Translanguaging framework for deaf education
Wolbers, Holcomb, & Hamman-Ortiz

Characteristics of deaf emergent writers who experienced language deprivation
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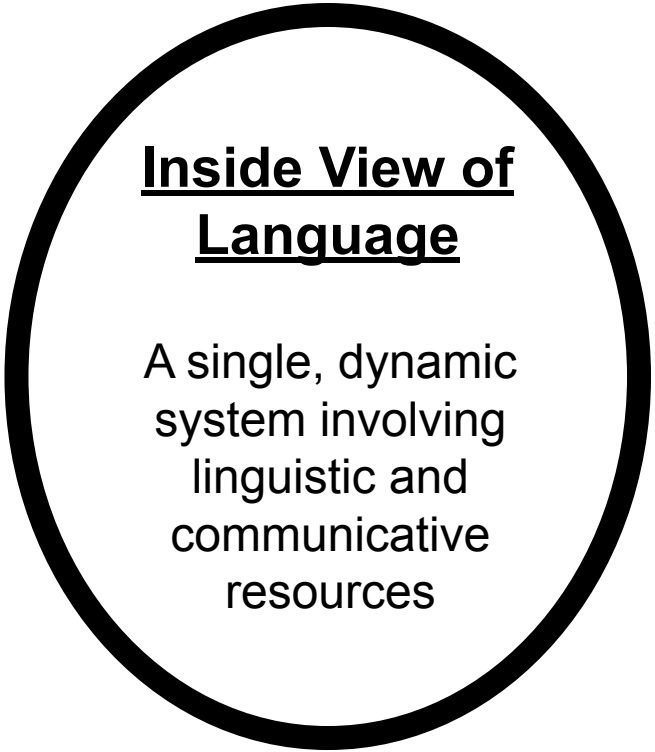
Current Understandings of Translanguaging



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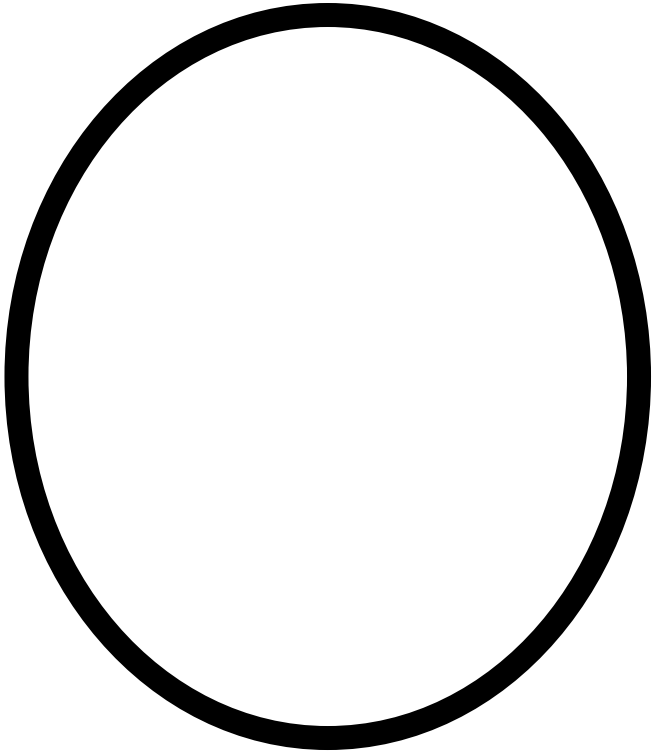
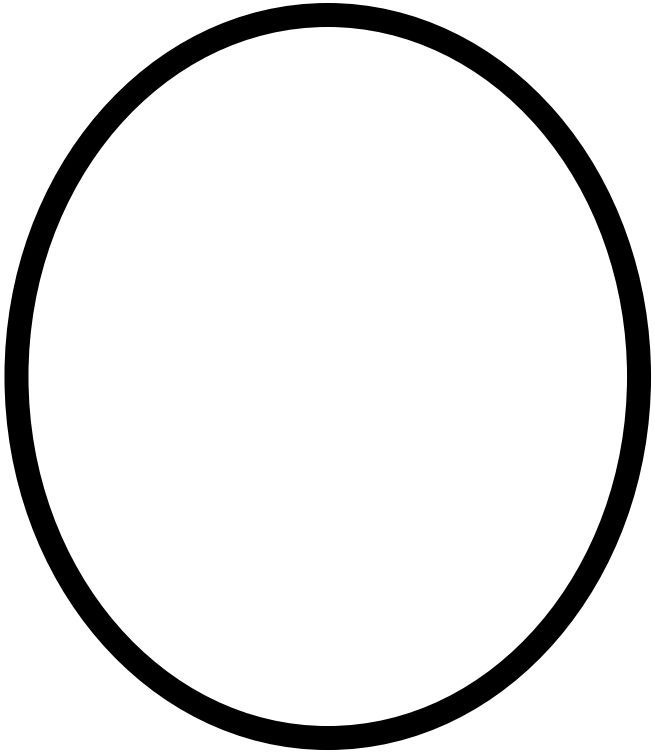


Outside View of Language

Languages are separate entities with boundaries

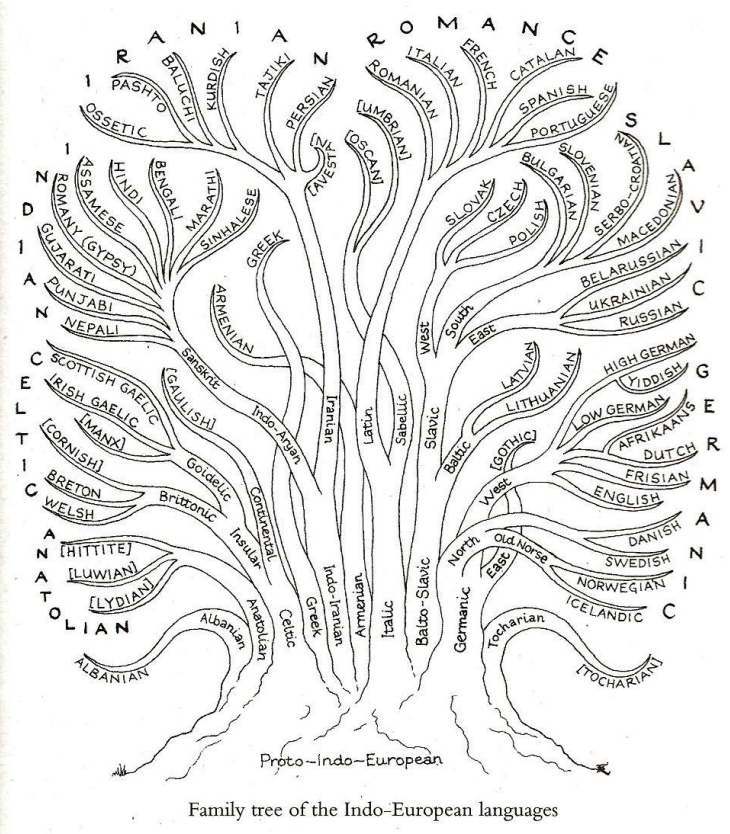
Current Understandings of Translanguaging



