the jitters. For 14-year-old Claudette*, the jitters must have been particularly intense. Claudette had left her home in Burundi, a small country in central Africa, only days before. When she entered my classroom at the Model Secondary School for the Deaf (MSSD), on the campus of Gallaudet University, it was already February. The second semester of English was well underway—and Claudette was walking into an American high school for the first time.

She knew no English and no American Sign Language. The youngest in a family with deaf brothers and sisters, she had a facility with gesture and many home signs. She could list her family members and *mère* and *père* were among the smattering of

vocabulary she had in French. I, her teacher, knew no French except *oui*. Yikes.

After welcoming Claudette to the class and introducing her to the other students, I handed her an empty notebook filled with lined paper—her first dialogue journal. For several years, dialogue journals have been used with deaf and hard of hearing children to help them learn English (Bailes, 1999; Bailes, Searls, Slobodzian, & Staton, 1986). They have also been used with students from other countries to help them learn English (Peyton, 1990; Peyton & Reed, 1990). I had used dialogue journals with many of my students with success. From the first day, I decided to see how journal writing would work with Claudette.

I mimed writing on the empty page, passing the journal to her and then receiving it back. The other students

showed her their journals. Claudette looked at the journals with their different colored ink and occasional artwork. She accepted her own notebook.

Her first entry came soon afterward.

2/12 I like school a lot.

I read it with the other journal entries, at home that evening. When we first started dialogue journals, I asked the students to write in class and occasionally I did the same. By now we had the system down. For most kids it meant writing every other day for homework. I wrote back to them from home and returned their journals at school. As a teacher, I reinforced what Claudette said and then added some more.

2/15 Hi Claudette!

I'm glad that you like school a lot. I like to teach school, too.



Her book didn't come back to me after that. After a while I requested it. She brought it to me and I resumed our dialogue.

2/24 *I'm happy that you like America. Do you study a lot? Do you have a lot of homework?*

The next day, she returned it.

2/28 *I'm happy to be in America. I want to learn.*

It was not Claudette's handwriting. Someone else had written her response. I wrote back anyway, hoping that over time Claudette would understand how dialogue journals work, and how writing in journals would help her to learn English.

ABOVE: Dialogue journals may be kept both in the language of the home and the language of the classroom. RIGHT: Claudette wrote this note to the editor expressing her intention clearly. When they met, she asked that her name not be used in this article.

2/29 *That is good, but you didn't answer my questions. Do you study a lot? Do you have a lot of homework?*

In class, I shook my head. It's your job to do this, I told her. I pointed to her gently and offered her the book again. You write. She nodded. The next day she made her first effort.

3/2 *Im is good but you didn't answer my questions D you study a tol*

At first it may have looked like gibberish, but on further examination, it was clear that Claudette was mimicking me, trying to copy the text she saw. This is normal for students. Copying the work of others sometimes helps us to construct our own sentences. I responded the next night.

3/3 *I don't study because I am not a student. I'm a teacher. Do you study a lot?*

3/6 *I study many yes.*

It was a start. We continued to write throughout that year. The following year another teacher resumed journal writing with her. Claudette continued to write in her journal and kept improving her English. Two years later, Claudette wrote the following during winter vacation:

12/31 Big Hello!

I was very enjoying with my host family and Monika and I went to Reinhard's house for the party, she and I was very talking so much. I was calling to Monika. She still in touch with me too.

My house parent was feeling bad that my host mom Ann's friend was died on 31-12 [Claudette still wrote her dates in the European fashion, day first and then month] and she had cancer. I had busy so much

and I helped to other people.

I was very happy that my host mom Ann had birth boy and Ann's baby is very cute. I will be going to Ann's house this Saturday because I would like to see Ann's baby.

I really was very happy that I got a letter from my boyfriend on Tuesday, I saw boyfriend's photo is very cute and he is very fine.

I can't wait to letter from my family and I hope they will write to me.

We went to Uncle's house for the party 25-12. I was enjoying with Uncle's house.

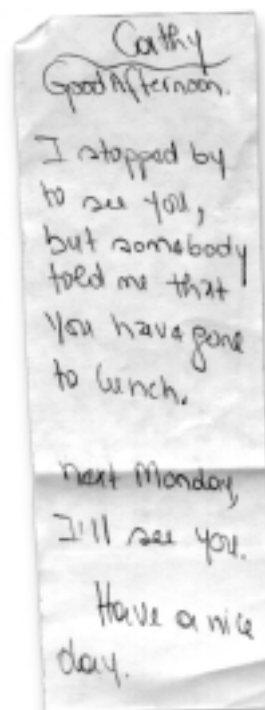
I want to ask you that how is your Christmas? I hope you had enjoy for Christmas.

I really was enjoying read book "Harriet Tubman" and I have other a book from home, I always to read French and English that I was writing to my good friend by French.

Bye bye

Claudette

P.S. H.N.P.—happy new year



Not bad! Although there was still a long way to go, Claudette had improved. Today she is taking courses at a university and still working to improve her English. When I think back to meeting her so long ago, I realize that writing in a dialogue journal was one of the effective strategies we used for helping her to develop as a writer.

* Claudette is a pseudonym used by request.

For Host Parents and Son

At MSSD, students who arrive with knowledge of a language other than English are encouraged to maintain and develop it. While we work in school on developing their English and American Sign Language, we also encourage parents to work along with us at home by writing to their children in the family's native language. Not only does maintaining and using another language make learning English easier, it is also a way to insure that children are able to communicate with their families and be part of the heritage that is theirs by birthright.

Franklin was a high school student from Peru. His host family in the United States included a Latino father and an Anglo mother, both of whom were educators and both of whom were deaf. Franklin and his host family kept a home dialogue journal together. Franklin used his journal to write back and forth to both of his host parents using English and Spanish.

By using dialogue journals at home, these parents worked in partnership with MSSD to maintain the foundation of Franklin's Spanish and to use it as a springboard to English and American Sign Language.

At right is a glimpse of their conversation. A translation follows on the next page.

Pages From Franklin's Journal

Dear Franklin -

I'm looking forward to meeting Leslie tomorrow. I hope that Leslie will enjoy himself.

Fall is here and the trees are changing colors now. Do the trees in Peru change colors or are the leaves green all the time?

I really like your bedroom with the new furniture that we bought at IKEA!

Someday, you (and (C)) will paint the mirror!

I can't wait to see your play on Oct 25th! Do you want us to invite Carlos and Iris, or not?

I'm glad you had a great time during homecoming.

We are both very proud of you. We heard that you are trying very hard in school and studying hard. I will let Angel write to you now in Spanish! Love, Marianna

Hola Frank

Espero que te guste una vez en la ciudad. Por aquí todo está bien, con muy muy cosas. Trabajo mucho el lunes, martes y miércoles hoy, jueves, voy a salir con Marianna a un restaurante mexicano. A nosotros nos gusta como comen los mexicanos.

¿Por qué fue la semana? Aprendiste mucho? Estoy esperando por tu visita aquí para que podamos hablar y hacer algunas cosas juntos. ¿Gusta mucho, verdad? Lo que te gusta. Espero que no. Mea.

Translation

Silvia Golocovsky, interpreting and translation specialist at the Laurent Clerc National Deaf Education Center, translated the note on the previous page as follows:

Hi Franklin, Hope you had a wonderful week. Here things are fine, but I feel very tired. I worked hard Monday, Tuesday, Wednesday, but today Thursday, I will go to a Mexican restaurant with Marianne. We love Mexican food. I would love to learn how your week went. Did you learn lots?

Later Franklin writes to his foster father.



Translation

Hi Angel, I am doing fine in school. I am thrilled you have written in Spanish. I do understand! I would like to go and eat at a Mexican restaurant when we go there. I love Mexican food because Mexican it's my culture!

I am proud of you because you have helped me so much with my life. Life in school is quiet and I have learned a lot. I really want to play football with you and all your friends. Many thanks!

Translation by Silvia Golocovsky

For Mother and Son

Earlier I had another student, I-Chun "Eugene" Shih from Taiwan (see page 23). In school, Eugene worked on learning English and American Sign Language. Eugene's family spoke Mandarin, and Eugene had learned how to write Mandarin, too. We told his mother that it would help him learn English and American Sign Language if she would write to him at home in Mandarin. Every night Eugene's mom and he wrote back and forth. In this way, Eugene worked on developing English, American Sign Language, and Mandarin. When I last saw him, he was well on his way to becoming a confident—and trilingual—deaf adult.



Translation

The first note is from Eugene's mother.

Eugene:

These two days you were not at home. We miss you so much. Now you must have a comparison of living in the home and school. Maybe when you grow up, you can try to stay in the school. But either way, you should value your time, study hard, and communicate, get along with others. Tomorrow your father's company has a big party (78 people). All our family members will attend to celebrate Christmas and New Year. As your mom, I hope you have a lot of success this year.

Best wishes!

Mom

Eugene's Reply

Mom:

Yesterday and the day before yesterday I was not home but I feel at the school dorm just like at home. I get up at 5 a.m. every day. Then I went to celebration party, I am so happy there. I wish I could stay there one more day, but I could not. I have to come home! I like big party. It's very good to have a raffle here.

Translation by Wei M. Shen

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Research, Reading, and Writing

The Internet

Surfing, NO! Learning, YES! →

By John Gibson

In my class, young teens gathered from all parts of the globe—Peru, Morocco, Nigeria, Ethiopia, Guatemala, the West Indies, and Mexico. They were participating in a two-and-a-half-week program that the Clerc Center's Model Secondary School for the Deaf sponsors as part of our extended school year because they were from families where English was not spoken in the home and because they were struggling with learning the English language. Most of them had been in the United States for at least a year, and they were conversant, if not fluent, in American Sign Language.

During the first days of class, I



encouraged the students to talk about their home countries. The stories students told about their homelands were intensely personal and often classroom related. Physical punishment, normal in some countries, is considered abuse here, they said. Some noted that the level of respect in American classrooms was much less than what they were used to—and the level of freedom much more.

Their observations were insightful. Still, it became obvious that, beyond the sight and touch of their personal experiences, they knew little of their home countries. When I suggested that perhaps we should use the summer program as an opportunity to explore their native lands, they were enthusiastic.

We were working in a school so we had access to the library. But I took my cue again from my students. All of them knew about computers and had seen their classmates use them. But no one had them at home.

They wanted to explore their own countries, and they wanted to do it through the Web. I agreed.

It is difficult for ESL students to

work on the Web. For this experience to be educational, it has to be structured. Searching the Web is not something that new users without English fluency can effectively pursue alone. For one thing, the Web, as much as any book, is couched in English print. A bit of translation and keyboard help is necessary. Too often, student surfing is a waste of precious educational time.

The students were strongly motivated to learn about the lands that they and their parents came from—and they were astounded at what they found.

Still, ESL students, like all students, want to be like their peers. Like all students, they need to conduct research on the Web and use it to produce a project. They need to learn to formulate their own questions, find ways to answer them, and then be able to present the information to share with

other people. While students explored the Web, I required them to respond to questions to demonstrate their reading comprehension. Flora Guzman, the other ESL teacher, and I would sit with students and provide support while they worked on their computers. We asked each student to find the following information about his or her home country:

- population
- geography and size
- literacy rate
- religion
- currency
- language

One of the sites we found especially helpful was provided by Dave Sperling in conjunction with Prentice Hall. The Web site, *A Workbook and Companion Web Site for ESL/EFL Students*, located at <http://www/pren.hall.com/sperling>, leads students to sites where they can explore information about cities and countries around the world, participate in group discussions, and exchange E-mail with other ESL students. The site gave students the structure they needed to effectively search the Web for the information they needed.

The enthusiastic response of the

students was more than I expected. The students were strongly motivated to learn about the lands that they and their parents came from—and they were astounded at what they found.

For example, a student from Mexico was surprised to learn that most Mexicans were Catholic.

“I’m Catholic and my whole family is Catholic,” he told me. “But most of my friends in the U.S. are Protestant.”

ABOVE: With a bit of translation and keyboard help, Web surfing becomes an educational use of student time.



ABOVE: ESL students, like all students, need to do research projects—and in today's world that sometimes means searching the Web.

For this student to imagine a place where he and his family would be part of the majority culture was a novel and exciting experience. He and his family were no longer unique. They were part of a widespread and profound culture, albeit one that was geographically out of reach.

By virtue of the Web, much of the culture, geography, and religion of the world became within reach and my classroom was soon alive with students sharing their newfound knowledge with each other. It was especially exciting because, by learning about their respective countries, they were also learning about themselves.

With their research concluded, it was time to put together a travel brochure.

"What if you wanted to tell others about your country?" I asked the students. "What would you say?"

As they assembled their information, they had to include the informa-

tion that they had found on the Web, including the religion and literacy rates of their country. The final products were simple but telling. The students took them home with pride.

"I liked [the program] because [it was] good to write English every day," wrote one student. "I want skill writing English," wrote another student.

Reading their comments, I felt assured that the objectives of the program—to develop better research, reading, and writing skills and a lifelong appreciation for literacy, communication, and learning—were met. ●

John Gibson, M.Ed., is an English as a second language (ESL) teacher/researcher at the Model Secondary School for the Deaf at the Laurent Clerc National Deaf Education Center at Gallaudet University. Gibson has worked as an ESL instructor and coordinator at Red River Community College in Manitoba, Canada, and at Grant Mac Ewan Community College in Alberta, Canada, and is currently attaining certification in teaching English as a Second Language at American University.

Issues in Access: Creating Effective Preschools for Deaf, Hard of Hearing, and Hearing Children

By Gail Solit, M.A., and Angela Bednarczyk, Ph.D

Issues in Access shares the work of Project Access, a federal training grant that resulted in the creation of preschools in which deaf, hard of hearing, and hearing children could grow and learn together.

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New from the Laurent Clerc National Deaf Education Center



Language Experience

Using Real Life—and Teaching to Change It

By Francisca Rangel

19, octubre, 1.999

I stood with magic markers ready. It was mid-morning, time to present a lesson on bar graphs to my fourth graders at Kendall Demonstration Elementary School (KDES) on the Gallaudet University campus in Washington, D.C. I had already written the date on the board in Spanish as is my custom. I add the Spanish inscription to the English first thing every morning, partly to enrich the class and partly in recognition of the one child in my class from a Latino family.

