

Call for Papers

Special Issue on Learning and Teaching:

Learning and Teaching Reading and Writing to Deaf and Hard of Hearing Students



Educational Studies in Language and Literature

Link: <http://www.ilo.uva.nl/projecten/Gert/L1EducationResearch/index.htm>

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1. INVITATION

Just as there is no universal spoken language, there is no universal signed language. At least 70 signed languages have been identified as “complete, natural languages” using the blueprint developed in the 1960s by linguist Dr. William Stokoe as he researched and deconstructed the linguistic components of American Sign Language (ASL). Stokoe found that ASL has all the requisite linguistic elements of a valid, panoptic language. Sign language is the first (innate) language (L1) of deaf people worldwide, yet many deaf people have been kept from using it because of hearing educators’ and the medical community’s biases against visual languages, forcing deaf and hard of hearing populations to use their country’s majority language (L2 for the deaf community). The prohibition from using sign language has often caused generations of prelingually and early deafened and hard of hearing children to suffer language delays; those language delays have hampered students’ educational success.

Given that 90% of deaf children are born to hearing parents, deaf populations worldwide are in the great minority. Hearing educators historically have controlled and dictated education methods for deaf students. However, many of those methods have proved to be colossal failures. As deaf people slowly become empowered and have come to influence education methods for teaching

deaf and hard of hearing students, and as hearing educators embrace signed languages as viable, whole languages, teaching strategies have changed.

This special issue will examine but will not be limited to:

1. The history of deaf education in contributors' and practitioners' countries;
2. The techniques, based on empirical studies (qualitative and quantitative), being used successfully to teach reading and writing literacy to deaf and hard of hearing students worldwide;
3. The techniques, based on empirical studies (qualitative and quantitative), that have proven ineffectual to teach reading and writing to deaf and hard of hearing students;
4. The techniques, based on empirical studies (qualitative and quantitative), being used successfully at home for hearing parents to read with their deaf child;
5. The state of deaf and hard of hearing students' writing and reading levels using the majority (spoken and written) language of their country (L2 for the deaf community); how those levels compare to those from previous years; how those levels compare to hearing students' levels; and that which accounts for those levels;
6. The number of deaf and hard of hearing students now using cochlear implants (CI) and how CI use has affected students' writing and reading;
7. The characteristics, grounded in research, of the writing of deaf and hard of hearing students;
8. The state of deaf and hard of hearing cultural issues in various countries and how those issues impact the education of deaf and hard of hearing students;
9. The state of schools for the deaf and the methodologies employed in teaching reading and writing of L2 (the country's majority language) in those schools, and the level of deaf school graduates' reading and writing levels in L2 compared to the reading and writing levels of hearing students who graduate from non-deaf schools; and
10. The number of sign language fluent teachers teaching deaf and hard of hearing students.

2. GUIDELINES FOR PROPOSALS

Proposals:

2,250 words, containing an abstract (250 words) and an extended summary (2000 words), including all components of a research article (research questions, design, data, analysis, results, and discussion).

Writing Board:

Short descriptions of effective teaching practices, including a description of the subjects/target audience, intervention, results/experiences. 400 words (vignettes).

Deadlines:

Proposals (250 words): May 1, 2008

Decision/Invitation: June 1, 2008

First versions submitted: July 15, 2008

3. **COMMUNICATION**

Please send your proposals in an MS Word file (including all relevant contact information) to: Debra Josephson Abrams @ jrzywriter@gmail.com before May 1, 2008.