Outside View of Language

People are often required to filter their repertoire to use specific features that have been categorized as belonging to a named language

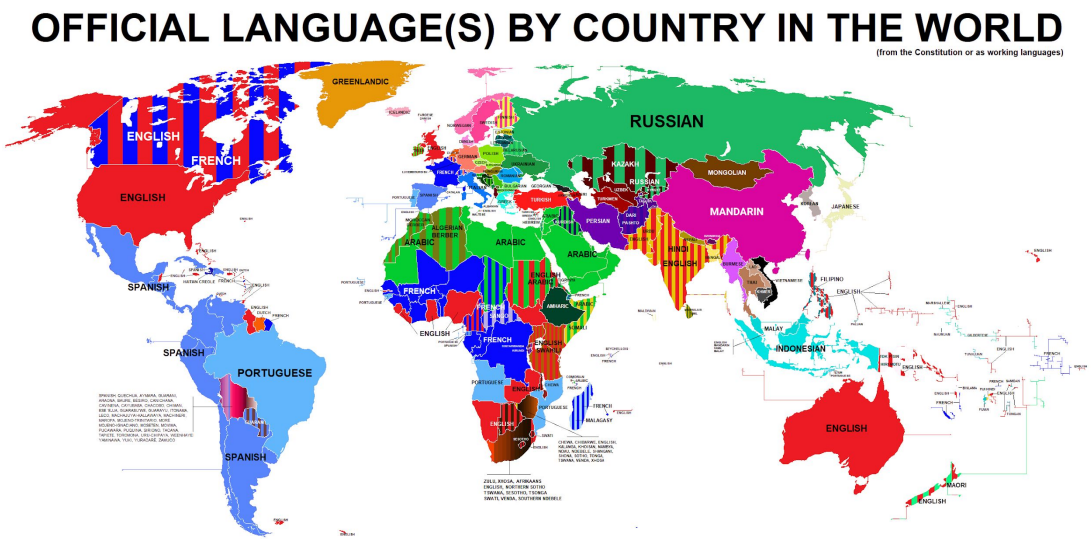
Language Boundaries are Murky



Family tree of the Indo-European languages

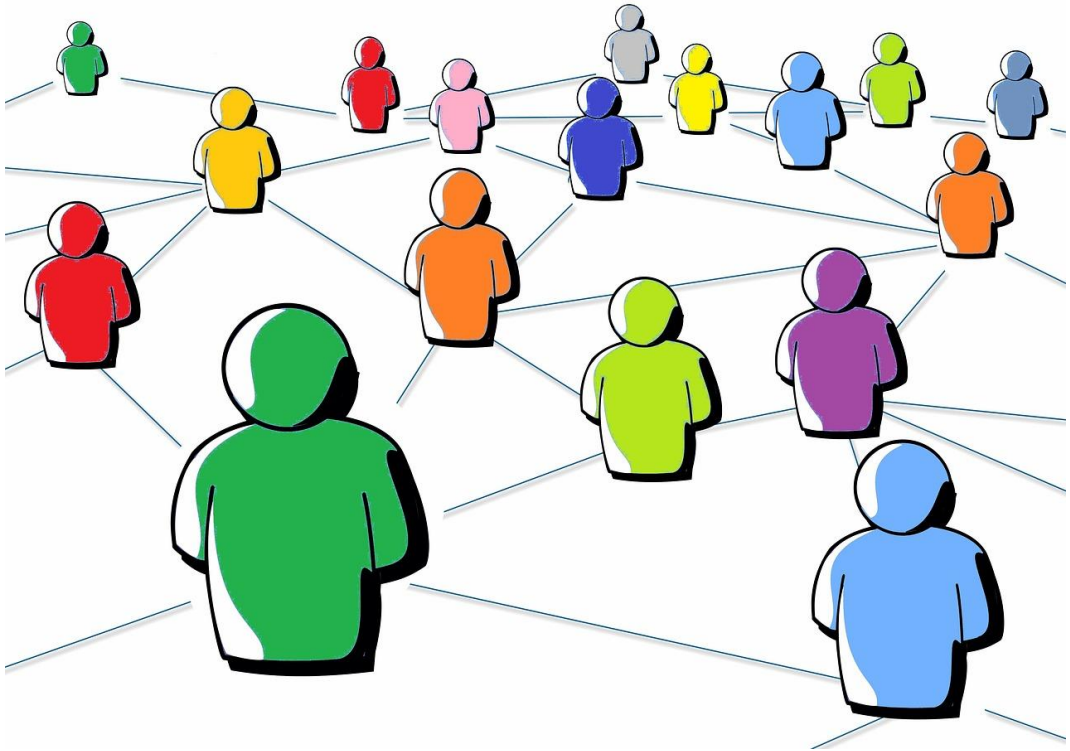
- Language adapts much like humans do
- When do features become “English”? (same questions can be asked about other languages)
- Politics surrounding language influence decisions to claim or reject features

Language Boundaries are Political



- Standardization
- Schooling
- Social status
- Cultural preservation
- Accessibility

Language Boundaries are Performance



- Skills
- Politics
- Nationalities
- Spaces
- Communication partners

In a Free World

- No language separation
- Features are seamlessly integrated
- Communicative choices based on people you interact with

Translanguaging Framework in Deaf Education

01

Crip Linguistics

(Henner & Robinson, 2023)

- Normative speech and language is an idealized myth

is designed to honor and expand students' linguistic repertoires.