Juanita* is from El Salvador. Her mother died several years before and her father recently remarried. She seemed to be handling the situation with the quiet acceptance that she used to handle everything. Juanita was learning with children her own age. Her American Sign Language had blossomed and her knowledge of

English was growing, too.

Juanita's eyes were among those watching me avidly when the smell wafted through our classroom. In the next class, the teacher and students had read Grace MacCarone's *Pizza Party* and were cooking as a follow-up activity. The smell was rich, warm, and welcoming.

Pizza.

"Is that for us?" one of the students asked. All of them looked around eagerly. Thoughts of bar graphs vanished.

"It's not for us," I explained. "It's for other students."

Their reaction was instantaneous.

"It's not fair!" they cried.

A few of my students inched toward the classroom divider. Two tried to peek underneath. Their classmates clamored over to join them. Even Juanita, usually among the most quiet in the class, couldn't resist that smell. For an instant, I worried that decorum might break down entirely.

And I had to empathize. My assistant, Melissa Knouse, an intern from Gallaudet University, and I looked at each other. If the pizza was making us

hungry, what effect must it be having on our students?

"Pizza is a great snack," I agreed.

The students shuffled about, displeasure evident on their faces. A few flashed me signs of discontent, although not Juanita. She has many American habits, but she is still extremely polite and respectful in the classroom—exactly as her parents would want her to be.

"Let's sit down." I gestured to a small table and the students clustered around me. "What would be a good question to use for our bar graph?"

"Snacks," Chris responded.

He thought for a moment and then formulated the question, "If we had a chance for a snack in class, what would it be?"

Perfect. I wrote Chris's question down on a sheet of paper.

"Ashley, what's your favorite snack?" I asked.

"Pizza," said Ashley. She was not pleased. But she was looking at me. So were her classmates.

"French fries," said Megan.

Each child signed a response and I recorded it.

ABOVE: The author, Francisca Rangel, with one of her students.

My students were sitting down again, looking at me, and anxious to participate. To French fries and pizza, we added brownies, chicken, popcorn, potato chips, drinks, and hamburger.

"Let's vote on who likes what," I suggested. "Then we'll graph the results."

The lesson wasn't turning out exactly as I'd planned, but it was definitely a way to integrate math with real experience. Classrooms for second language learners need to approximate real world settings, researchers say. This setting involved pizzas and a bar graph—and democracy.

"Everyone has two votes," I said.

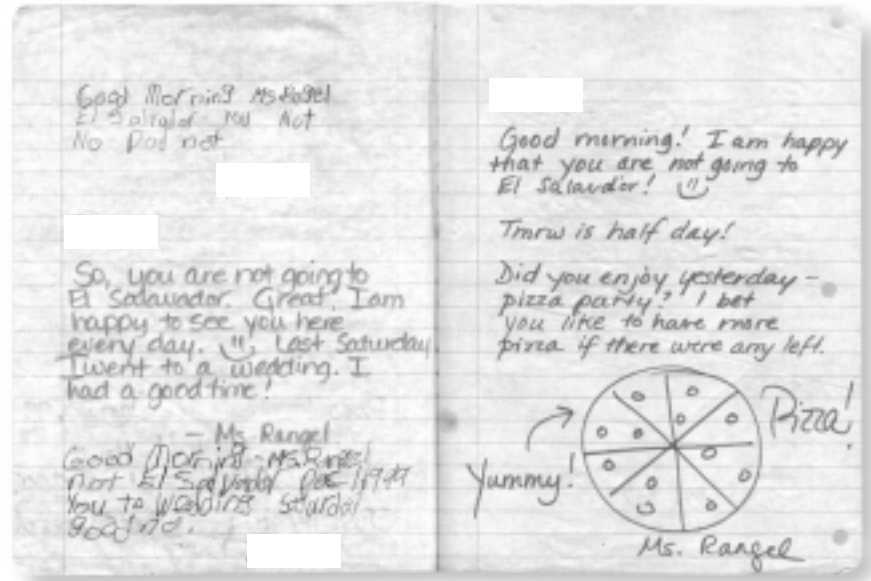
We voted with brightly colored construction paper, cutting it into rectangular shapes, writing our names, and making labels for ourselves. All of us made at least two labels. Then using large poster paper, we began the graph. Snacks were listed along the x-axis and the number of students along the y-axis. Each student placed his or her paper label directly on the graph above his or her favorite snack, pasting it carefully above any labels that were already there. Chris, Ashley, Ram, Juanita, Megan, and Alyk put their labels above pizza, making it the most popular choice and the highest bar on the graph. Ice cream and French fries followed with four labels each. There were a few votes for the other items as well.

By the time the graph was finished, we'd settled into our topic, made a bar graph, and stopped noticing the smell of the pizza.

While we worked, I thought about Juanita.

In some ways, watching her was like holding a mirror up to myself. My parents' first language was Spanish. My father had been born in Mexico and moved to Texas, where he met my mother. Her family had lived in Texas for over 100 years, since European maps said that the land was Mexico.

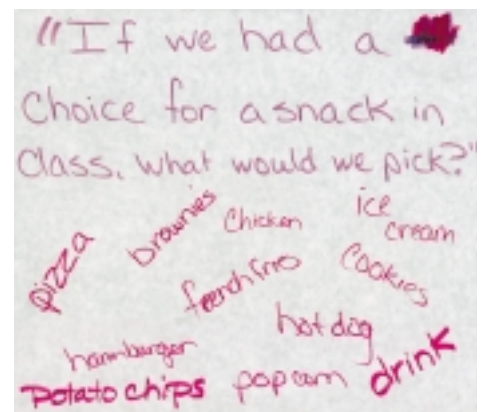
Fortunately, at Kendall there are more services now for ESL children and their families. When we called



Juanita's father, an interpreter translated the signed or spoken words of her teacher into Spanish. The interpreting office translated all official notices into Spanish. Juanita's father was doing his part, too. When sign language classes were offered for Spanish families, he was among the few parents who came. When we had meetings of Parents as Partners, he was among those who helped us forge communication between parents, children, teachers, and our work in the classroom. When we sponsored Family Math, he came and brought his entire family.

There had been rumors that Juanita would leave soon to visit her family in El Salvador. Actually Juanita had told me so herself. We wrote about it in her journal. She was excited and happy. The other teachers said she went home periodically.

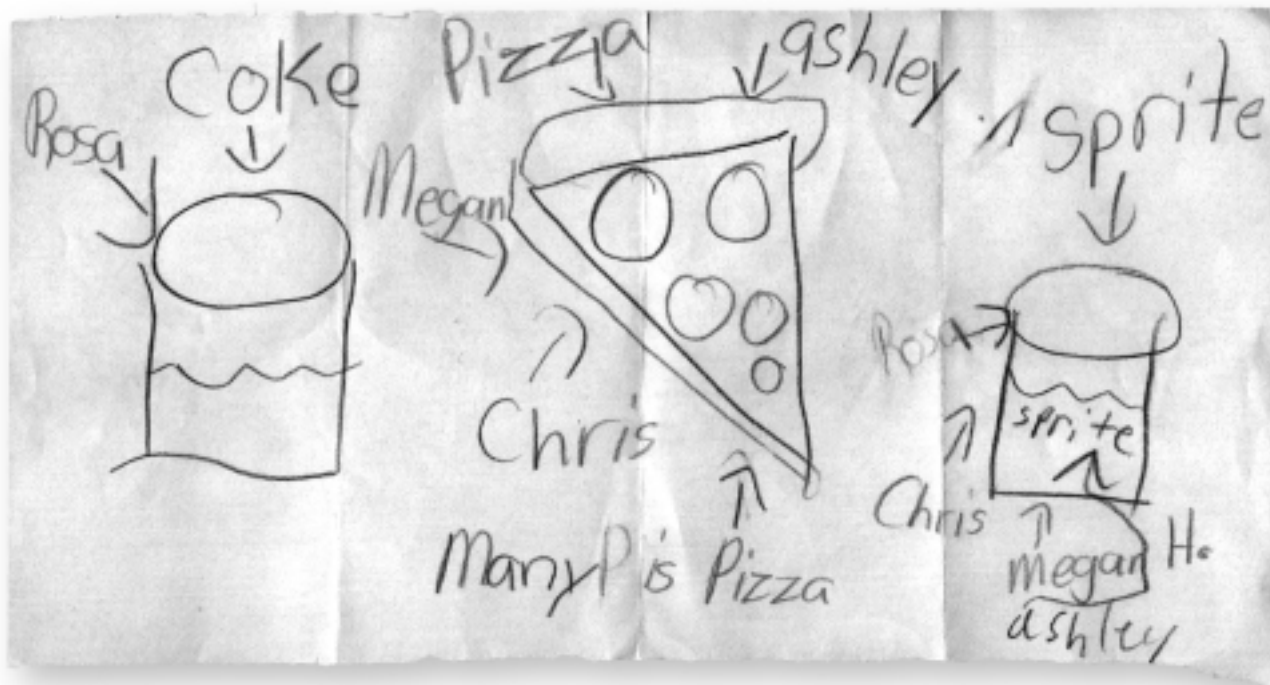
"She'll come back just in time to take the standardized test," someone remarked. I could see the frustration on my colleague's face. I understood it, too. As teachers, we are responsible for our children's education. This



translates—at least in the perception of taxpayers and those who oversee our program—into improving test scores. We would be held accountable for Juanita's education—even when she wasn't in our class to receive it. Of course, our loss paled beside that of Juanita. Not only would she not advance; regression was a normal part of absence. The biggest loss would be hers.

As a child, I missed a lot of school, too. Every spring, my family would pack up my brothers and sisters and

TOP: Pages from a journal—On the left page, the child, her name obscured to protect her identity, tells the author that she is leaving for El Salvador, and when she reappears in class the next day it appears that the family postponed the trip. On the right page, the author reminds the student of the pizza party. ABOVE: Chris crafts a question and the other students suggest answers.



me. We would leave Texas and head for the Illinois farmlands. Like Juanita, I never knew exactly when we were leaving. I never had a chance to say goodbye to my friends. I'd finished out and begin the school year in DeKalb or one of the other small Illinois towns. The camps where we lived are gone now, but then they bustled with life. Each family had cinderblock housing, and there was a single toilet and shower facility that we all shared.

Like the other children, I worked in the fields before and after school, and on weekends. Every summer, I went to migrant summer school. Located in Rochelle, Illinois, the school was a constant in my existence and I believe I learned a lot there—though all the other children were hearing and no one was trained to work with a deaf child. Then fall brought a different school, which I would attend for a few months until the fall crops—tomatoes, asparagus, and corn—were harvested and my family headed home to Texas.

"Good job, Juanita!" I gave her the

thumbs up sign.

It was the next day, and Juanita had contributed to developing a different graph with the same information—this time a pictograph. Now the students understood that there were at least two kinds of graphs. Their wishes for treats were displayed on both kinds. The graphs remained on display in the classroom. Both graphs indicated the same preference.

"It looks like our class snack will be pizza!" I said.

The students were enthralled. I stood again at the front of the class. Why had each of the students selected his or her snack? And how should we go about getting it?

Suggestions came forth.

"Ms. Rangel and Ms. Knouse can buy the pizza!" said Juanita.

"We can earn money," said Ram.

"We can charge it," said Chris. "We can use the red card from the grocery store."

I explained that the red card was not a charge card but a discount coupon. Having my purse nearby, I pulled out both my red card and my charge card. I explained the vagaries

of charging—and having to pay later.

Up on the chalkboard went a drawing of a pizza. Every time a student completed a homework assignment, he or she earned another slice and it was filled in on the board. It was a quick exposure to fractions. Once everyone had a full pizza's worth of work, we would celebrate in the classroom.

From time to time, grumbling and the issue of unfairness arose. When the students asked me again why a nearby class had pizza when we did not, a literacy activity seemed appropriate.

"Why don't you write to Ms.

Weinstock?" I asked the students. Janet Weinstock was the lead teacher of the 3/4/5 team, of which we are members. "Write to Ms. Weinstock and let her know how you feel."

Ram, a natural leader, took the lead. Grabbing a pencil and paper, he began the letter. The other students gathered around, offering encouragement and suggestions on how to craft the complaint.

By the time the actual pizza arrived—a donation to our class by Ms. Knouse and myself—the answer to Ram's letter had arrived and the two

ABOVE: The students speculate on their favorite snacks.

epistles were posted side by side by the board. In fact, much of the project bedecked the walls, reminding students of the work they had done and reinforcing their understanding of graphs and printed language. Hands-on instruction, emanating from the students themselves, was important. I was able to incorporate all of the students in the discussion. After weeks of language arts, fractions, writing, analysis, graphing, counting, and math, we sat down together and ate our special lunch.

I was glad that Juanita was there to enjoy it with us.

13, enero, 2.000

After winter break, Juanita did not return. One day passed and then another. After a while, the word was official. She was back in El Salvador. She was visiting her family.

People tell me that I'm not just a person who feels a special bond for

Juanita, but that I am a role model for her. As time passes and she comes to know me, she'll look to me as a person from a similar background and feel that if I was able to turn my life into a success, she should be able to do it, too. Like Juanita, I am deaf and Latina. Like her, I couldn't hear the language that my parents used in our home. And like she is doing now, I struggled long and mightily to master English even while missing blocks of school time.

Like Juanita may do, I forged my identity not from natural growth into a heritage that was my birthright but from a wider experience that I claimed and identified as my own. There are pieces of me that come from my Mexican family and pieces that come from my American deaf friends. There are pieces of me from the migrant summer school and from Gallaudet University. There are also pieces of me that come from my work prior to

teaching—when I was in the Peace Corps in Ecuador.

In class, our activities continue. While Juanita visits her family, whole days have become whole weeks of education and transpired without her. Her drawings still hang on our classroom walls. A chair, with her name printed carefully on it, remains empty.

