

Top Ten ASL/English Bilingual Strategies

TA Live! ~ Thursday, April 12, 2018 at 1:00 PM EST



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What is Bilingual Education?

Bilingual Education:

- Supports the acquisition and development of both languages (ASL and English)
- ASL and English are separate languages
- Language development is unique for each child
- FSDB's video on Bilingual Education
 - <http://www.fsdb.k12.fl.us/index.php/news/bilingual-education-begins-at-fsdb/>

Backstory

Backstory:

- FSDB's Bilingual Curriculum Team
- Professional development resources
- Expectation - 6 strategies to try
- Implemented strategies and reflected upon practice
- Developed a list of "Top 10" Best Practices/ Strategies for ASL/English Bilingual Application in the classroom
- Videos will be released through the Pineapple PD platform



“Top 10 Bilingual Strategies”:

1. Sandwich/Chaining
2. PVR - Preview, View, Review
3. Playing with Language – Beats
4. Literacy in the Content Area
5. Meaningful Language in the Classroom
6. Preferred Language First
7. Signed Reading Fluency
8. Repeated Reading
9. Purposeful Code Switching
10. Classifiers for Academic Instruction

Sandwiching/Chaining

Sandwiching/Chaining

- Creating the Sandwich or Chain
 - Picture - fingerspell – ASL sign – English print- fingerspell
- Layers can be adapted to fit students developmental level, language level, or information presented.
- Multiple exposures to help students make meaningful and lasting connections.

Sandwiching/Chaining

Use in read alouds to clarify concepts,
introduction of new vocabulary words,
introduction to new concepts.



PVR- Preview, View, Review

Preview, View, Review

- Preview: Teacher reviews and provides an overview of the content in child's native language or first language. (For example purposes: ASL)
- View: Content given to the student to read or explore independently in the child's second language. (For example purposes: English)
- Review: Come together to summarize and review the content in the child's native language or first language.

Preview, View, Review

Summary of the story in ASL,
story translated from English to
ASL, review story in ASL



Play with Language

Play with Language

- Nursery Rhymes, Dr. Seuss, Tongue Twisters are ways to play with spoken language
- Children learn to listen for meaning, natural rules of language, and learn the small components of language (sound)
- Beats/Rhythms and handshapes allow for playing with language in ASL

Handshape

Handshape memory game to learn how the same handshape can be use to convey various signs.



Beats and Rhythms

Beats/Rhythms makes learning fun while learning language structure, acquiring language, and language development



Literacy in the Content Area

Literacy in the Content Area

- Provide hands on activities in ASL and printed English.
 - Example: create labs with instructions and questions presented in ASL, pictures/graphs, and provide printed English.
- Utilize technology to enable independence.
- Ensure both languages are available to students.

Meaningful Language

Meaningful Language

- Label classroom to expose students to English Print and ASL sign picture
 - Technology Integration: Aurasma/HP Reveal
- Student continuously see the print and the sign connections are made
- Reinforces newly learned words
- Supports language development
- Words relatable to students will become their vocabulary
 - Student Resource: Handshape Dictionary