Translanguaging Framework in Deaf Education

01

Crip Linguistics

(Henner & Robinson, 2023)

- Normative speech and language is an idealized myth
- All bodies think, move, and produce language in diverse ways

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Translanguaging Framework in Deaf Education

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Crip Linguistics

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- Normative speech and language is an idealized myth
- All bodies think, move, and produce language in diverse ways
- Linguistic care work

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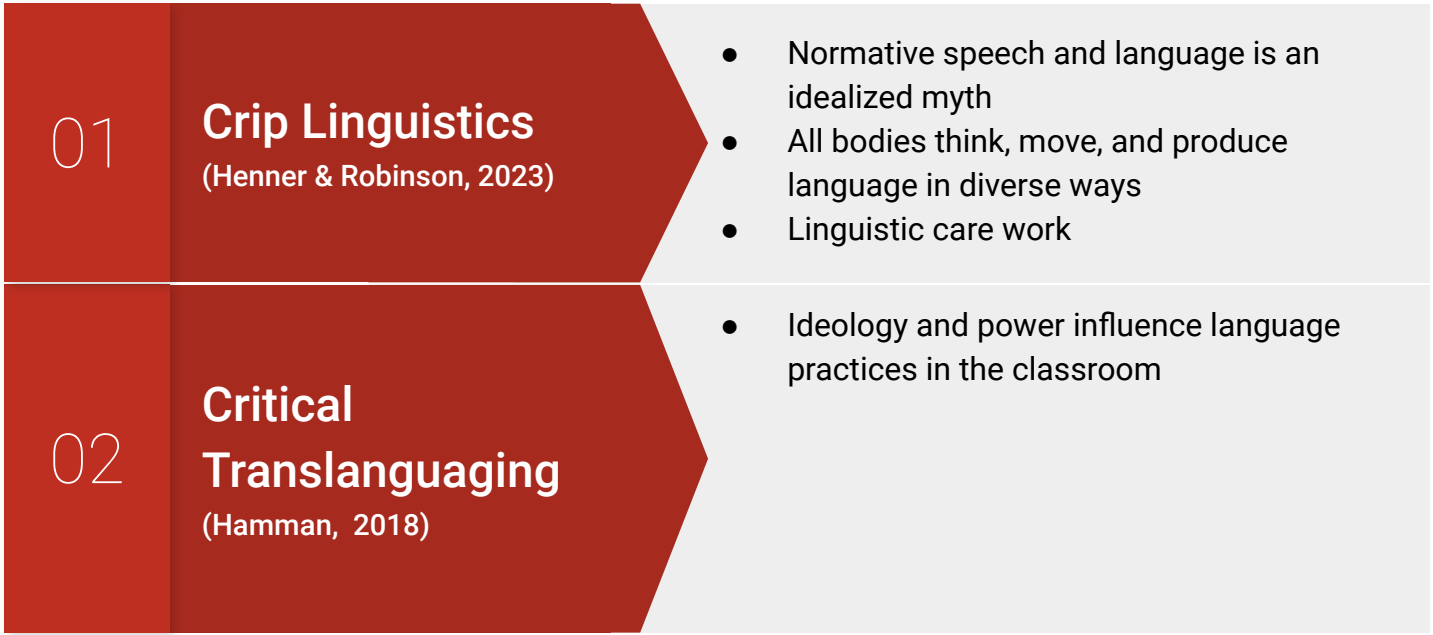
Translanguaging Framework in Deaf Education



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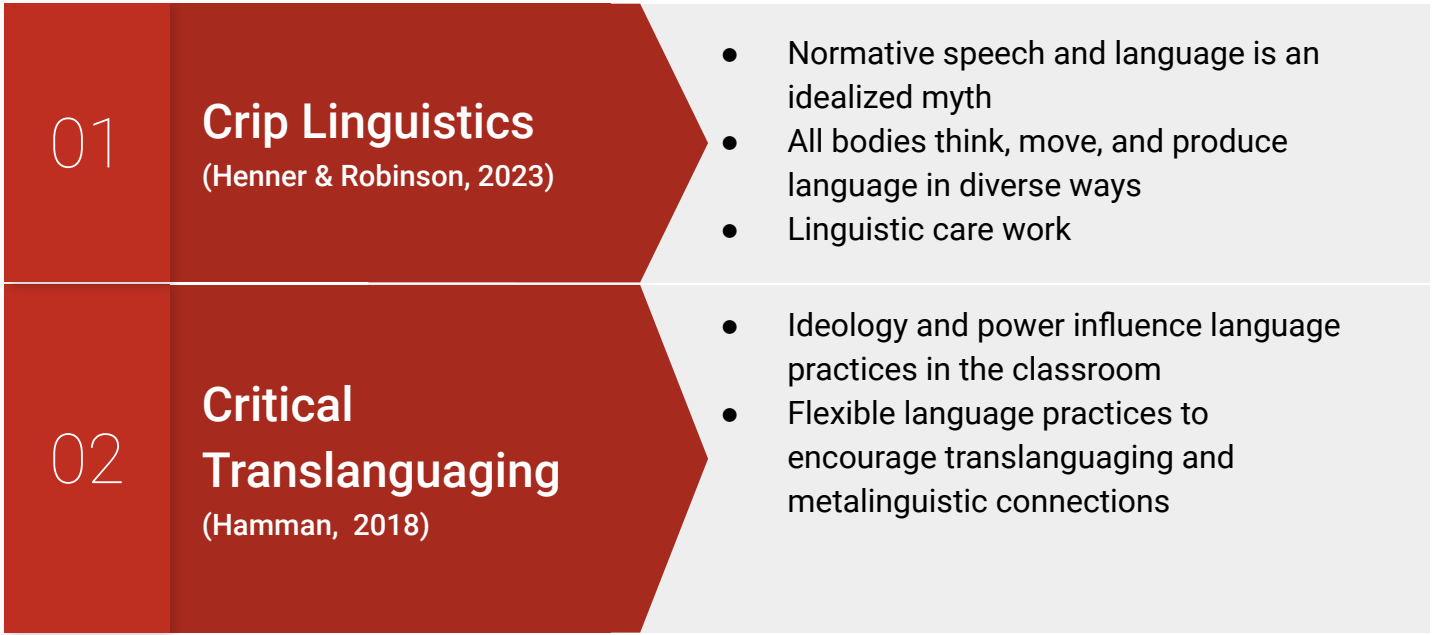

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Translanguaging Framework in Deaf Education

01	**Crip Linguistics** (Henner & Robinson, 2023)	• Normative speech and language is an idealized myth • All bodies think, move, and produce language in diverse ways • Linguistic care work
02	**Critical Translanguaging** (Hamman, 2018)	• Ideology and power influence language practices in the classroom • Flexible language practices to encourage translanguaging and metalinguistic connections • Protected spaces for minority language use and development

is designed to honor and expand students' linguistic repertoires.