We're waiting. ●

**Juanita is a pseudonym used to protect the identity of the child.*

Francisca Rangel, B.A., American Sign Language/Deaf Culture/Multicultural specialist with the Laurent Clerc National Deaf Education Center at Gallaudet University, is completing her master's degree in Deaf Education at Gallaudet University this semester. She welcomes comments about this article: Francisca.Rangel@gallaudet.edu.

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Writers' Workshop

I-Chun “Eugene” Shih = Brave Student

By David R. Schleper

I-Chun Shih, like many ESL students, appeared in our class in the middle of the school year—and during writers’ workshop. As a middle school English teacher of deaf students, I did writers’ workshop every day. During this time, students worked on aspects of their own writing and I met with them individually to discuss their progress. It was usually a 60-minute period, including a mini-lesson, writing, and sharing what we had written with each other.

Now here was Eugene, as he came to be called in America, thin and small with ruffled hair, looking very uncom-

fortable on his first day at the Hawaii Center for the Deaf and the Blind. Using gesture, we welcomed him. I introduced him to the other students, and each took a turn fingerspelling and signing his or her name. Throughout the whole ordeal, Eugene was silent. During his initial evaluation, the diagnostic team determined that he could speak a bit of Mandarin, the official language of China, and using immature forms of the language, he was able to write it intelligibly as well.

Putting my arm around him, I led him to his desk. He would join our writers' workshop.

"Write," I gestured.

Eugene sat down and looked at his classmates as they returned to work. Around him some of his classmates

worked on rewriting their stories. Others worked on fashioning their stories into books. Still others began first drafts.

After a while, I glanced at Eugene. I was pleased to see he was writing, too. In Taiwan, he had taken English class for a year. He wasn't comfortable with English yet though. He was writing in Chinese.

At the end of the class, students took turns sharing their stories, explaining and discussing what they had written. Eugene watched, wide-eyed.

Finally I gestured in his direction.

"Do you want to share with us?" I pointed to his paper and then, open palm, toward him.

Slowly, Eugene stood up. He under-

stood what was happening around him. I looked at his paper with its Chinese characters. Eugene would have to do this on his own. It took him a minute and then, using elaborate gestures, he started to explain.

First he grimaced and pointed to his calf. With his forefinger, he made a motion up and down along the bone.

"You hurt your leg?!" one of the students guessed.

Eugene nodded. From his expression it must have been very painful.

"Wheelchair?" mimed one student, meaning did he have to use a wheelchair.

"On crutches?" asked still another.

Eugene shook his head. He had not been on crutches or in a wheelchair. But he had gone to the hospital.

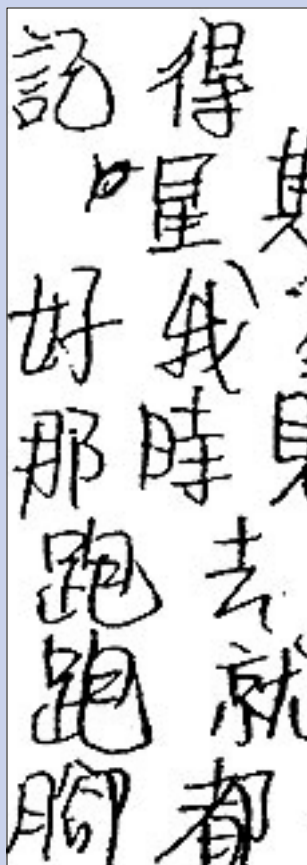
I-Chun "Eugene" Shih Today

Today Eugene Shih goes by his Chinese name, *I-Chun*. He is a second year student at the National Technical Institute for the Deaf. His major is applied computer technology.

Shih transferred to the Model Secondary School for the Deaf (MSSD) as a high school junior. When he entered MSSD, his reading comprehension was a 2.7 grade equivalent on the Stanford Achievement Test (SAT-8), which put him in a percentile ranking of 38 compared with other deaf and hard of hearing students his age.

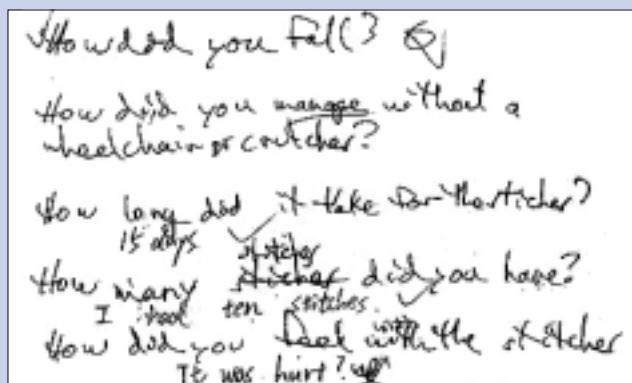
After two years of immersion in the MSSD literacy program, Shih's reading comprehension shot up to 4.5, an impressive 17th percentile point gain, and he was reading better than 67 percent of hearing students his age.

At right are materials from Eugene's first writers' workshop.



1. First Draft.

ABOVE. I looked over and saw Eugene writing during his first writers' workshop—in Chinese.

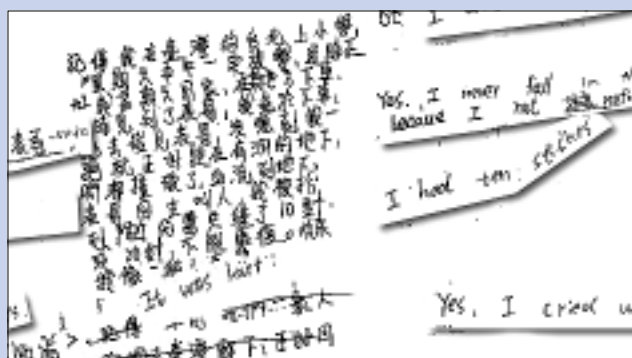


2. Feedback.

ABOVE. After Eugene explained his story through gestures, the other students asked him questions and Eugene used the information as he revised his story.

3. Adding Information.

BELOW. Eugene added information to his story—this time he wrote in English.



Whatever had happened to his leg must have been very serious.

I asked if the accident had been recent. “Now?” I groped how to make myself understood. “A long time ago?” I used the American Sign Language sign for *long ago*. Eugene copied my signs for a *long time ago*.

“How old?” asked the students, first in American signs, then in a series of gestures miming growth. We used our fingers to communicate—one finger, one year. Eugene had been nine years old. While the students pressed Eugene for details of his story, a teacher wrote down their questions and his responses. As the workshop concluded, Eugene had not only done some extensive writing, but he been incorporated into our classroom.

The next day at writers’ workshop, the class resumed its work. Having produced a block of text, it was time for Eugene to revise, using the questions from the previous day. I paired him with another student who was also in the process of revising his writing. Together, they added information to their stories through the use of “spider legs”—lines that find their way into text to mark where new sentences or ideas should be inserted.

As the day’s workshop came to a close, I felt momentarily stuck. Eugene had produced a beautiful body of Chinese characters, which now included spider legs sporting English words.

Now what?

The next day, I met with Eugene just like I meet with all of my students.

“Show me again what this says,” I told him. I pointed to the unfamiliar writing before me.

Again Eugene performed his story, this time in section-by-section translations from Chinese to gesture. I wrote the English translation of the story on the paper. Then I translated the English to American Sign Language. As I signed, Eugene watched intently, his eyes moving back and forth between my signs and the English words.

“Good job!” I told him.

That night at home, Eugene elicited the help of his sister, whose English was a bit better than his, and added more information to the story. He showed me his work the next day.

Progress!

in) I was nine
I was on the bus. My cousin
Then I got off the bus. I slipped and fell. My cousin
carried me to the hospital. I cried and cried. At the hospital
doctor gave me medicine. I cried and cried. Then my cousin
My mother and father were sad.
two day

4. Focusing on English.

ABOVE. Eugene explained his story again in gestures. I wrote down the English words and signed the story in American Sign Language. That night his sister helped him add information at home.

5. Incorporating a mini-lesson.

BELOW. The next day I started the writers’ workshop by giving a mini-lesson on paragraphs. Eugene incorporated his new information and structured his text into paragraphs.

old, I was on the bus. My cousin
Then I got off the bus. I slipped and fell. My cousin
carried me to the hospital. I cried and cried. At the hospital
doctor gave me medicine. I cried and cried. Then my cousin
My mother and father were sad.
two day

I was nine years old. I was on the bus. I got off the bus. My cousin got off the bus first. Then I got off the bus. I slipped and fell. They had to hold me. I was crying. I never fell on the floor because I noticed my cousin carried me to the hospital. My leg was bleeding. I cried and cried.

6. Publishing the Story.

ABOVE. Many students find that publishing is one of the most exciting parts of writing, and Eugene was no exception.

7. With his first story published, Eugene began a new story.

BELOW. This time he wrote more in English, filling in with Chinese characters when he got stuck for a word.

I small 時候 in school and Forher walk go to run 和跌地上, 正 good 呢. I 跌在地上, 急忙 救. see 我. 讓開, she also 保護我.



PHOTO: DAVID R. SCHLEPER

“Show me again what this says,” I told him. I pointed to the unfamiliar writing before me.

The next day, reacting to some good student writing that nevertheless lacked indications for paragraphs, I focused our writers’ workshop with a mini-lesson on paragraphs (Lane, 1993; Clemmons & Laase, 1995). After I explained paragraphing to the class, I sat down for a few minutes with Eugene. Then Eugene, like the rest of his classmates, went through his text again, arranging the sentences into paragraphs.

The following day we conferenced together. I began with praise and reinforcement. Eugene had done very well. He had used the help of other students and he had recruited his sister. “Wonderful!” I told him. Then I also pointed out some ways he could improve his writing. For example, he had written *sed* for *sad*—an easy mis-

take, especially for a boy used to writing in characters. They look the same, I said, pointing back and forth between *a* and *e*. But for *sad*, I used the American sign, spelling *s-a-d*. I also pointed to his phrase “I crying.” In American Sign Language, it would be *I CRY*, I affirm. That’s fine. English follows a different system; one must write out “I was crying.” Gestures, nodding, lots of signing and writing. Eugene nodded seriously.

Then I gave him the good news. You are ready to publish! I told him. As Sunflower (1993) notes, for many students publishing is the most exciting part of the writing process. Eugene sat down to type eagerly. A title page, cover, and author biography followed.

Learning to write and writing are

parts of an ongoing process and experience, not just for our deaf students but for all of us. After his moment of accomplishment and success, Eugene was ready to begin a new story. The next day, he did. This time, he forged ahead with a first draft in English. Sometimes he didn’t know an English word so he would substitute the Chinese character for it. Good strategy, Eugene! I thought.

Like many students, Eugene was ready, willing, and able to write. All he needed was someone who believed in his potential and experiences to develop his skills. As Freedman and Freedman (1992) said, “All students can learn if they are engaged in meaningful activities that move from whole to part, building on students’ interests and backgrounds, serving their needs, (and) providing opportunities for social interaction.”

In his notebook, Eugene scribbled an equation of his own creation: Brave Student = Eugene.

I saw the equation and laughed.

Indeed.

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ABOVE: I-Chun “Eugene” Shih as a young reader. Today, I-Chun is a student at the National Technical Institute for the Deaf, majoring in applied computer technology.

David R. Schleper, M.A., is literacy coordinator for the Laurent Clerc National Deaf Education Center at Gallaudet University. He welcomes comments to this article: David.Schleper@gallaudet.edu.



Over one hundred beautiful color photographs and a perceptive narrative highlight this intimate look at the lives of Deaf people in Nepal. Anyone interested in Deaf Culture will discover a captivating portrait of Deaf Life in this far-away land. By seeing how Deaf people are understood and treated in Nepal, you will also gain a unique perspective on their Mother Culture, and perhaps on culture worldwide.

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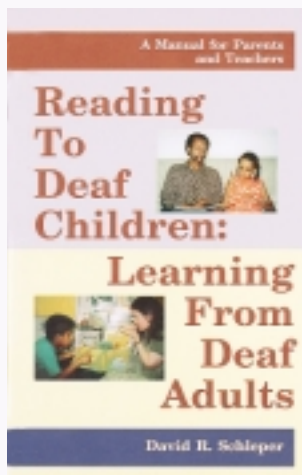
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A Welcome Without Words

Communicating With New ESL Students

By Cathryn Carroll

Often it's the middle of the year. An administrator arrives in the classroom with new students from foreign lands. These students don't know English and they don't know American Sign Language. They probably have imperfect command of their home languages, signed and spoken. They can't talk to you—and if they could, you wouldn't understand what they said.

But they can communicate. And so can you.

Sign languages are as opaque to those who don't know them as spoken languages. Nevertheless a few simple gestures—and close observation and willing heart—can help you communicate with these new students.

Here is what Dennis Berrigan, coordinator of American Sign Language training and evaluation, and John Gibson, ESL teacher/researcher, at the Laurent Clerc National Deaf Education Center at Gallaudet University suggest:

- **Point.** Using the index finger to refer to something is a gesture both of prelingual children and adults who want to clarify what they are talking about. Called a referent, an extended index finger can refer to a person, place, or thing. It says *look*

there and *look at this*, and it puts a range of pronouns—*me, you, he, she, it, us, them, we, and they*—at the tip of a single finger.

- **Eye gaze.** With eyes reinforcing index finger, your student is certain to attend to what you want—whether it is a book, a computer, or new classmates.
- **Thumbs up and thumbs down.** Around for a long time, these simple gestures, especially when accompanied by facial expression, seem to have meaning across cultures.
- **Nodding/shaking head.** Except for a few cultures—most notably Bulgaria—nodding one's head up and down means *yes*. Shaking it from side to side means *no*.
- **Facial expressions.** With perhaps a few exceptions, smiles for approval, frowns for disapproval, and raised eyebrows for asking questions communicate across linguistic and cultural boundaries.

