



planning

Status Planning

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ESLR Summit

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What is Status Planning?

- For learning and teaching
- Process of attempting to manipulate the status of a particular language through



Baker, 2006

What is Status Plannig?

<http://www.youtube.com/watch?v=v0djj-r974l>

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Status of Languages as Second Languages

- “**Who** should learn them and to whom should they be taught?”
- “**When** should learning begin and under what circumstances?”
- “**Which** second languages should be known, learned, and taught?”
- “**What aspects** of the language(s) chosen should be known, learned, and taught, that is, which variety and to what level?”

Van Els, 2005

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Wait a minute



- How does Deafhood fit in status planning?
- What does status planning for learning and teaching mean?
- What is the status of ASL as the first language? English as second language?

Deafhood

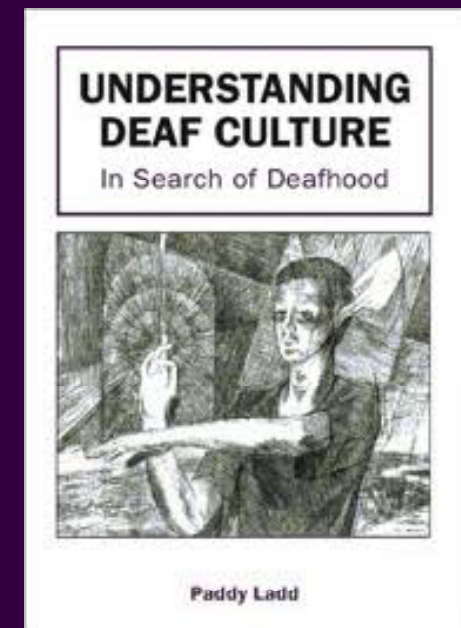
<http://www.deafhood.us/wp/archives/397>

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Deafhood

- A process for all Deaf people
- Impact on the quality of life as a Deaf human being
- Deaf ways of learning
- Deaf experiences



Ladd, 2003

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Being Bilingual

<http://www.youtube.com/watch?v=dleAWpoXyxU>

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Role of ASL

- The natural language of Deaf people
- ASL as L1 in Deaf Bilingual Education

Role of English

- The second language of Deaf people
- English as L2 in Deaf Bilingual Education

Muhlke, 2002

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Getting on the Right Path

<http://www.youtube.com/watch?v=96zOVPIvDpA>

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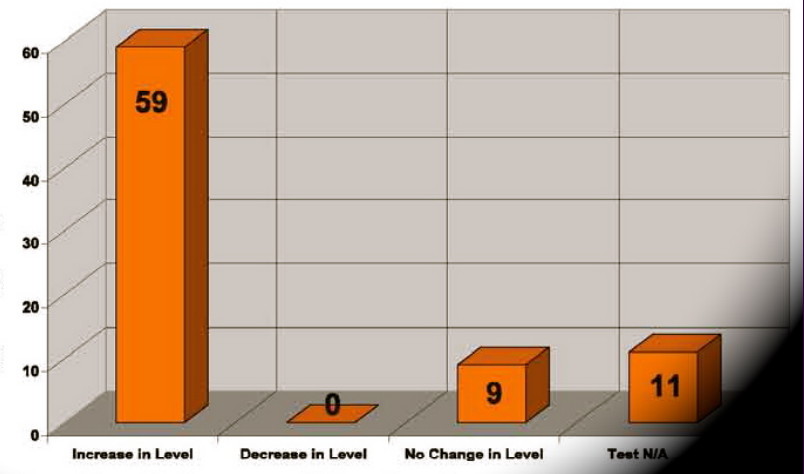
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A variety of assessment tools to guide their development of each student's potential. This includes a student's "instructional" reading level (IRL). This is used in the classroom to teach reading. For a level to be used, at least 90% of the words in the test booklet must be words the student reads, the teacher observes and records what are being used or not being used. For example, the teacher notes what a student does when she tries to figure out the meaning of a word. Students must also do a re-telling of the test booklet using their first language, ASL, so that the teacher knows how much was understood. The advantages of this assessment is that each student is tested individually and both languages, ASL and English, are visible as the student translates English words into ASL. In addition, the test atmosphere is very supportive as teacher and student engage in conversation using the student's natural language -ASL. Most importantly, students have full access to what is being taught. Test directions and questions are given in ASL. As a result, students perform at their optimum level while using their second language -English. All of this information guides the teacher and the student in setting new goals for strengthening and expanding the skills and knowledge necessary for advancing deeper understanding of ASL and English.



The majority of Elementary students who took the IRL assessment showed an increase in reading levels and none of the students showed a decrease (see chart). We believe these results are an endorsement of our bilingual program. In fact, our students show gains in English with the instructional time devoted to the study of ASL. ASL helps develop the thinking skills that are necessary for the acquisition of academic skills in English. Research points out that the degree of English proficiency of Deaf children develops during their school years, no matter if their first language is ASL. Research shows that English reading and writing skills are positively related to ASL proficiency. With the support of our parents and the SD's ongoing data collection, we look forward to seeing our students continue their continued growth and further accomplishments as they experience SL

**Elementary IRL Results
Spring, 2008**



<http://www.youtube.com/watch?v=HLID2g3aWfw>

[http://www.csdeagles.com/academics/pdf/e Thrive ASL English Bi.pdf](http://www.csdeagles.com/academics/pdf/e%20Thrive%20ASL%20English%20Bi.pdf)

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Status Planning at CSD

- CDE and School Administrators
- Language Planning committees
- Faculty and Staff
- Families
- Community Members

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Status Planning at CSD

- Students
 - Deafhood
 - Identity
 - Languages
 - Culture
 - History
 - Society





Planning Considerations

- Educational Reconstruction
 - Deaf model schools
 - Control of Deaf education
- Community Reconstruction
 - Deaf professionals
 - Deaf clubs
 - Deaf ethnic minorities
 - Young Deaf people

Ladd, 2003

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Food for Thought

- In what ways do schools encourage and incorporate Deafhood? ASL? English? Deaf School?
- If the status of ASL were improved within a school, what impact might that have on its students? English?