Critical Pedagogical Design

Open ended inclusion of any languages and variations

- A composing project

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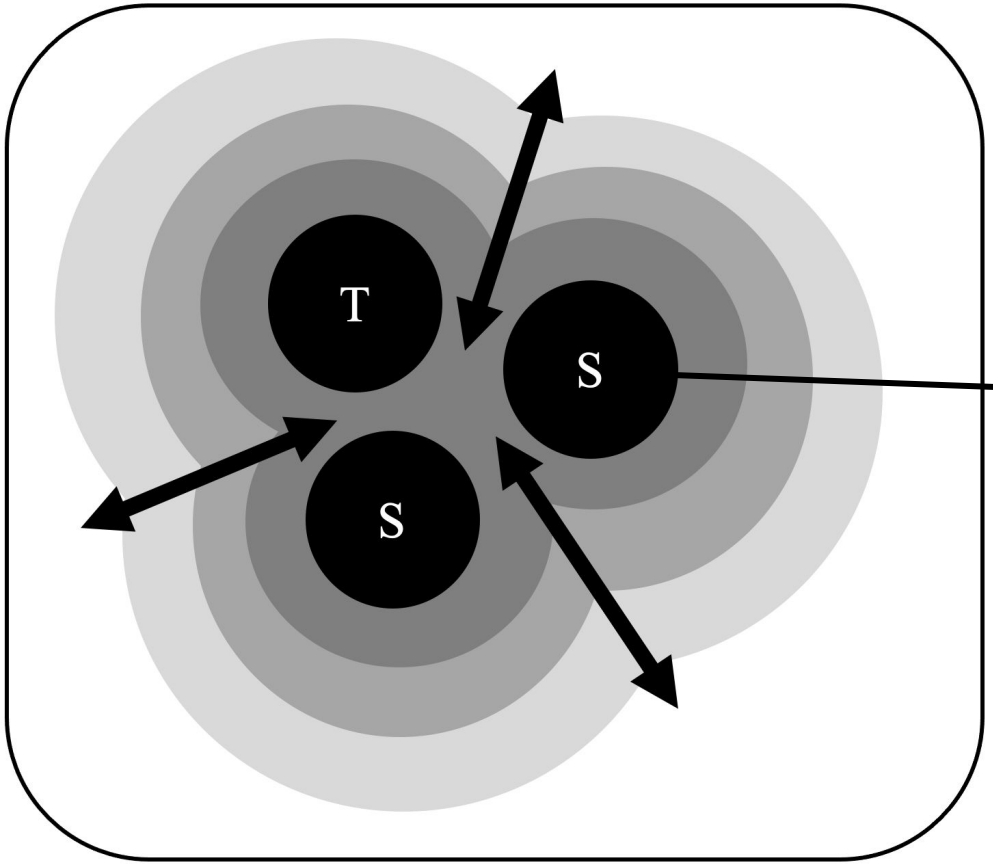
Open ended inclusion of any languages and variations

- A composing project
- Contrastive analysis of adjective placement in two languages

Critical Pedagogical Design

- A composing project
- Contrastive analysis of adjective placement in two languages
- Produce an information report in ASL to signing deaf audience in USA

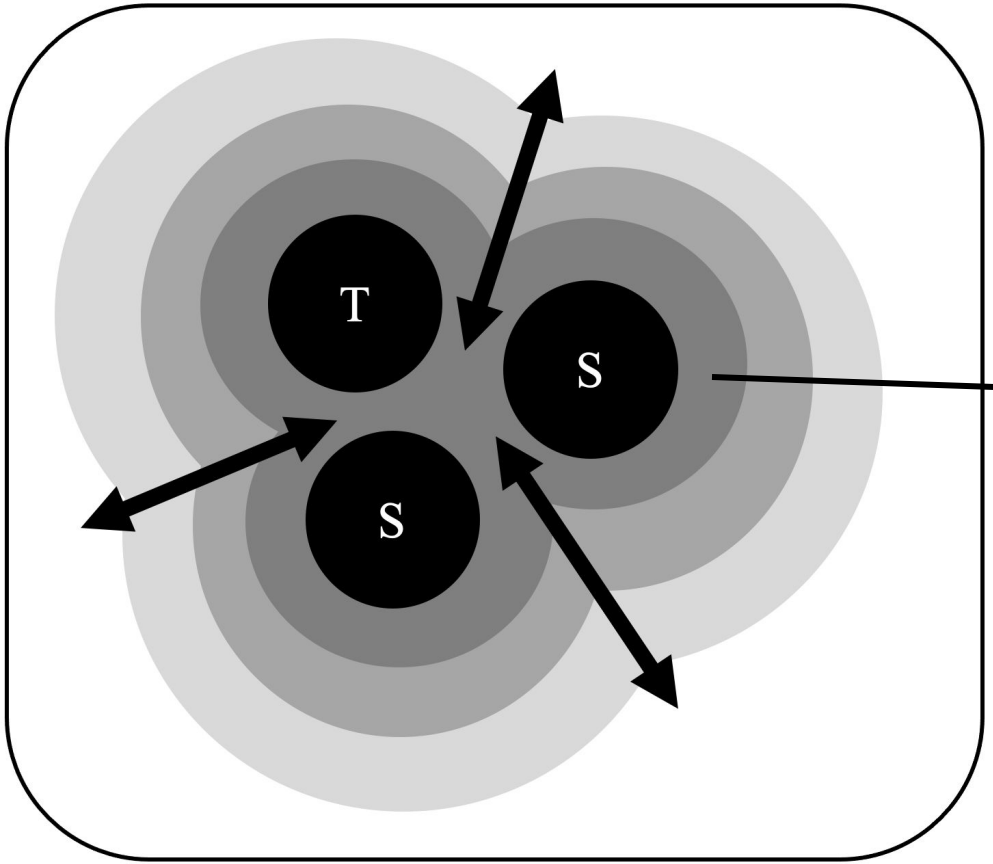
Translanguaging Framework for Deaf Education



Validating Individual Idiolects

- *Recognize that each person's communicative resources are unique, valid, and developed through experiences and interactions*

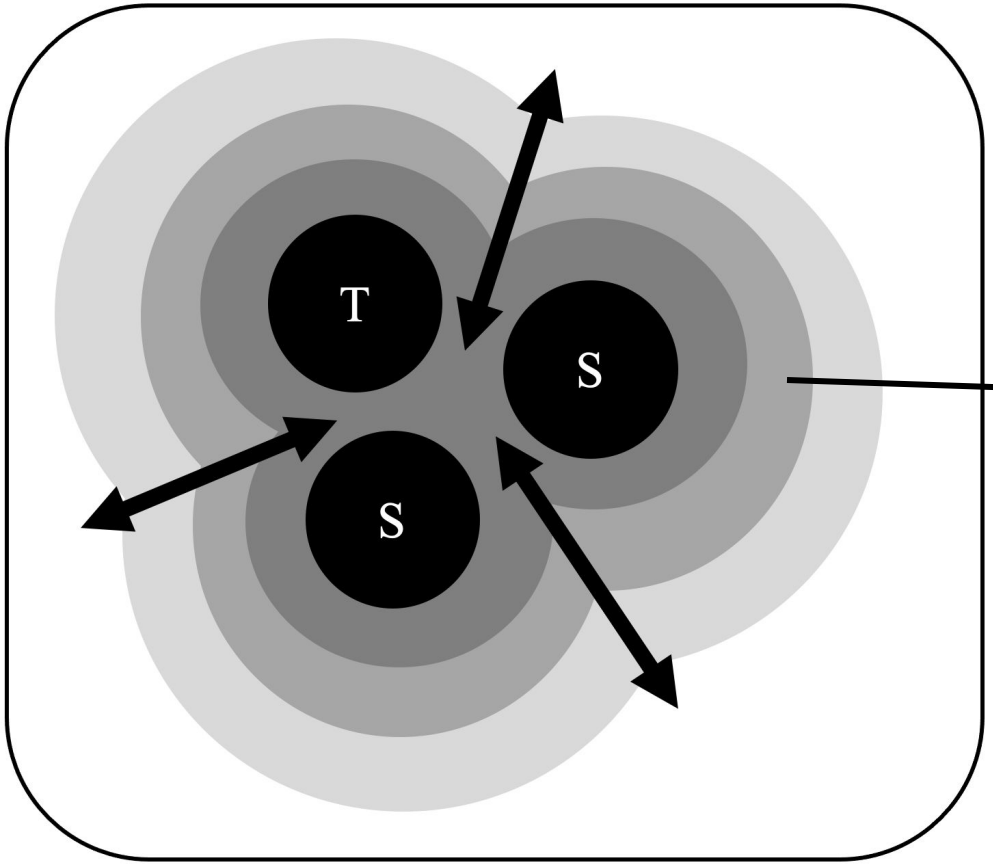
Translanguaging Framework for Deaf Education