First Day

1. **Welcome the child.** If this is the child's first experience in an American classroom, he or she will always remember and have feelings about this day.
2. **Introduce the child to the rest of the class and the other deaf students.** Show which children are deaf with a touch of the ear, a shake of the head, a point, and eye gaze.
3. **Ask the child to show where he or she is from using the classroom globe.** Have the other students show where they were born as well. Chances are the

new student is not the only foreign born child in the classroom.

4. **Be alert and understanding of differences in language and culture.** In some cultures, it is impolite for young people to look older people in the face. Some American signs—for example, the handshake for *t*—have negative meanings in the sign languages of other cultures. Similarly, some foreign signs—for example, a Chinese sign for *older brother* that is made with the extended middle finger—have negative meanings here. No one can know every nuance before it occurs. Take your cues from the children.

The Universals

Some things about teaching never change, but they are especially important for the ESL student.

- **Observe the child.** Don't wait for children to tell you they don't understand. Keep your eyes on their faces and you will know.
- **Use complete language.** Children need full and continuous exposure to the languages—American Sign Language and English—that they are learning. They will not understand everything at first, but with continuous exposure understanding is assured.
- **Have confidence.** Your ESL student is a symbolic being—just as his or her classmates, you, and all human beings are. Language is a natural outgrowth of this.

Your new student is ready to learn. ●

ABOVE: Thumbs up—a gesture that seems to have meaning around the world.

Looking Back

A Deaf Adult

Remembers

Coming to America

Odyssey Interview

Fanny Yeh-Corderoy du Tiers, now a distinguished graduate of Gallaudet College, dancer, artist, wife, and mother of twins, remembers arriving in the United States after a two-year hiatus in Brazil. Originally from Taiwan, Fanny and her older brother, John, became the only Asian students in Kendall Demonstration Elementary School. It was 1962 and she was 11 years old.

ODYSSEY: How was your reception?

Corderoy du Tiers: (smiling): While we waited to go to our first class outside of the principal's office, little children walked by, saw us, and went crazy. They pulled at the corners of their eyes, tucked their bottom lips under their upper teeth, and said, "Bah! Bah!" I think they were playing as if fighting the Japanese in World War II. It was terrible! I looked at my brother, and he looked at me. Oh no, I thought,

what have we come to? We were so depressed! Then the next class came by. The students were older, closer to our own age. Their reaction was entirely different. They gave us the thumbs up sign and made us feel welcome. I looked at my brother again, and he looked at me, and I was like, "Hooray!" We were so relieved.

ODYSSEY: How were you able to come to the United States?

Corderoy du Tiers: My father was a civil engineer. He would not have been allowed to leave Taiwan but he pleaded a special circumstance—finding a better education for his two deaf children, my brother and myself. The government let him go. We moved with a third older sibling, but my two oldest brothers were not allowed to leave. They had to stay in Taiwan to graduate from the university and perform military service.

ODYSSEY: Did you come directly to the United States?

Corderoy du Tiers: No, my family went first to Brazil because my uncle lived there, but there were no good schools for the deaf there. I stayed home and fretted. At that time, my eldest sister, living in Washington, D.C., helped us

to explore options in deaf education in the United States. She saw an article about Gallaudet College and wrote to Leonard Elstad, who was then Gallaudet's president. Dr. Elstad promised us a place at Kendall School. So John and I moved to Washington, D.C., lived with my sister, and went to Kendall.

ODYSSEY: How did that first day feel?

Corderoy du Tiers: I was so excited to finally be here and to be starting school.

ODYSSEY: How was class?

Corderoy du Tiers: Well, at first they put me with eight- and nine-year-old kids in third grade. I was so humiliated. I knew I had to study hard and get out of there!

ODYSSEY: Did you have support?

Corderoy du Tiers: Oh, yes. Especially my teacher, George Johnston, who was deaf. He was always helping me with vocabulary. Some older students made fun of me and my brother. For example, they would laughingly ask me what a "CAT" was and I would have to look up the word in my English/Chinese dictionary.

ODYSSEY: How long did you remain with the younger children?



Corderoy du Tiers: Not long. A few weeks. I remember very well. They had teased me, so I was happy to say “goodbye” and move to the upper class.

ODYSSEY: First you studied to catch up, and then you studied to get ahead!

Corderoy du Tiers: I was so proud to move up to join my brother. He was a year older than me, but after that we were always in the same class. We graduated together only four years later.

ODYSSEY: What do you remember as a cultural adjustment?

Corderoy du Tiers: Primarily learning a different sign language. In Taiwan, we hold up the middle finger for many different signs, like *older brother*, *banana* and *airplane*. In America, you have to be careful to avoid making signs with the middle finger!

ODYSSEY: What were some of the strategies that you used to learn English?

Corderoy du Tiers: I brought my Chinese/English dictionary to school every day. I carried it everywhere! I lived with it. I also feel it helped that teachers signed to me in English word order. This helped me to see the structure of English. And reading. It is so

important to read.

ODYSSEY: What is your best memory?

Corderoy du Tiers: My brother and I both went to Gallaudet after we graduated from Kendall. I joined a sorority and he joined a fraternity. In our senior year, I was so pleased to be elected president of my sorority. When I walked out as the new president, I saw my brother. He had been elected president of his fraternity. That year we were both presidents!

ODYSSEY: Do you feel that being an ESL student gave you important skills?

Corderoy du Tiers: Oh, yes. Six years ago, I married Henri Corderoy du Tiers. Henri is French and I moved to live with him in Paris. The first few years, I did the same thing as I did when I arrived in the United States. I was very quiet, just watching. I carried my English/French dictionary everywhere. I took a private course in French, and my teacher required me to write three diary entries every week in French. I didn’t want an interpreter. I wanted to be independent. I learned French Sign Language, too, of course. We call it LSF—Langue des Signes Français.

ODYSSEY: Now what projects are you involved in?

Corderoy du Tiers: I wear many hats, in a variety of projects. I am a dancer-performer for the cafe theatre, a coordinator for the deaf program at a training and workshop center, and a consultant/“ambassador” of deaf American and French communities. A film was made of my cafe theatre for the holiday television shows in France. I designed international French-English-Sign greeting cards and post cards. I am working on an ABC book for deaf French children. With Sue Gill-Doleac, I established the National Deaf Dance Company in the United States, which performed throughout 1991. Now I have a dream of setting up a dance company for the deaf in France, and hope to start a small group for performing at a festival in France in June 2000.

ODYSSEY: Do you have any advice for

today’s deaf students from other countries?

Corderoy du Tiers: France is the fifth country that I’ve lived in for an extended period of time. After living in Taiwan, Brazil, and the mainland USA, I moved to Hawaii and then Indonesia. Now I am hoping to remain in France. As the world gets smaller, more deaf students will have the experience of visiting and living in different countries. The experience is often difficult, never easy, but it teaches skills that students can use throughout their lifetime. ●

ABOVE: Fanny Yeh-Corderoy du Tiers in a cafe near her Paris home.

✓ Assessing the ESL Student

Clerc Center Procedure

By Maribel Garate

Maribel Garate, M.Ed., is an English as a second language teacher/researcher at Kendall Demonstration Elementary School, at the Laurent Clerc National Deaf Education Center at Gallaudet University.

By law, all students who come from homes in which a language other than English is used are entitled to services. At Kendall Demonstration Elementary School, the ASL/Multicultural program coordinator is responsible for identifying these children, coordinating their evaluations, and making recommendations for services. The social worker interviews the child's parents, and the child's existing records are evaluated. The focus is on the child's language development. A team of professionals begins to assess the child's current skills in his or her dominant means of expression—receptive and expressive, signed, written, or spoken—as well as assess the child's English.

The evaluation team includes the American Sign Language (ASL) specialist, audiologist, speech and language specialist, English as a second language (ESL) teacher, school psychologist, occupational therapist, and other professionals as needed. Here is a glimpse of how each may proceed.

ABOVE: Students are assessed in spoken, signed, and written language.



PHOTOS: PHILIP BOGDAN

American Sign Language Specialist

Francisca Rangel,

Francisca.Rangel@gallaudet.edu

Ruth Reed, Ruth.Reed@gallaudet.edu

The ASL specialist assesses the child's sign communication skills, videotaping the child for later analysis and recommendations for instruction. An interpreter fluent in the child's home language may be present. A deaf student from the same country as the child's family may be asked to assist with sign language and cross-cultural issues and to provide input on the proficiency of the child's signing.

English as a Second Language Teacher

Maribel Garate, Maribel.Garate@gallaudet.edu

The ESL teacher determines the child's English proficiency, and carries out recommendations of team members through following up with the child and his or her teachers. The ESL specialist may administer the following tests:

- The Language Assessment Scale (LAS)
- Inventory of Basic Skills by Brigance

Audiologist

Debra Nussbaum,

Debra.Nussbaum@gallaudet.edu

Stephanie Marshall,

Stephanie.Marshall@gallaudet.edu

The audiologist may have to modify testing that involves word recognition. In some situations, a list of vocabulary from the home language may be used. An interpreter is on hand when necessary.

Speech and Language Specialist

Bettie Waddy-Smith,

Bettie.Waddy-Smith@gallaudet.edu

Jane Doyle, Jane.Doyle@gallaudet.edu

Julia Coleman, Julia.Coleman@gallaudet.edu

The speech and language specialist evaluates the child's use of sign, gesture, paper and pencil, sequencing, and categorizing, as well as the child's ability to remember and repeat signs and respond to environmental sound.

In the event that the child has a first language, an interpreter is used to determine fluency and processing through audition. The specialist may use one or more of the following assessment tools:

- Carolina Picture Vocabulary Test
- Expressive One-Word Picture Vocabulary Test
- Developmental Learning Materials Sequencing Cards

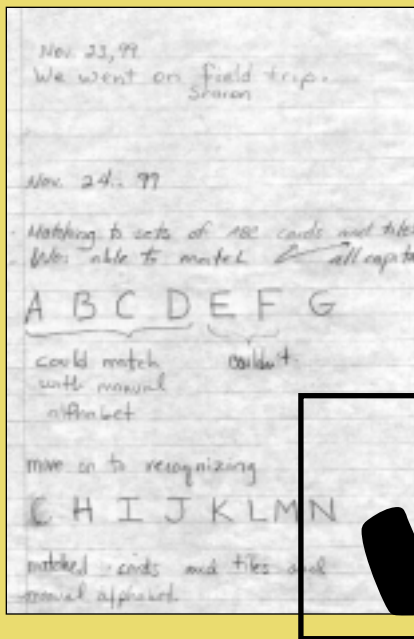
Occupational Therapist

Peyton Moore, Ashpeyton@aol.com

Lori Rolnick, Lori.Rolnick@gallaudet.edu

To ascertain the child's fine motor abilities and visual perception skills, critical in learning signs, reading, and writing, the following tests are used:

- Developmental Test of Visual Motor Integration (VMI)
- Motor-Free Visual Perception Test (MVPT)
- Test of Visual Perception Skills (TVPS)
- Test of Visual Motor Skills (TVMS)



ABOVE: Page from a notebook—In her daily record of a student's work, the author notes which letters he could and could not match.

Psychologist

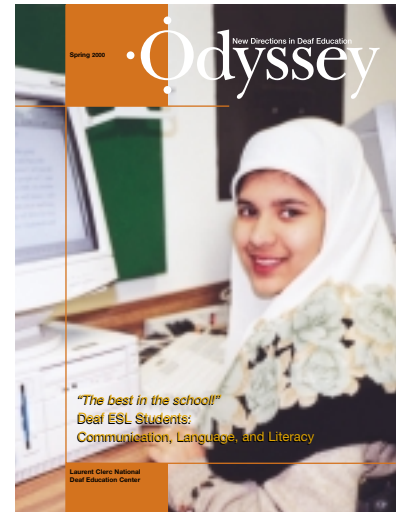
Robert Whitaker,

Robert.Whitaker@gallaudet.edu

It is essential that students be assessed through nonverbal or nonlanguage-based tests. Although these assessments do not provide information that directly correlates with academics, they do provide an insight into the student's cognitive functioning. ESL children may sometimes be tested through interpreters. However, I believe that the use of interpreters is problematic for psychological testing, and that in order to accurately evaluate a child in his or her home language, the examiner must be fluent in it. Tests may include:

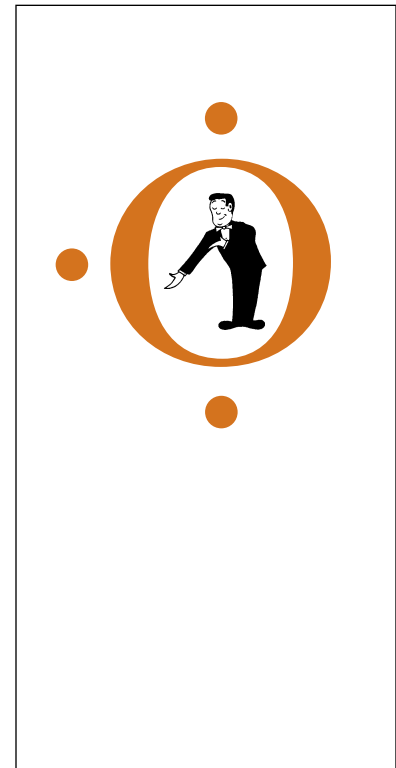
- Test of Nonverbal Intelligence (TONI-III)
- Nonverbal Intelligence Test (UNIT)
- Comprehensive Test of Non Verbal Intelligence (CTONI)
- Universal Deaf Preschool Performance Scale (CID)
- The Wechsler Intelligence Scale for Children-Third Edition (WISC III)—although some of the directions required by this test cannot be easily explained through demonstration. •

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FACES FROM OTHER LANDS

STUDENTS EXPLORE OTHER CULTURES—AND DEVELOP SKILLS THROUGH MAKING MASKS

By **Laura Kowalik**

Perspectives Around the Country



Laura Kowalik, M.A., is a reading specialist for high school students who are deaf and hard of hearing at MacArthur High School, in the North East Independent School District, in San Antonio, Texas.

The diversity was extraordinary. Some were made from sweet potatoes—400 pounds of sweet potatoes. Some were green sticky burs covering an entire person, topped with a black hat and 17 red roses. Some had a colored spot on the forehead for admitting spirits.