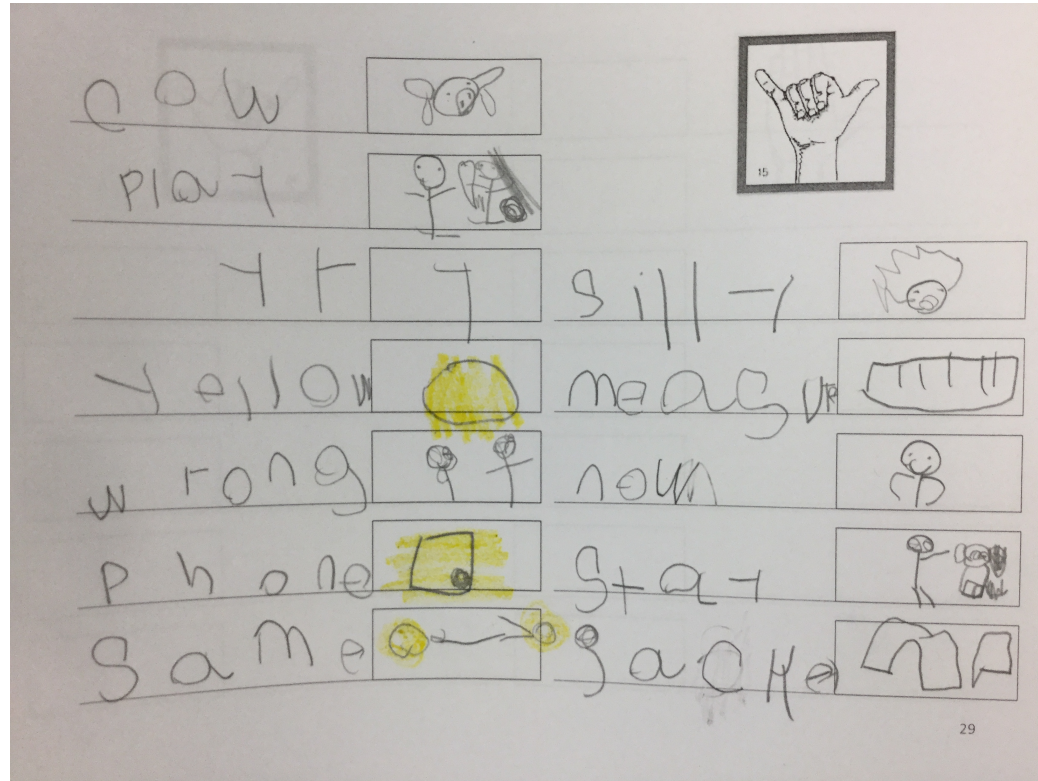
“Signing” the Classroom

Students can discover the ASL vocabulary for objects around the room.



Student Handshape Dictionary

Students draw their own picture to represent the meaning of the word. Words are organized by handshape and not first letter of the word.



Preferred Language First

Preferred Language First

- What is your student's preferred language?
- Student's language preference may change depending on content or expectation.
- Students use their preferred language to learn new concepts and/or show what they know.
- Ensure student has the opportunity to build their understanding in both languages.

Signed Reading Fluency

Signed Reading Fluency

Susan R. Easterbrooks and Sandra G. Huston

- Goal: for students to read with accuracy, fluency, and visual grammar.
 - Accuracy – sign English print in ASL to provide equivalent conceptual meaning.
 - Fluency – visual appearance
 - Speed, facial expression, body movement, space, sign movement, and fingerspelling.
 - Visual Grammar – continuum of signing in English word order to ASL.
 - Space, role shifting, eye gaze, classifiers, directionality, etc.

Repeated Reading

Repeated Reading

- Supports and improves reading fluency
- Students read independently on their instructional reading level
- Students are video recorded while reading
- Identify and focus on certain areas to improve
 - Visualization, word recognition, chunking, prosody, etc.

Purposeful Code Switching

Purposeful Code Switching

- Discus code-switching with students
- Words, phrases, sentences, or stories
- Model codeswitching by presenting English text, signing in English word order, then signing ASL.
- Student practices and video records themselves.
- Students build flexibility to shift from one language to the other

Classifiers for Academic Instruction

Classifiers for Academic Instruction

- Students who are deaf/hard of hearing are visual learners
- Using classifiers to visually explain and present content
- Keep English text and graphic representation visible while you sign
- Improves retention of information
- Requires preparation and practice!

Bonus: Using Pictures First

Using Pictures First

- Before introducing new words or complex concepts, show the students pictures and build their understanding through signing first.
- Activate prior knowledge.
- Once the students have an understanding and foundation, introduce the printed English.
- Increase retention.

ASL/English Bilingual Applications



The ASL/English Bilingual Applications can be used across content areas to support D/HH student's learning.

Top Ten ASL/English Bilingual Strategies

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[@FSDB Pro. Dev.](https://www.youtube.com/FSDBProDev)

Resources

Resources

Title: Foundations of Bilingual Education and Bilingualism (5th ed.)

Author(s): Colin Baker

Publisher: Multilingual Matters, 2011

ISBN-10: 1847693556

Title: 7 Steps to Success in Dual Language Immersion: A Brief Guide for Teachers and Administrators

Author(s): Lore Carrera-Carrilo, Annette Rickert Smith

Publisher: Heinemann, 2006

ISBN-10: 0325009929

Title: Bilingualism and Bilingual Deaf Education (Perspectives on Deafness)

Author(s): Mark Marschark

Publisher: Oxford University Press, 2014

ISBN-10: 0199371814

Resources Continued

Title: Bilingual: Life and Reality

Author(s): Francois Grosjean

Publisher: Harvard University Press, 2012

ISBN-10: 0674066138

Title: The Signed Reading Fluency of Students Who Are Deaf/Hard of Hearing

Author(s): Susan R. Easterbrooks, Sandra G. Huston

Journal: The Journal of Deaf Studies and Deaf Education, Volume 13, Issue 1, 1 January 2008, Pages 37-54