Coming to a Shared Understanding

- *Use semiotic resources (e.g., initial systems, objects/pictures, role play, gesture) to come to a collective, shared understanding*
- *Connect concepts communicated through semiotic resources and initial systems to accessible, expressed languages*

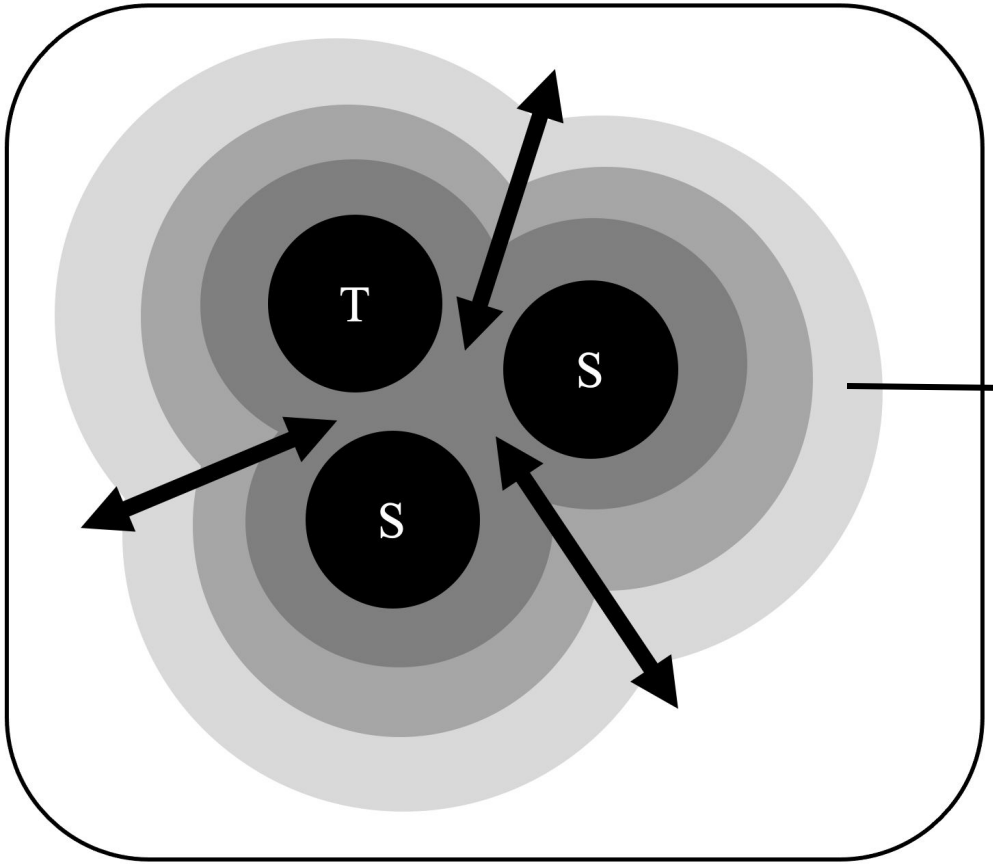
Translanguaging Framework for Deaf Education



Building Metalinguistic Knowledge

- *Deepen knowledge of language variation through explicit instruction and modeling*
- *Make connections between synonyms and phrases that express similar meanings*
- *Make comparisons across languages (e.g., ASL, English, Spanish), modalities (signed, spoken, written), and/or linguistic patterns (e.g., simultaneous and sequential)*

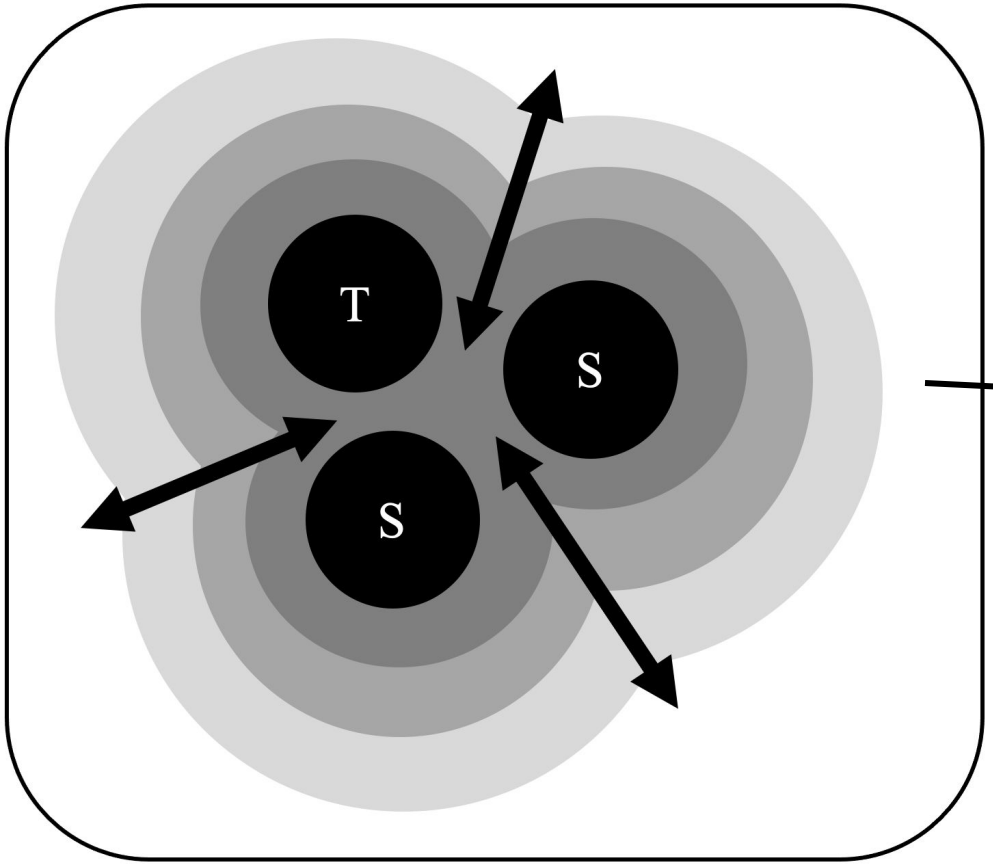
Translanguaging Framework for Deaf Education