All were masks. Now mostly relegated to a special spooky night in the United States, masks have a place in the history of almost all nations. What better way to explore religions and cultures? As my deaf and hard of hearing students created masks in the classroom, they traveled through time and around the world.

Research and Assessment

Selecting Masks

The students borrowed books from the public library and searched the Internet to find information. As teacher, I facilitated their search, mak-

ing suggestions and asking questions as the students compiled their information and brought it to class. Before students selected their masks, each selected his or her country. This was a critical decision. Some students had taken art classes and others had not. Students' talents, backgrounds, and experiences varied enormously. So before they chose the masks they would recreate, students were asked to assess themselves and their art skills. There was no point in a student attempting to recreate an elaborate and complex mask if he or she did not have the resources.

Resources and Time

Creating the Masks

Each student had to locate the country he or she had selected on a map, trace its outline, and color in his or her own map. They had to be sure to include the surrounding countries and bodies of water or land formations that might have influenced the materials incorporated in the region's masks. Students had to include directionality in the form of a compass rose. The students then made rough sketches of the masks that they selected and a list of the materials that would be required.

Next, students conferenced individually with me. Once approval was given, students began to apply the

knowledge that they had gained. As they worked on their masks, they began to learn another skill—how to budget their time.

Exploring Language

Paragraphs and Presentation

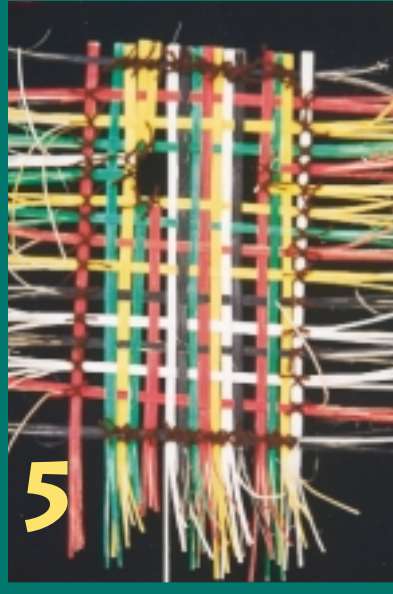
Once the masks were completed, each student had to write a paragraph explaining important facts about his or her mask and present it to the class. I facilitated a discussion about masks—how everyone puts on a mask occasionally and how, maybe, this is a good thing. Students also had to write a 150- to 200-word essay in which they explored a time they had “masked their feelings” or “put on a mask.” Students explored language through this exercise. They received extra credit for supplying explanations for the terms “masking tape” and “masking noise.” With writing complete, students made presentations to another class—a group of fifth grade deaf and hard of hearing students in another school.

Reinforcing Learning

Baseball on a Cultural Diamond

After the students found all their information, they submitted it to me and I added it to my own and made up handouts for everyone to study. Then the students and I generated questions about each country. Some of the questions were deliberately crafted to be





more difficult than others. The class divided into two teams and played cultural baseball. The vocabulary key to the rules of the game was as follows:

- *At bat*—Ready to try to answer a question. The batter may ask for help from team members.
- *Strike*—An incorrect answer.
- *Single*—Answering an easy question.
- *Double*—Answering a harder question.
- *Home run*—Answering the most difficult of questions.
- *Three strikes*—The whole team is out; the next team is at bat.
- *The winner*—The team that gets the most runs.

One variation from the outdoor variety: Students at bat could control their pitch and request that the question be easy, difficult, or extremely difficult.

Film and Print Comparison

Masks as a Theme

As a follow-up activity, the students explored masks in a different context by reading the Classic Illustrated version of *The Man in the Iron Mask* by Alexandre Dumas and watching a film version of the same story. The students

discussed the story and compared the film and print renditions. At the end of our project, students had a good idea about what masks have meant in other cultures and contexts. They had further developed their own creativity and research skills and had applied higher order thinking skills to what they learned in the creation of a project. Students had also learned to budget their time. ●

**Masks by the Students at
MacArthur High School
San Antonio, Texas**

- 1 Chinese New Year Mask**
Paper mache
By Isao Flores, 12th grade
- 2 Japanese No mask, 16th century**
Paper mache
By Sandra Garcia, 11th grade
- 3 Aztec Half-mask**
Plastered gauze
By Diamond Lake, 11th grade
- 4 Bulgarian Bird Mask**
Construction paper
By Danielle Alexander, 11th grade
- 5 New Guinea Harvest Mask**
Woven Rattan
By Jamie Foringer, 9th grade
- 6 Sri Lanka Healing Mask**
Worn on the head, raffia streamers
cover the face
By Candace Smith, 11th grade
- 7 South American Tribal Mask**
Leather
By Daniel Parkoff, 11th grade
- 8 Italian Riding Mask**
Metal
By Ryan Kennington, 11th grade
- 9 African Tribal Mask**
Layered cardboard
By Casey Przygoda, 11th grade
- 10 Mexican Metal Mask**
Metal
By Chrissy Speer, 11th grade

DO YOU HAVE EXCELLENT STUDENT WORK? YES!!

Send it to *World Around You*!

When the editor of *World Around You*, a five-times-a-year publication for deaf and hard of hearing teens, saw the masks made by the students from Texas, she snapped up the photos and changed a page of the magazine to get them printed as soon as possible.

World Around You covers news of deaf and hard of hearing people, prints letters from deaf teens seeking pen pals, and sponsors a yearly writing contest in collaboration with the School of Human Services and Enrollment Services at Gallaudet University. Every issue has a page devoted exclusively to student work.

Published by the Laurent Clerc National Deaf Education Center at Gallaudet University, *World Around You* has been read and enjoyed by deaf and hard of hearing teens for over 20 years. Many teachers also subscribe to *World Around You-Teacher's Guide*. This year the Teacher's Guide authors are Jane Nickerson and Karen Kimmel, professors from the English Department at Gallaudet University in Washington, D.C., and Jean Andrews, a professor of Deaf Education at Lamar University in Texas.

"By publishing student work, we want to provide an ongoing forum to deaf and hard of hearing students," said Susan Flanigan, of the Clerc Center at Gallaudet University. "We want to encourage our students to write, and to write for real reasons. We are always on the lookout for other creative work as well, such as photos, drawings, and poetry."

For a free copy of *World Around You* or to send us your students' work, mail, fax, phone, or E-mail: Cathryn Carroll, Editor, Laurent Clerc National Deaf Education Center, KDES #6, 800 Florida Avenue, NE, Washington, DC 20002-3695; 800-526-9105 (TTY/V); 202-651-5708 (Fax); Cathryn.Carroll@gallaudet.edu. ●



FROM WORLD AROUND YOU.



Letting Calvin and Hobbes Teach English

By Chad E. Smith

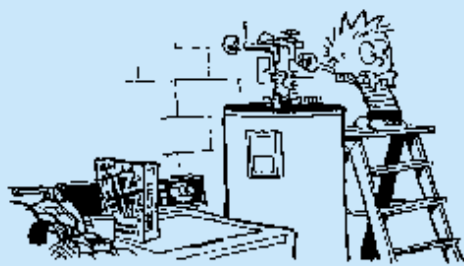
Perspectives Around the Country

Chad E. Smith, M.Ed., a teacher at West Brook High School in Beaumont, Texas, taught in the East Harris County Coop in Daytown, Texas, when he wrote this article. He welcomes comments about this article: chades1@juno.com.

Many successful English teachers say that one of the most difficult aspects of teaching English is making it fun and interesting for the students. Finding applicable techniques that students can relate to and have fun doing so can often become quite a chore. Deaf and hard of hearing students especially may experience difficulties with reading and writing English. Grammatical structures that hearing students readily acquire often pose difficulty for them (Bochner, 1982). Using cartoons can be a part of successful teaching, making English a class that students—deaf, hard of hearing, and hearing—really enjoy.

Cartoons come in a variety of forms and clearly demonstrate that a picture is often worth a thousand words. Often cartoons contain written language, but even when they do not they can provide students with numerous possibilities for learning English. Humorous materials have been found to be highly motivational for improving language and literacy skills in students (Luckner & Humphries, 1990; Spector, 1992). Gentile and McMillan (1978) insist that “it is vital for reading programs to provide plenty of opportunities for students to experience life’s comical and nonsensical characters and events.” Cartoons allow students to acquire conversational skills and figurative language, and to creatively examine interpersonal relationships, while presenting students with an amusing aspect of life to study (Spector, 1992).

As a teacher of the deaf at a regional day school middle school, I regularly use cartoons to teach such topics as sentence construction, grammar, and parts of speech. Cartoons can also be used to teach such complex topics as sarcasm, metaphors, rhetorical questions, and idiomatic expressions. They



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Students are asked to write captions, dialogue, or a whole story for cartoons captured from the daily newspaper. Cartoons can serve as a springboard for learning English vocabulary and syntax—and a bit of American culture.

can also be used as topics for paragraph writing. For students who have mastered grammatical structures, cartoons can be used as the basis for introducing various types of writing including exposition, and writing that requires sequencing, supposition, and compare and contrast techniques.

I started using cartoons in the classroom after being unable to locate interesting and age-appropriate resources that matched the reading levels of my students. I started with cartoons that had little or no caption. *Calvin and Hobbes*, *Garfield*, and *Family Circus* often appeared in my classroom as they contain messages that are obvious and easy for the students to understand.

For students who have very limited written English abilities, teachers can use cartoons for vocabulary development, story-telling objectives, or simply drawing conclusions. For example, in a *Calvin and Hobbes* cartoon in which Calvin, the human member of the combo, stands guiltily by a sink while a thoroughly soaked and irate woman approaches him, there are no words. I worked with students to create a written story based on the picture. First I constructed a list of vocabulary with the students based on what the students saw in the cartoon. I asked questions regarding what Calvin was doing, what his mother was doing, how Calvin got there, why his mother had a towel wrapped around her, and what her emotions were at the time. In all, students were required to use the vocabulary they knew and construct a written

story of Calvin's particular adventure.

In another exercise, I worked with the speech pathologist to devise games to develop vocabulary and identify parts of English sentences. Working collaboratively, we constructed games that required students to identify as many objects within specific cartoons as possible using speech, signs, and writing. Students were divided into teams and required to write their vocabulary down within an allotted timeframe. A similar activity involved the same teams identifying as many different parts of speech within the cartoon as possible. We used four major categories, nouns, verbs, adjectives, and adverbs, because those were the categories we had already discussed.

By using these types of activities, I was able to promote active learning through a medium in which students maintained active interest.

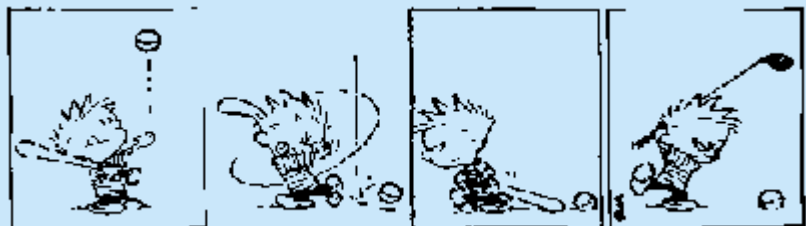
I wanted to allow students to be cre-

ative, relaxed, and productive. I asked them to write sentence descriptions of what happened in each frame of a cartoon in which little or no text appeared. They were required to describe each aspect of the cartoon and draw conclusions.

Some of the students were apprehensive at first, but over time they became more familiar with the process. They wrote more and they wrote more meaningfully. The idea was to keep the process simple while developing their creativity.

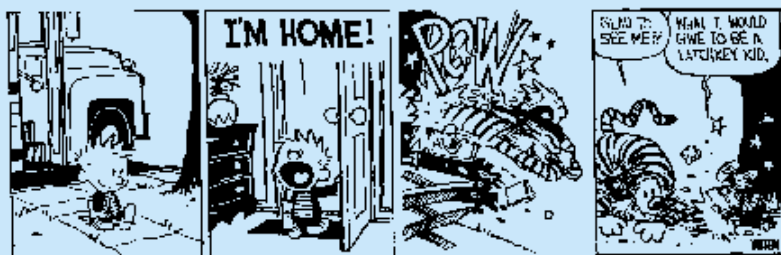
As the students wrote with greater ease and success, I began using the cartoons to teach sentence construction and grammar. In addition to writing descriptions, students had to check for sentence completion. Using the cartoons and the descriptions the students had written, I was able to use the students' own writing to teach nouns, verbs, and grammar. We also looked at topics such as subject-verb agreement, as well as article and preposition use.

Over time, we were able to move into paragraph development. Students used their sentence descriptions for the body of the paragraph, then supplied an introduction and a conclusion. In order to vary the activities, I sometimes provided students with a cartoon and the body of the paragraph, and requested that they supply the introduction and the conclusion. Other times, I provided the introduction and conclusion, and the students



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Sometimes students divide into teams to write what they think would be the best story to accompany the illustrations.



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were required to provide the body of the paragraph.

Still later I was able to provide students with the entire paragraph written incorrectly, and the students had to reorganize the paragraph so that the sentences flowed in an order that was appropriate.

With the students' basic grammar skills developing, I used the cartoons to develop higher order thinking skills. While the characters Calvin, the young human, and Hobbes, his imaginary Tiger sidekick, are immature by nature, they use a wide variety of language to which deaf students are seldom exposed. By using adult cartoons with characters with which the students could identify, I was able to teach such topics as sarcasm, rhetorical questions, and alliteration.

For example, in the cartoon in which Calvin returns from school to be attacked by Hobbes, students encounter the phrase "latchkey kid." While the cartoon provides little written text, it does provide the teacher an opportunity to teach an expression for which most deaf students are completely unfamiliar, as well as open the door to finding out why Calvin would have such a sarcastic expression. This single cartoon provides excellent opportunities to teach sequencing, description, supposition, and sarcasm.

After providing exposure to cartoons, teachers can continue to spark student interest and creativity by giving students a cartoon with the text deleted. Allow students time to construct text for the cartoon. If the cartoon has been used regularly in class so that students are very familiar with the character, they can be required to construct a

text that matches the character's personality and habits. Similarly, students can be given a cartoon with simply the final frame's text deleted and asked to supply a response that would be typical of the cartoon character.

