

Learning a world language: An interview study of American deaf experiences
Association of College Educators Deaf and Hard of Hearing
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Literature Overview

- Signing deaf people have specific learning characteristics that most hearing classroom teachers are ill-equipped to effectively meet.
- Much of what we know regarding deaf people learning a world language is based on research conducted in Europe or Asia (e.g. Csizér & Kontra, 2020; Csizér et al., 2015; Kontra, 2017; Kontra & Csizér, 2013; Martin et al., 1999)
- We do not have much research concerning deaf Americans learning a world language.
 - ❖ sign language developed increased value both as a language of instruction and a target world language (China)
 - ❖ Teaching methods that only included lip-reading or other spoken components were deemed inadequate (Indonesia)
 - ❖ deaf high school students in the United States have a desire to learn a world language, often a sign language, but face challenges in effectively doing so
 - ❖ Technology-based tools may be one method

Further Study

- Mainstream classes
- Languages other than English

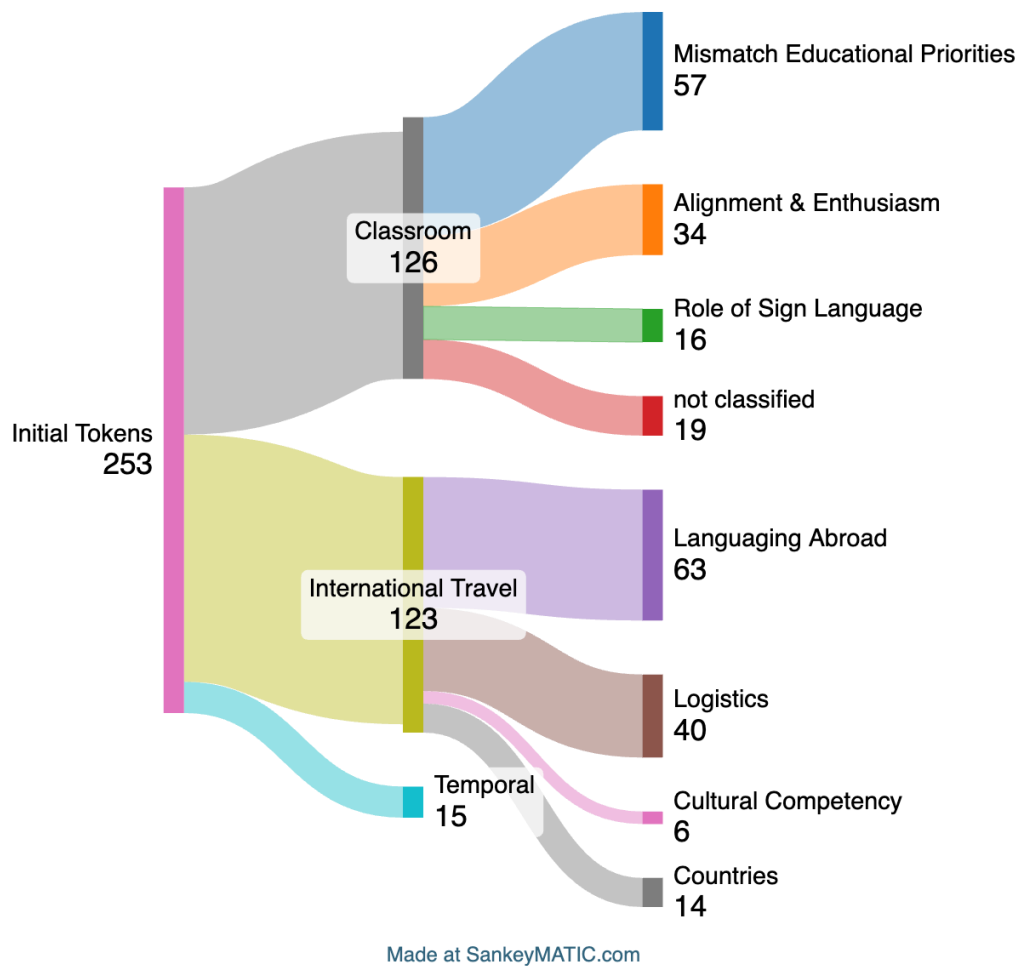
Research Questions

- What are the experiences of deaf people educated in the United States learning a world language?
- What are the study abroad or international travel experiences of those same deaf people?
 - What specific linguistic or cultural interactions stand out?
 - How do you travel now? What would you want for the future?

Methods

- 7/8 semi-structured interviews, 45-75 minutes, ASL
- Coded in Atlas.ti
 - Descriptive coding -> thematic





Resulting Themes

- Alignment & Enthusiasm (+)
- Mismatch of educational priorities (-)
- Role of Sign Language
- Languaging Abroad (English vs gestures vs sign language)
- Logistics
- Temporal (not now, but later)

Discussion

- representative? (MA/MS+)
- Lack of ASL
- English as a strength
- “Curriculum” & purposeful instruction = deaf schools