Communicating with External Audiences

- *Revise and refine ideas to be expressed based on why we are communicating (purpose) and who is to receive the communication (audience)*
- *Draw upon mentor texts in English, ASL, and/or other languages*
- *Develop genre-specific language knowledge and apply to expressed/received language*

Translanguaging Framework for Deaf Education



Critically Analyzing the Social Context

- *Provide an accessible language environment*
- *Support the legitimacy, development, and use of minoritized languages*
- *Engage individuals and external audiences in the interrogation of linguistic hierarchies and inequities*
- *Work to dismantle inequitable services, systems, and structures*

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Translanguaging Model in Writing Research

1. The monolingual model is popular in the literature on deaf students
    a. Rely on the norms of hearing monolingual speakers of English

2. To date, no study has applied a translanguaging model to analyze the development of deaf writers
    a. Holistic analysis of integrated linguistic system in making meaning through print

Deaf Writers

Limited access to spoken and/or signed language while developing written language

Language Deprivation

Deaf Writers

Limited access to spoken and/or signed language while developing written language	Proficient in signed language and developing written language
Language Deprivation	**No Language Deprivation**

Two Studies

Limited access to spoken and/or signed language while developing written language	Proficient in signed language and developing written language
Language Deprivation	**No Language Deprivation**

Research Questions:

- Do deaf children's written expressions align with the **stages of emergent writing** development?
- What **translanguaging features** are demonstrated in their written expressions?

Participant Identification

Study #1
Language Deprivation

1. **385 deaf students from a larger study on writing**
   a. Grades 3-6 (ages 8-13)
   b. No additional disabilities
   c. Demonstrate emergent writing features
      i. Drawing, scribbling, labeling, writing short phrases

2. **42 / 385 students were emergent writers**
   a. In spoken language environments
   b. Not using language fluently

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Study #2
No Language Deprivation

1. **3 siblings from a bilingual deaf family**
   a. Access to signed language and written language from birth
   b. In signed language environments
   c. Use signed language fluently

Data Analysis

Study #1 Language Deprivation	Study #2 No Language Deprivation
● Pre- (n=42) & post-writing samples (n=30) during an academic year 1. Stages of emergent writing development 2. Growth over time 3. Translanguaging features	● Unedited writing samples across 10 years 1. Stages of emergent writing development 2. Growth over time 3. Translanguaging features

Data Analysis:
Stages of Emergent Writing Development

	Stage	Description
1	Pre-Alphabetic	Drawing, scribbling, mock letters
2	Emergent	Recognizable letters written in random order
3	Transitional	Recognizable letters written phonetically or as labels
4	Conventional	Words written in short phrases
5	Fluent	Words written in complete sentences

Data Analysis:
Translanguaging Features

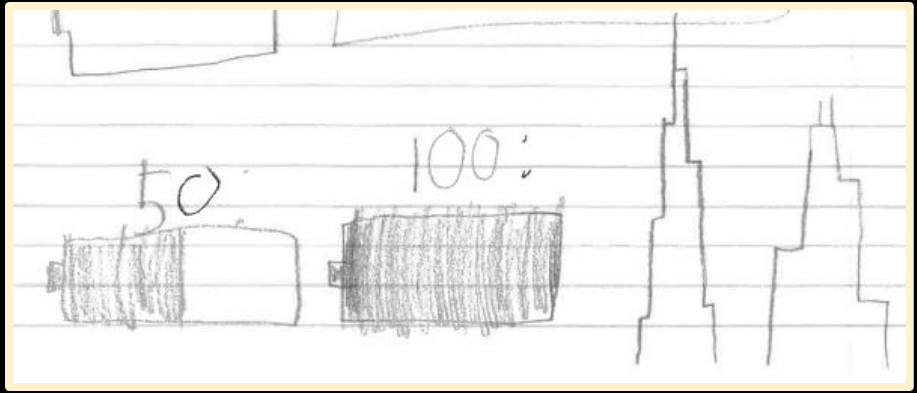
Features
Phonetic Application
Vocabulary Application
Syntactic Application

Study #1 Results

Stages of Emergent Writing Development

Stage	Number of Students (42 total; aged 8-13)
Non-Emergent	1
Pre-Alphabetic	1
Emergent	1
Transitional	9
Conventional	27
Fluent	3

Language Deprivation



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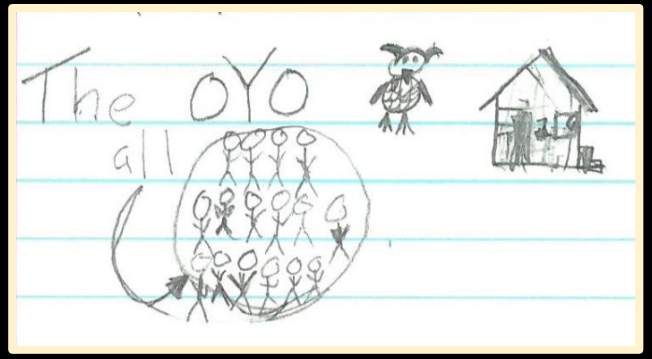