One of the easiest ways to collect cartoons is to get a newspaper subscription for the classroom. Quite often local newspapers will provide teachers with free newspaper subscriptions throughout the school year. Book order clubs, such as Scholastic Arrow and Scholastic Tab, often offer comic books in their monthly catalogs. By ordering through such clubs, teachers can order many copies at discounted rates. One advantage to ordering volumes of books for students is that the teacher will be able to keep the books and reuse them for years to come.

Copying comics from the newspapers or books is only recommended with written permission from the publishing company. Once permission is received and copies have been made, sorting the cartoons by name or desired English structure is recommended. For example, a teacher can create a file for vocabulary and have that file contain only those cartoons to be used to teach vocabulary. There might be other files for sequencing, paragraph construction, or supposition.

Maintaining cartoon files is very important. Often cartoons will contain expressions or topics that may be related to current fads or events. Make sure that such cartoons are kept up to date so students can relate to them. Should you choose not to update the cartoons, be sure that you are able to explain the context behind the car-

toons so the students are able to fully understand their humor.

It is important that the teacher be amused and excited about each of the cartoons used in the classroom. If the teacher does not show enthusiasm for a cartoon, the students will not generate such enthusiasm either. Motivate students by demonstrating that the given cartoon is worthwhile and something to be appreciated.

Using cartoons in the classroom can be rewarding and fun. Being creative in using cartoons to teach deaf and hard of hearing students English can be highly productive and successful. Cartoons can provide deaf and hard of hearing students with an appropriate medium to become effective and successful writers.

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Some Assembly Required

Deaf Students Pitch in to Build New Shelter



PHOTO: SUSAN FLANIGAN

By Susan M. Flanigan

Perspectives Around the Country

Thanks in part to students and staff from the Model Secondary School for the Deaf (MSSD), a new log shelter awaits weary hikers on the Appalachian Trail. The shelter, 20 miles west of Frederick, Maryland, is the brainchild of Frank Turk, Jr., dedicated hiker and outdoorsman, and the co-curricular activities coordinator for Kendall Demonstration Elementary School (KDES) and MSSD. It was Turk who conceived and organized the project and who, together with the MSSD students and deaf and hearing volunteers, constructed the shelter over a period of nine months.

"This project gave us a living classroom without walls," Turk said. "Students had the opportunity to apply

skills and knowledge learned in the classroom—math, science, recreation, and woodworking—to a unique setting. We also learned a lot of Appalachian Trail history and about the environment."

Turk first pitched the idea of building the shelter as a community service project to Katherine Jankowski, director of KDES and MSSD. "She enthusiastically embraced the concept," said Turk. "She understands that students learn about themselves through accepting responsibilities and developing relationships in their community."

LEFT: Side view shows careful log construction. RIGHT: Shelter accomplished—the new shelter on the Appalachian Trail.



PHOTO: FRANK TURK

With Jankowski's approval, Turk proposed the idea to officials of the Potomac Appalachian Trail Club (PATC). It took some persuasion for him to alleviate their concerns about issues related to communication and safety with minors who were deaf and hard of hearing. A little serendipity helped. About the time Turk made his proposal, a Maryland couple, David

miles from the Gallaudet campus, it was too far away for students to get there regularly. A place was needed where students could do initial preparatory work—an intensive process that involved stripping bark from enormous logs with hand tools, then notching the wood like Lincoln logs so that they could be assembled by joining them at their corners, much the way

"The students were involved with just about everything," Turk said. "They made numerous day and week-end work trips to the site. They also handled related tasks at school that included bookkeeping and making tools—such as log dogs and scribes for marking and holding logs in place during construction. They kept the tools sharpened and well maintained."

The going was often tough, the weather often cold, and much of the work was with hand tools and strong backs. While the adults used chain saws, the students used hand axes for the hewing work. After the logs were prepared, they were moved to the site on the trail and assembled into the 15-foot by 10-foot shelter. As they worked together, the hearing and deaf volunteers learned how to communicate with each other.

"When you have eight people maneuvering a 19-foot log weighing approximately 600 pounds into place, you need clear communication and planning," said Turk with a grin.

Everyone made his or her own creative efforts to communicate; some people used paper and pencil and some used homemade signs. "In fact,

When you have eight people maneuvering a 19-foot log weighing approximately 600 pounds into place, you need clear communication and planning.

and Cynthia Cowall, offered PATC funding to build a shelter in memory of their son. Philip Cowall, an ensign in the U.S. Navy, was a devoted hiker who had wanted to walk the entire Appalachian Trail but who died in a tragic motorcycle accident before he could. "Since his dream was never realized, we hoped to make that journey easier for others," the Cowalls said.

With Turk's persuasive words and the Cowalls' finances, the PATC agreed to support the shelter. Then Turk turned his attention to the site, which also presented challenges. Almost 85

early colonials would have done.

Turk approached the Maryland National Park and Planning Commission and secured a site in nearby Bowie, Maryland. Work got underway last winter. The first day on site, the students met Charlie Graf, PATC's Maryland Appalachian Trail Management committee chairperson. Graf shared his experiences as both a shelter builder and as a hiker who had walked the entire Appalachian Trail in 1994. The students peppered Graf with questions. "How many miles did you hike a day?" they wanted to know. "How did you find food?" "Where did you sleep?" They were inspired when Graf said he often slept in shelters—exactly like the one they were planning to build.



PHOTO: FRANK TURK, SR.



PHOTO: FRANK TURK



PHOTO: FRANK TURK

at least one hearing PATC member began taking sign language classes,” said Turk.

After the cement foundation was laid and the log sides were in place, the workers had a moment of hesitation. It was time to put on the corrugated tin roof, and no one present had any experience at roofing on such a grand scale. Suddenly out of nowhere, two young men appeared. They had started walking the Appalachian Trail in Georgia and were on their way to Maine—and they had just the expertise and experience that the situation required. They were also willing to lend a hand, and soon were leading the volunteers in raising the new roof.

“That’s trail magic,” Turk would say later at the dedication. “People who walk the Appalachian Trail often talk about how, when things look the worst, something happens that puts them back on track. Trail magic is a real thing—it happened to us.”

The shelter was completed in September 1999. On October 3, a large crowd of volunteers, donors, and well-wishers gathered in dappled woodland sunshine to dedicate it. Set into a gently sloping hillside, the shelter looked well turned out, with giant honey-colored logs neatly stacked on three sides topped by a handsome green corrugated pitched roof with two triangular windows under the roof line to permit the flow of natural light inside. Other amenities hikers will appreciate include the spacious raised wooden sleeping platform, an

Appalachian Trail Foot Notes

The Appalachian Trail, or “AT” as hikers call it, winds through the mountains and woodlands of America’s east coast. Remarkably, when it was completed in 1937, what is now recognized as the longest footpath in the world attracted little notice. It didn’t follow any known Indian trails or colonial roads. It didn’t feature the most scenic views, highest hills, or most notable landmarks. Essentially, it went where access could be gained, mostly up high hills, over lonely ridges, and through forgotten hollows—places that no one had ever used or coveted, or, sometimes, even named.

Every year between early March and late April, about 2,000 hikers set off from Springer Mountain, Georgia, most of them intending to walk the next 2,100 miles of trail to its end on Mt. Katahdin in Maine. No more than 10 percent make it. Other hikers walk the trail in sections, sometimes taking years to complete the entire trail. Still others walk for days, weeks, or months. Finally, there are “day trippers,” hikers who come out to stroll, enjoy the views and foliage, and return to civilization by nightfall.

The trail, as well as side trails, footbridges, signs, trail markers—called “blazes” by the hikers—and shelters, is maintained by volunteers. They note that maintaining the Appalachian Trail is the largest volunteer undertaking on earth.

Source: Byson, B., *A Walk in the Woods: Rediscovering America on the Appalachian Trail*.

NY: Broadway Books.

LEFT TO RIGHT: Frank Turk, who conceived and organized the project, at the Bowie site. Gallaudet student Donna Dees peels the bark off a log, the first step in shelter construction. MSSD student James Addison splits logs for use by hikers who desire warmth at the shelter. The shelter takes shape. “Rockfish,” a hiker from Michigan, takes time to help construct the shelter roof. A time for celebration! David Cowall expresses appreciation to the volunteers who worked on the shelter that honors his son.



PHOTO: FRANK TURK



PHOTO: FRANK TURK



PHOTO: SUSAN FLANIGAN



PHOTO: FRANK TURK

elevated loft with access ladders, wooden pegs for hanging backpacks or airing clothes, and a wooden cabinet with a carved sunset that houses the trail log for visitors. Outside the shelter, the volunteers built a sturdy stone campfire pit, a stone retaining wall with a seat at one end, a sheltered bench along one outside wall, a picnic table, and—perhaps best of all—a brand new privy a short distance down the hill.

At the ceremony, volunteers stood in front of the new shelter and shared their enthusiasm for what they created together. Graf praised the work of the volunteers and Turk's leadership. "Frank's enthusiasm was infectious," he said. "You can tell he's in love with what he's doing. Hikers will appreciate this shelter for a long time to come."

"Our son would have been proud of what you have created here," said Cowall. The shelter now bears a wooden plaque with his son's name on it. ●

Trail Angels

As the project took shape, many donors contributed essential materials or services. In addition to over 200 volunteers who gave their time, talent, and energy, the following "trail angels" made the shelter possible:

- The Cowall Family donated construction funds.
- The Appalachian Trail Conference awarded two outreach grants to MSSD.
- Volunteers from the Sierra Club, the Deaf Education Unit at Western Maryland College, and the Potomac Appalachian Trail Chapter worked long and hard.
- Wallace Johnson, a southern Maryland logger and son of deaf parents, donated and transported a truckload of loblolly pines to build the shelter.
- The Potomac Appalachian Trail Chapter provided tools.
- K.W. Miller moved the structure to its current location, bringing in heavy earth-moving equipment and a work crew of seven men to help lay a temporary road to the site.
- Bob Orndoff loaned his tractor.
- Charlie Graf offered endless advice about the trail and technical aspects of building and loaned tools from home.
- Bruce Clendaniel ordered and delivered metal roofing materials.
- Boy Scout Troop #1249, led by Eagle Scout aspirant Daniel Turk, built and assembled the privy.
- Gallaudet University's Physical Plant Department loaned a cement mixer and 50-gallon water tanks.
- Steven Doleac and MSSD students made the iron scribe and log dogs.
- The Appalachian Trail Conference's Grants-In-Outreach provided transportation to the sites for the students from grant money.
- Reggie King and MSSD students silk-screened T-shirts for all the volunteers.

ABOVE: MSSD graduate Ethan Artis removes a tree stump to prepare for the shelter's foundation.

News

White House Mentoring Day

MSSD Students Explore Job Mentoring at the White House

Students from the Model Secondary School for the Deaf (MSSD) at the Gallaudet University Laurent Clerc National Deaf Education Center and Gallaudet University went to the White House last fall to participate in a Mentoring Day for Young People with Disabilities.

"Almost 75 percent of working-age Americans with severe disabilities remain unemployed," said President Bill Clinton in a radio address that preceded the event. "If this nation is to live up to its promise of equal opportunity, and if our economy is to continue to strengthen and expand, we must draw on the untapped energy and creativity of these millions of capable Americans."

Buddy Chambless, the new director of development at Deaf-REACH, a community organization based in Washington, D.C., served as the White House liaison for the students. Allen Talbert, work experience specialist at MSSD, who accompanied the students to the White House, is working with the White House Department of Transportation and Office of Personnel Management to set up summer jobs and internships for MSSD students.

During the event, the MSSD students—Aaron Brock, Matthew Kohashi, Bellame Bachleda, Jason Lopez, and Andy Donatich—were paired with volunteer staff mentors in different federal departments to discuss employment in the federal government. Some also observed a deaf employee at the Department of Transportation teaching a sign language class for federal workers.

"The students were able to ask questions about what kind of qualifications people needed for their jobs and about what kind of communication or access barriers they have experienced on the job," said Talbert.

At the conclusion of the conference, the Office of Personnel Management sponsored a reception to highlight the release of *Accessing Opportunity: The Plan for Employment of People with Disabilities in the Federal Government*. The plan will serve as a framework for federal departments and agencies to use as they create strategies and initiatives to recruit, hire, develop, and retain more employees with disabilities. It can serve as the foundation for the corporate community in their efforts to employ people with special needs and disabilities.



Mitsubishi Grant

Enables Clerc Center to Train Teachers in Technology

The Gallaudet University Laurent Clerc National Deaf Education Center is establishing a Center for Teaching and Learning Technologies. Made possible by a \$100,000 grant from the Mitsubishi Electric America Foundation, the new center is the core of a two-year teacher training project, "Technology in Education Can Empower Deaf Students" or "TecEds." The goal is to train teachers to incorporate technology appropriate for visual learners in the classroom.

One or two teachers from each Clerc Center academic team will be selected as the project's technology leaders. These individuals will assist in the design of the training center, locate and develop training programs, and serve as liaisons with their teams. In addition, an in-depth, one-week summer training course will be available for teachers. As a result, students at the Clerc Center will experience technology as a vital tool for learning and communication, develop group and team skills, and use different types of learning and processing skills.

ABOVE: Buddy Chambless, director of development for Deaf-REACH, standing in center, and MSSD students Matthew Kohashi, left, and Jason Lopez, right, met Becky Ogle, front, executive director for the President's Task Force for the Employment of Adults with Disabilities at the White House's job mentoring day. Other MSSD participants were Aaron Brock, Bellame Bachleda, and Andy Donatich.



PHOTO: ANGELA FARRAND

"We are excited about working with Gallaudet University, one of the premiere national organizations in the education and disability field," said Rayna Aylward, director of Mitsubishi Electric America. "The TecEds project promises to pave new trails in the creative application of technology to teaching children who are deaf."