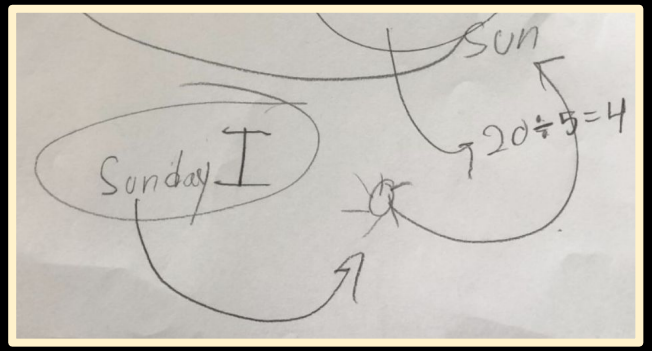

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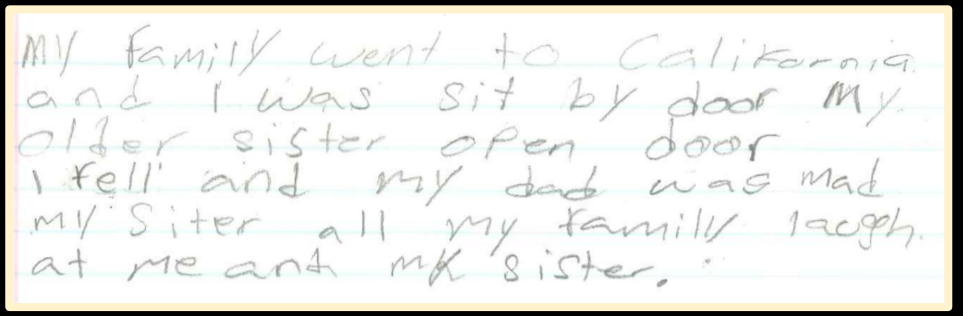

Words written in complete sentences

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Language Deprivation

Translanguaging Features

Feature	Example
English Phonetic Application	“I wos (was) so happy I wit (went) to Barey Bengo that Day. they pikeD my tiket.”

Translanguaging Features

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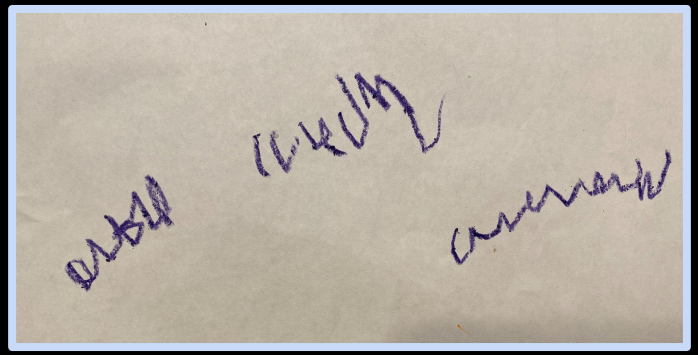
Spanish Vocabulary Application	“Class help need your si (yes) and no are you neede hot outside Happy.”
Syntactic Application	“I go Family Beach Family Pay Fun Brother Play enjoy Beach mom and Dad look”

Study #2 Results

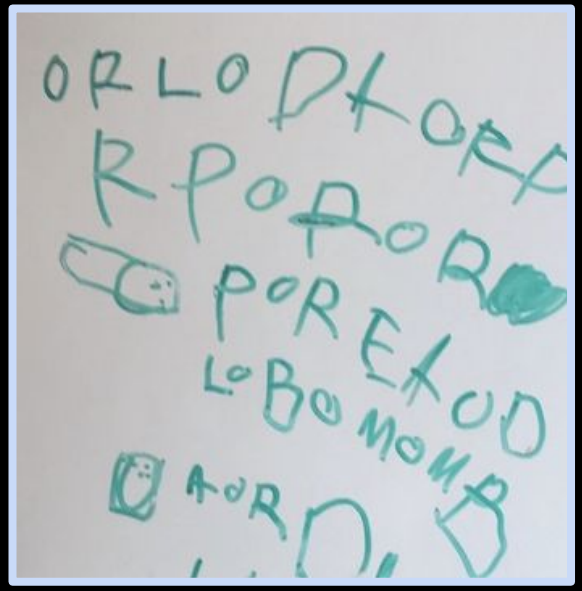


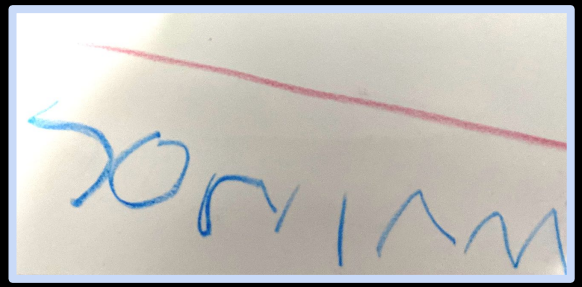
Drawing, scribbling, mock letters

Stages of Emergent Writing Development

Stage	Number of Students (3 siblings)
Non-Emergent	
Pre-Alphabetic	3 years old
Emergent	3 to 4 years old
Transitional	4 to 5 years old
Conventional	6 to 7 years old
Fluent	7 to 8 years old

No Language Deprivation





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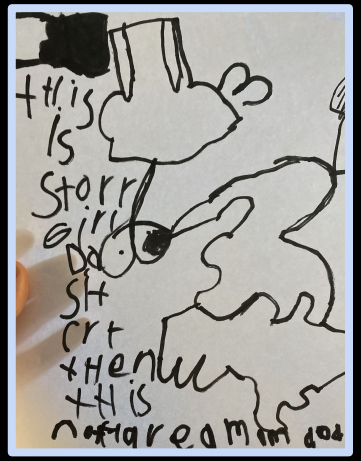

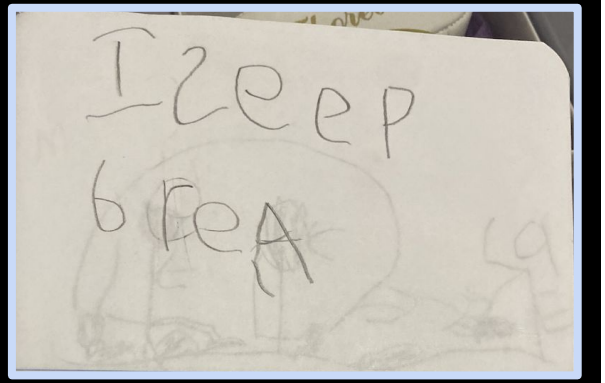

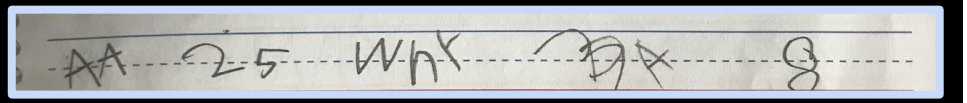

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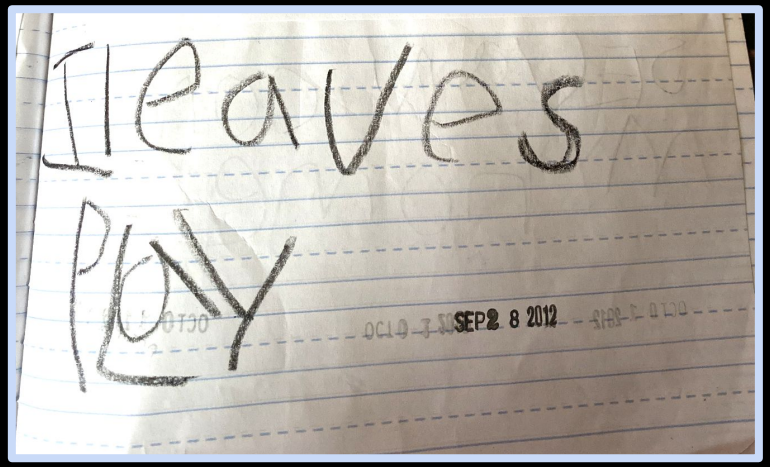

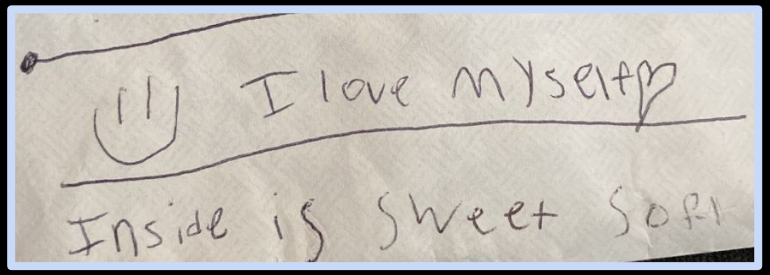

Words written in short phrases

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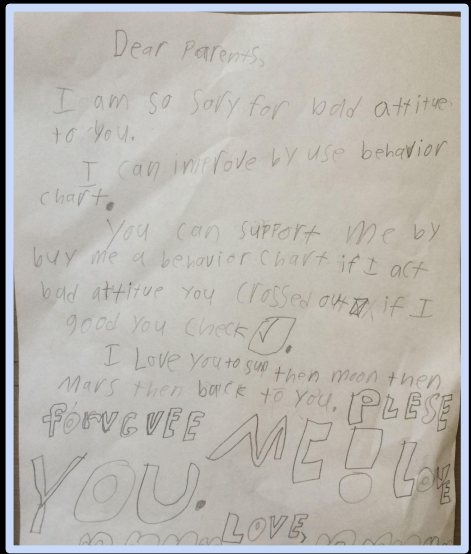

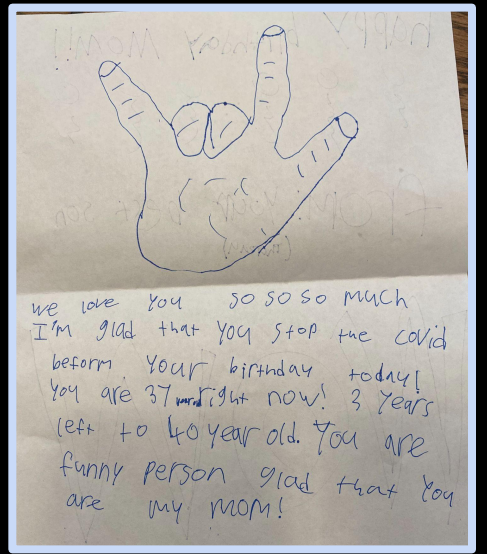

Words written in complete sentences

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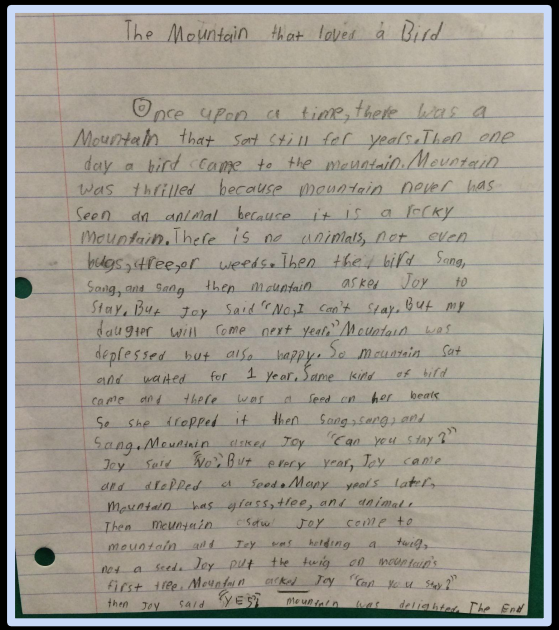

The Mountain that loved a Bird

Once upon a time, there was a Mountain that sat still for years. Then one day a bird came to the mountain. Mountain was thrilled because mountain never has seen an animal because it is a rocky Mountain. There is no animals, not even bugs, trees, or weeds. Then the bird Sang, Sang, and Sang then Mountain asked Joy to stay. But Joy said "No, I can't stay. But my daughter will come next years." Mountain was depressed but also happy. So Mountain sat and waited for 1 year. Same kind of bird came and there was a seed on her beaks So she dropped it then Sang, sang, and Sang. Mountain asked Joy "Can you stay?" Joy said "No" But every year, Joy came and dropped a seed. Many years later, Mountain was grass, tree, and animal. Then Mountain saw Joy come to mountain and Joy was holding a twig, not a seed. Joy put the twig on mountain's first tree. Mountain asked Joy "Can you stay?" then Joy said "YES" Mountain was delighted. The End

What did I do last Halloween? I put on my costume. My costume is Emo prom queen. My dad put makeup on me to look like a zombie. Some people look at me and look scared. I'm very excited to get candy! Finally time for trick or treat. I get candy, then meet some friends and trick or treaty with them. Now time to go home. I eat some candy. I gave my brother some candy. I watch NFL game until halftime. I go to brush my teeth. Go to bed. That's what I did last Halloween!

Words written in complete sentences

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Fluent, expanded	9 to 10 years old

No Language Deprivation

Translanguaging Features

Feature	Description
English Phonetic Application	“I seep brea” *(I sleep dream)*
ASL Phonetic Application	“AA 25 why 3a 8” *(Love prefer why pizza delicious)*
Vocabulary Application	“When you tell I will I do it.” *(Me vs I)*
Syntactic Application	See above examples.

Discussion

Older deaf emergent writers (8-13 years old)

- Spoken language was predominately used at home and in school
- Overall small linguistic repertoire in all languages students know
- Restricted translanguaging practices
- Incomplete ideation

Deaf siblings (3-10 years old)

- Signed language was predominately used at home and in school
- Expansive linguistic repertoire in written language
- Salient translanguaging practices
- Reduced ASL features over time

Conclusion

“This study provides evidence that deaf students as old as **thirteen years old are developing emergent writing skills** not because of their deafness but likely because they were **in an environment that produced chronic inadequate language access and support**.”

-Holcomb, Dostal, & Wolbers, 2023

Conclusion

"The similarities across all three siblings' translanguaging practices and developmental trajectories yield valuable information on **deaf children's potential with language expression and articulation when signed language and written language are reinforced** at home and in school."

-Holcomb, 2023