"The Mitsubishi Foundation's support will enable a larger cadre of K-12 teachers at our two demonstration schools to successfully use technology to reinforce and enhance curriculum," said Phil Mackall, director of Information Services and Computer Support at the Clerc Center. "In turn, we will disseminate what we learn in this project to educators across the nation, encouraging them to share their comments and successes with us via the power of the Internet."

NTD Summer Program

Students, Teacher Enjoy Acting Workshop

Matthew Vita and Betsie Delaune, students from the Model Secondary School for the Deaf (MSSD) and MSSD performing arts teacher Angela Farrand were among those who attended the first intensive theater training summer program for high school-age deaf students and their teachers offered by the National Theatre of the Deaf (NTD).

The two-week course held last summer in NTD's home office in Chester, Connecticut, introduced students to a variety of performing techniques and theater history. Courses were taught by NTD artists, directors, and acting teachers. The students practiced abstract movements, improvising a tug of war with mime teacher David Yeakle; they rehearsed



scenes with Shanny Mow. They enjoyed and learned techniques for visual storytelling with Bernard Bragg. With teacher Dennis Webster, students created a timeline on the history of stage lighting from early centuries to the present. Sachigo Ho instructed students in the art of Japanese NOH Theatre, Kabuki dance, and drumming.

"One of the most important things that I came away with was an understanding that the process of producing a theater production is as important as, or perhaps even more important than, the final product itself," said Farrand.

"In one of the NTD workshops," Farrand said, "our student was given an assignment of how a deaf/blind character could communicate on stage. At first our student tried to change the character. 'Why can't the character be just deaf?' But the instructor challenged the student to follow the assignment. The student figured out a way for the deaf/blind character to sign into the hand of another character and have that character interpret for the other players."

This experience was put to good use in fall when Farrand directed the MSSD students in a performance of *James and the Giant Peach*. The earthworm in the play was deaf and blind. This spring, NTD plans to send an artist-in-residence to MSSD. The two MSSD students will help the resident artist lead workshops.

Clerc Center Reading Project

Explores ESL Issues

The Gallaudet University Laurent Clerc National Deaf Education Center will soon issue the first evaluation report on the Shared Reading Project, the national endeavor to encourage parents to read to their deaf and hard of hearing children through working with tutors who are deaf and

LEFT: MSSD student Betsie Delaune, foreground, leads the way in an improvisation exercise at NTD's summer theater program. TOP RIGHT: The MSSD drama team, students Betsie Delaune and Matthew Vita, and performing arts teacher Angela Farrand, revel in the opportunity to participate in the NTD summer workshop for young dramatists.

Many Hands, One Community

Rene Glanville, from Kendall Demonstration Elementary School, made sure the values of responsibility, respect, and togetherness were reflected when she designed the winning poster in her school's community building poster contest last spring.



hard of hearing. The results show that families read more often to their children after participating in the Shared Reading Project and that non-English speaking families read more often to their children than English speaking families.

A second report will follow this summer, which will focus on the stories of participating Latino, Asian, and African families. Deaf and hard of hearing children from these families, and other families where English is not the primary language of the home, face a number of challenges as they learn to read in a multilingual environment. Their parents also face special challenges in participating in their children's education.

For more information or to request copies of these reports, contact Dr. Linda Delk, Linda.Delk@gallaudet.edu.

It's Official!

Clerc Center Celebrates Name Change

The Laurent Clerc National Deaf Education Center, formerly Pre-College National Mission Programs, at Gallaudet University celebrated the name change with banners, cakes, and dramatic skits about the program's namesake, Laurent Clerc. See at right and next page for photos.



PHOTO: JOHN GRINSTAFF

Celebrate! Dr. I. King Jordan, Dr. Jane Fernandes, and the students of the Clerc Center celebrate the new name of their program as well as the December birthdays of Thomas Gallaudet and Laurent Clerc.

Clerc Center Celebrates Name Change, continued from previous page



PHOTO: JOHN GRINSTAFF

Historic partnership. Students from the Model Secondary School for the Deaf reenact the meeting between Thomas Gallaudet, the New England minister who went to Europe in the early 1800s to study deaf education, and Laurent Clerc, the French deaf teacher who would come to the New World and assist in opening a school for deaf students in the United States.



PHOTO: SHERRY DUHON

Raise it high. Jim Barrie, left, social studies teacher, Roberta Gage, right, family educator, Dr. Jane Fernandes, vice president of the Clerc Center, and students from Kendall Demonstration Elementary School hold up a banner with the new name.

FLASH!

Literacy Program Works!

The results are in! Students at the Model Secondary School for the Deaf at the Laurent Clerc National Deaf Education Center at Gallaudet University achieved an average reading comprehension grade equivalent of 7.3 on the Stanford Achievement Test (SAT-9). This is substantially higher than the national 3.8 grade equivalent average for 18-year-old deaf and hard of hearing students.

"We are very proud of these results," said Dr. Jane K. Fernandes, vice president of the Clerc Center. "This means that a substantial number of our students are post high school readers. We are equally proud that both Hispanic and African American graduates achieved significantly higher reading comprehension levels than their counterparts nationwide."

Signs of Literacy

Researchers Look at How Deaf Children Achieve Literacy Skills

How do deaf children achieve strong skills in American Sign Language and then use those skills to develop skills in English? What would be the implications of these findings for deaf children whose parents do not use English in their homes?

A research project at Kendall Demonstration Elementary School at the Laurent Clerc National Deaf Education Center at Gallaudet University seeks answers to both of these questions.

"We're looking at the acquisition of American Sign Language and the development of English literacy in different contexts from preschool through elementary through a case studies' approach," said Carol Erting, a Gallaudet Department of Education faculty member and principal investigator for the project. "We are following up on work begun in 1994, collecting additional data on American Sign Language and English literacy competencies, conducting family interviews and compiling educational histories on each of the children."

Six children have been selected for follow-up longitudinal studies. Targeted for the different backgrounds that they represent, the children include one student whose parents speak Spanish, and one student who has an additional identified disability.

"Deaf and hearing researchers are working together as a team to accomplish this study," said Dr. Erting. "We are excited to continue working on it."

The findings will be disseminated as they become available.

Shared Reading Book Bags



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The Shared Reading book bags are designed to teach parents, caregivers, and teachers how to read to deaf and hard of hearing children using American Sign language (ASL) and how to use strategies to make book sharing most effective.

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For a list of available book bags or to place an order, contact: (202) 651-5340 V/TTY; (202) 651-5708 (Fax); or E-mail Marteal.Pitts@gallaudet.edu.

For more information about the Shared Reading Project, contact: David Schleper at (202) 651-5877 (V/TTY), or E-mail David.Schleper@gallaudet.edu.

Upcoming Conferences and Exhibits

March 9–12, 2000

Multicultural Deaf Conference: Implications for 2000 and Beyond, Washington, D.C. Contact: Audrey Wineglass, Gallaudet University, Conferences, Training, and Support Program, 800 Florida Avenue, NE, Room 3101, Washington, DC 20002-3695; 202-651-6060 T/V, 202-651-6041 F; conference.cce@gallaudet.edu.

March 10, 2000

Reading to Deaf Children Workshop, Washington, D.C. Contact: Angela McCaskill, 202-651-5855 T/V, 202-651-5857 F; angela.mccaskill@gallaudet.edu.

March 17–19, 2000

CAL-ED/IMPACT Annual Conference, Burlingame, Calif. To be held at the San Francisco Marriott. Contact: syallen@ousd.k12.us.

March 24–26, 2000

CASA D/HH 2000, 2nd Biannual Conference for Community and School Awareness for the Deaf/Hard of Hearing, Albuquerque, N.M. Contact: Educational Resource Center on Deafness (ERCD), New Mexico School for the Deaf, 505-827-6738 T/V, 505-827-6647 F; jhorvath@nmsd.k12.nm.us.

March 28–April 2, 2000

3rd National Asian Deaf Congress 2000 Conference, Arlington, Va. Contact: Mark Tao, Public Relations, 703-742-3663 F; nadc2000@nadc-usa.org; www.nadc-usa.org.

April 3–7, 2000

Shared Reading Project: Keys to Success, Washington, D.C. Contact: Angela McCaskill, 202-651-5855 T/V, 202-651-5857 F; angela.mccaskill@gallaudet.edu.

April 5–8, 2000

Innovation in Education: PEPNet 2000, Denver, Colo. Contact: Postsecondary Education Consortium (PEC), Center on Deafness, University of Tennessee, 2229 Dunford Hall, Knoxville, TN 37996-4020; 423-974-0607 T/V; www.pepnet.org.

April 6–8, 2000

The Council for Exceptional Children 2000 Annual Convention and Expo, Vancouver, British Columbia, Canada. Contact: Victor Erickson, Exhibits Manager, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191; 703-264-9946 T, 703-264-9454 V, 703-364-1637 F; victore@cec.sped.org; www.cec.sped.org.

April 12–14, 2000

Bridging the Gap II: Integrating Research and Practice in the Fields of Learning Disabilities and Deafness, Washington, D.C. Contact: Gallaudet University Conferences & Institutes, 202-651-6060 T/V, 202-651-6041 F; conference.cce@gallaudet.edu.

May 5–6, 2000

Educational Support Service Personnel Annual Conference, "Focus on the Future," Rochester, N.Y. Contact: 716-421-3455 V/F. www.nyssp.org; esspnnews@yahoo.com.

May 5–7, 2000

International Parent to Parent Conference 2000: "Pioneering Spirit—Blazing New Trails," Reno, Nev. Contact: Cheryl Dinnell, 775-784-4921 x2352, 775-784-4997 F; cdinnell@scs.unr.edu; www.unr.edu/repc/npn.

May 27, 2000

Deaf Festival 2000, Ky. Contact: Kentucky Commission on the Deaf & Hard of Hearing; 502-573-2604 T/V, 502-573-3594 F; www.kcdhh.org.

June 16–19, 2000

15th International Self Help for Hard of Hearing People, Inc. (SHHH) Convention, St. Paul, Minn. Contact: 301-657-2248 V, 301-657-2249 T, 301-913-9413 F; national@shhh.org; www.shhh.org.

June 19–23, 2000

Shared Reading Project: Keys to Success, Overland Park, Kan. To be held at the Gallaudet University Regional Center, Johnson County Community College. Contact: Mandy McElroy, 913-469-3872 T/V, 913-469-4416 F; mmcelroy@jcc.net.

June 20–23, 2000

Enhancing Student Life for Deaf and Hard of Hearing Students/The First National Athletic Directors & Coaches Institute, Washington, D.C. Contact: Krista Walker, Gallaudet University Conferences & Institutes, 202-651-6060 T/V, 202-651-6041 F; conference.cce@gallaudet.edu.

June 27–30, 2000

4th International Conference on Deaf History: "Researching, Preserving, and Teaching Deaf People's History," Washington, D.C. To be held at Gallaudet University. Contact: Conference Management Unit, conference.cce@gallaudet.edu, or Ausma Smits, asmits@juno.com.

July 1, 2000

The American Deaf Community: Diversity and Change, Washington, D.C. To be held at the Gallaudet University. Contact: Department of Conferences, Training, and Support Services, 202-651-6060 T/V, 202-651-6041 F; conference.cce@gallaudet.edu.

Soft Chuckle Held Up—for Literacy

By Susan M. Flanigan

"Hurry, Conor," I urged.

I glanced at my four-year-old son.

"Hurry up," I said again. "I'm late for work."

Mentally I ticked off all the things I needed to do and assembled the day's paraphernalia.

"Ready," I pronounced. "Let's go."

My son hovered by the table, pencil and pen in his hand.

"Conor! What are you doing?"

He ignored me.

"Conor!"

"I am writing a note to give to your boss," he explained finally.

I am not sure how Conor knows about notes, though both his father and I are constantly writing ourselves and each other reminders and messages. As part of his preschool program

at the Child Development Center at Gallaudet University, we keep a journal of notes and drawings, but to generate a note on his own was something new.

I was intrigued despite myself.

"What does it say?" I asked.

His drawing looked like facing pages of a book, the left page quite sharp and rectangular, the right page shaped rather like a dog's nose. The line between them—surely a book's spine—separated a few circular squiggles.

"It says you weren't stuck here or here," said my son, pointing to each squiggle in turn. "It says you were stuck right here," his finger moved to a squiggle on the nose-shaped right page.

Clear as day.

He had even adorned the lower portion of the paper with a signature



selected from letters that make his name: CN.

"Okay," I smiled. "I'll give it to my boss."

And I did.

ABOVE: Conor's note to my boss.

July 2-7, 2000

6th International Congress of Hard of Hearing People, Sydney, Australia. Contact: HoH Congress Secretariat, GPO Box 128, Sydney, Australia; 61-2-9262-2277 T, 61-2-9262-3135 F; tourhosts@tourhosts.com.au.

July 4-8, 2000

45th Biennial National Association of the Deaf (NAD) Conference, Norfolk, Va. Contact: Anita B. Farb, NAD Headquarters, 301-587-1789 T, 301-587-1788 V, 301-587-1791 F; nadinfo@nad.org.

July 8-12, 2000

Alexander Graham Bell Association for the Deaf 2000 International Convention: "Sounds of Freedom," Philadelphia, Pa. Contact: Sarah Snyder, 202-337-5220 T/V, 202-337-8314; agbsarah@aol.com; www.agbell.org.

July 9-13, 2000

19th International Congress on Education of the Deaf and 7th Asia-Pacific Congress on Deafness, Sydney, Australia. Contact: ICED 2000 Congress Secretariat, GPO Box 128, Sydney, NSW 2001, Australia; 61-2-9248-0868 T, 61-2-9262-2277 V, 61-2-9262-3135 F; iced2000@tourhosts.com.au; www.iced2000.com.

July 12-16, 2000

17th Biennial Convention of the American Society for Deaf Children (ASDC), Washington, D.C. Contact: Krista Walker, Gallaudet University Conference Management, 202-651-6060 T/V, 202-651-6074 F; conference@gallua.gallaudet.edu; www.deafchildren.org/conv00.htm.

July 19-23, 2000

RID Region III Conference, Louisville, Ky. Contact: Linda Kolb Bozeman, 502-859-3379 V/T, 502-859-3373 F; lboze@mis.net or jimkolb@aol.com; www.kyrid.org.

July 29-August 4, 2000

National Convention of the American Association of the Deaf-Blind, Columbus, Ohio. Contact: Joy Larson, AADB Program Manager, 301-588-6545 T, 301-588-8705 F; aadb@erols.com.

July 30-August, 2000

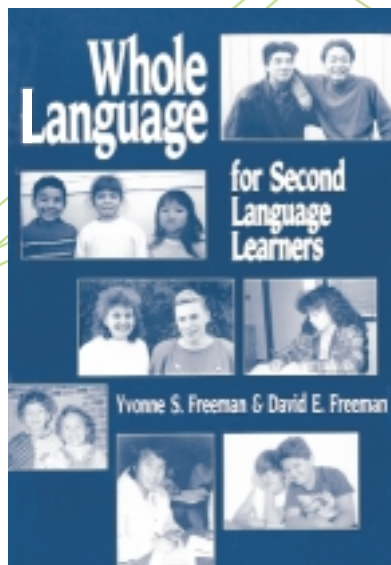
18th Annual Black Deaf Advocates Convention, Houston, Tex. Contact: Willie L. Woodson Jr, willie.woodson@aries.dhs.state.tx.us.

August 7-11, 2000

Shared Reading: Keys to Success, St. Augustine, Fla. To be held at the Gallaudet University Regional Center, Flagler College. Contact: Chachie Joseph, 904-829-6481 x216 V, 904-829-2424 T/F; chachiejos@aol.com.

August 26, 2000

Reading to Deaf Children Workshop, St. Augustine, Fla. To be held at the Gallaudet University Regional Center, Flagler College. Contact: Chachie Joseph, 904-829-6481 x216 V, 904-829-2424 T/F; chachiejos@aol.com.



Whole Language for Second Language Learners

By Yvonne S. Freeman and David E. Freeman

Portsmouth, N.H., 1992

Educators deliberating whether or not whole language is appropriate for bilingual learners will find *Whole Language for Second Language Learners* intriguing and informative. Inspired by the positive outlook for second language students' learning opportunities, Freeman and Freeman share authentic teacher stories based on experiences working with English as a second language (ESL) students. The emphasis on language development and success for ESL students is evident. While traditional teaching methods have proven to be stifling for bilingual students, whole language appears to foster success.

The authors provide research-based support for whole language as a philosophical approach to teaching and learning. The research supports whole language as the most effective

Intriguing and Informative

By Luanne Ward

approach for students whose first language is not English. The authors' intention is to simplify the seven whole language principles targeted for literacy development. These principles are:

- Lessons should proceed from whole to part.
- Lessons should be learner centered because learning is the active construction of knowledge by students.
- Lessons should have immediate meaning and purpose for students.
- Lessons should engage groups of students in social interaction.
- Lessons should develop both oral and written language.
- Learning should take place in the first language to build concepts and facilitate the acquisition of English.
- Lessons that show faith in the learner expand the learner's potential.

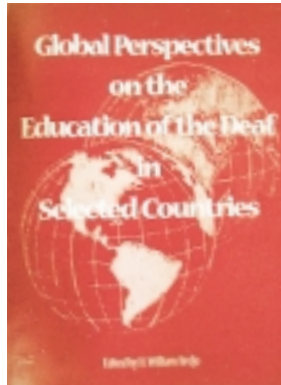
Evidence is presented of increased academic achievement using meaningful and authentic activities rather than worksheet drills. Freeman and Freeman emphasize the importance of strengthening the first language as a base for the second language learning. Students' first language must be valued and embedded in the teaching of an additional language.

This is supported with Cummin's view of language acquisition in which two types of language proficiency are explained. To provide comprehensible input in English, the first language must be nurtured to develop both social and academic language. The authors do not want students to be shortchanged of English; therefore, English should be comfortably integrated in all subject areas. This should be done carefully, with teachers demonstrating that the students' first language is valued.

It is suggested that the literacy development for all students start with "kidwatching;" observation of the child and documentation of his or her progress are essential tools for appropriate assessment. Scenarios of second language classrooms are explained in which students are involved in authentic, meaningful reading and writing to become competent readers and writers of English.

Teachers who show unwavering confidence will foster children's potential without unnecessary and destructive labeling. The authors state that "teachers who show faith in their students organize teaching and learning in ways that are consistent with all the principles of whole language." A facilitative approach supports and nurtures the reading and writing skills of bilingual students when their first language and English are used reciprocally. A holistic approach to learning where learning is believed to come naturally, whole language is increasingly needed for bilingual learners. ●

Luanne Ward, M.S., taught reading and math at the Model Secondary School for the Deaf for six years, and taught at the Iowa School for the Deaf for one year. She is now the high school head teacher at the Kansas School for the Deaf.



Global Perspectives on the Education of the Deaf in Selected Countries
Edited by H. William Brelje

Butte Publishing Company

From Australia to Zimbabwe

By Pat Johanson

Deaf Education—Like Deaf Life—Shares Similarities

In this book, H. William Brelje compiles a series of essays on the history and current status of education of the deaf in 26 countries, from Australia to Zimbabwe, from first to third world countries. This book is an excellent resource for anyone who wishes to be more globally knowledgeable of the different approaches to and current status of and issues within the field of education of persons who are deaf or hard of hearing.

Education of the deaf in these countries and others seems to follow a fairly consistent pattern. A parent or religious organization or officer takes an interest in educating deaf children and sets up a small classroom or program that grows. At some point, education of the deaf usually but not always becomes a governmental responsibility. All over the globe, the same struggles

occur over the ideal method of teaching deaf children—essentially a speech versus sign debate. The pendulum in the classroom swings from one extreme to the other, with educators, deaf adults, parents, professionals, and government rarely agreeing with each other. Overall, however, the place of deaf people in society appears to be steadily improving, particularly in countries that have resources. I would hope that these same countries will reach out to those with fewer resources and empower them to achieve to ensure that deaf persons are able to reach full equality in every society. ●

Pat Johanson, Ph.D., is a professor within the School of Management at Gallaudet University. In addition to teaching, she is the project officer for the Nippon World Deaf Leadership Program in South Africa. She has provided leadership training there, in addition to conducting needs assessments for the deaf communities in Macau and Cyprus and working with them on community development endeavors.

Recommended for Every ESL Shelf

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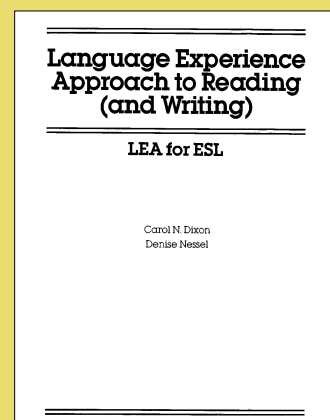
Deaf and Hard of Hearing Students: Educational Service Guidelines

National Association of State Directors of Special Education
 King Street Station, I
 1800 Diagonal Rd, Suite 320
 Alexandria, VA 22314



Literacy con cariño

By Curtis W. Hayes, Robert Bahruth, and Carolyn Kessler
 Heinemann
 361 Hanover St.
 Portsmouth, NH 03801



Language Experience Approach to Reading (and Writing): LEA for ESL

By Carol N. Dixon and Denise Nessel
 Prentice Hall, Inc.
 Englewood Cliffs, NJ 07632

ESL: What? For Whom? How?

By Barbara Gerner de Garcia

What is English as a second language?

English as a second language (ESL), also referred to as English for speakers of other languages (ESOL), is a term widely used in the United States and in other countries to refer to instruction in English for children and adults who use a first language (sometimes more than one) other than English. ESL/ESOL instruction is a large and growing profession supported by a body of research, academic teacher preparation programs, professional organizations, journals, and specialized textbooks for students of all ages.

Don't all deaf students need ESL instruction?

While it is true that the majority of deaf and hard of hearing students have difficulty with English, immigrant deaf students and some deaf students from linguistically and culturally diverse homes often need additional specialized instruction. Immigrant deaf children and children from homes where a language other than English is used usually enter U.S. schools without the exposure to and experience with English in a variety of contexts that their deaf peers have had. More importantly, they enter schools without exposure to the culture in which English is used.

How does a school determine which students need ESL instruction?

The Individuals with Disabilities Education Act (IDEA) requires that assessments be done on students in the most appropriate language when they enter school. Determining the appro-

priate language in which to assess a deaf or hard of hearing student may not be straightforward. The first step is determining the home language, what language the child first learned, what language the child first used, and what language the parents use with their child. A Home Language Survey, in written or spoken form, should be given to the parents to determine if a student comes from a home or background where a language other than English is used. This information should be part of the student's records and must be taken into consideration when assessment is planned and carried out. These students may or may not have literacy skills in a language other than English, and students who are hard of hearing may have oral language skills in a language other than English. If these students' abilities in English are limited (compared with their deaf peers), or they lack knowledge of U.S. culture to the extent that they have difficulties learning in classes with their peers (either deaf or hearing), students should receive specialized instruction. This instruction may include ESL, instruction in a language other than English, cross-cultural training, and/or modified content instruction.

What does federal law require schools to provide?

Federal law requires that children who are limited English proficient (LEP) be provided special services. Federal definitions of LEP students are found in Title VII (Public Law 103-382) and include: students who were not born in the United States, students whose native language is a language other than English, and students who come

from an environment where a language other than English has had a significant impact. This definition includes Native American, Alaskan native, and some migratory students. It precludes deaf children of deaf parents, perhaps because these children are not disadvantaged educationally compared to other deaf children. Each state (and sometimes school districts within states) determines how LEP students will be served, the qualifications for ESL teachers, and how much service (per day/per week) each child will receive. The federal government requires that LEP students be served appropriately but does not define what this means. In much the same way, it mandates special education when necessary without delineating what each special education class should look like.

Should deaf immigrant students be placed in ESL classes with interpreters?

Schools and families should not be forced to choose placements that provide either ESL services or special education services for students who are LEP and deaf. The ideal placement for a deaf LEP student is often in a classroom with a teacher trained in ESL and deaf education. Participation in a regular ESL class with an interpreter is not always appropriate because hearing students often spend a large part of their time developing listening comprehension and speaking skills.

What qualifications are required for ESL teachers?

States determine the requirements for teachers of ESL students in K-12. Typical requirements are courses in

linguistics, bilingualism, second language acquisition, assessment, and ESL methods and materials development, plus a practicum. ESL coursework benefits all teachers.

What kind of ESL materials can be used for deaf students?

Not all ESL materials are appropriate for deaf students, but fortunately ESL publishing is such a huge market that there are many resources that can be used. Examples of these resources include: *Cobuild* dictionaries, bilingual picture dictionaries, simplified editions of novels, and videos; and textbooks, i.e., *Side by Side*, which introduces English grammar.

What are schools required to do for parents who speak a language other than English?

IDEA and Civil Rights case law require that schools communicate with parents in a form that the parents can under-

stand. This may include translating all legally required notification and student Individualized Education Programs (IEPs) for parents who speak and read languages other than English. For parents who are not literate in their home language, oral interpretation or explanation must be provided and interpreters must be provided at IEP meetings for the parents.

Translation or interpretation of other materials and school communications that impact the students' education must also be provided. Translations of most standard forms are available from commercial vendors, and commercial interpreter services are available via telephone for most languages.

Is federal funding available to implement Title VII to help schools create programs?

As with special education, states and local school districts bear fiscal responsibility for the education of their LEP

students. There are federal funds available under Title VII that are allocated through competitive annual grants. However, these funds are extremely limited—\$224 million in 1999 compared with \$5.1 billion to fund IDEA.

What is the difference between language minority and LEP students?

Language minority students are all students who come from a home where a language other than English is used. This could include deaf children of deaf parents. A subset of language minority students are those that meet the federal definitions of limited English proficient.

Thanks to Dr. Jeffrey Schwartz, of the Appalachian Regional Laboratory, for his assistance. ●

Barbara Gerner de Garcia, Ph.D., an associate professor at Gallaudet University, teaches courses in multicultural education. She has just returned from a teaching/research Fulbright in Brazil.

Recommended for Every ESL Shelf

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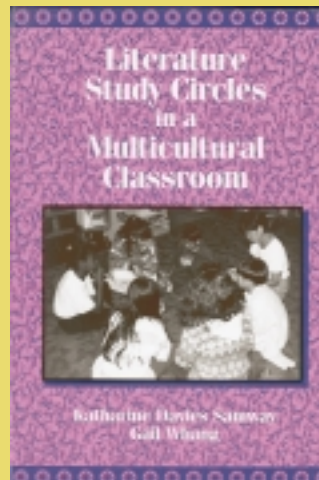
Inventing a Classroom: Life in a Bilingual, Whole Language Learning Community

By Kathryn F. Whitmore and Caryl G. Crowell

Stenhouse Publishers

226 York St.

York, ME 03909



Literature Study Circles in a Multicultural Classroom

By Katharine Davies Samway and Gail Whang

Stenhouse Publishers

226 York St.

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Here's a quick quiz

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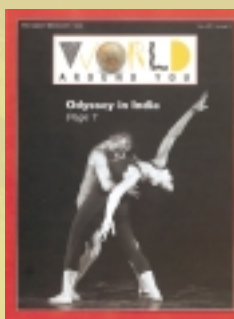
How do you improve deaf and hard of hearing teens' reading skills and self-esteem at the same time?

- ▶ Give them accessible stories and dynamic graphics
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- ▶ Give them opportunities to publish their own essays, poems, drawings, and photos
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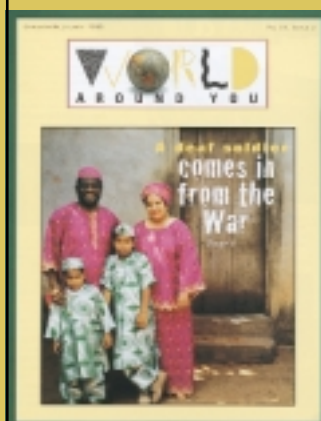
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