

Study Guide

EDI 112

Language and Learning

## **Educational Interpreting Certificate Program**

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# EDI 112: Language and Learning

This course is the second in the series of study related to child and language development. The first course in this series, EDI 111, focused on typical child and language development. This course, EDI 112: Language and Learning, delves further into language acquisition and cognition with focus on children who are deaf or hard of hearing. Once the foundation of language acquisition for deaf children has been provided, you will study the acquisition of ASL, and the types of discourse that are common in the classroom – Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).



EDI 112 is a **2 credit hour** course, which has an impact on the amount of work required, especially for the assignments. Please note that the course is slightly longer than your previous courses and will run for 9 full weeks, as compared to your other courses, which were 8 weeks.

## Where Does This Course Fit In?

### EDI 111 – Child and Language Development

This course was the first of a two part series focusing on the development and language acquisition of infants and toddlers. The course addressed the theories of how children grow, develop and acquire their first language.



### EDI 112 – Language and Learning

This is the course you in which you are currently enrolled. It will delve further into language acquisition and cognition, focusing on children who are deaf or hard of hearing. The acquisition of American Sign Language as a first language is considered. As well, attention will be given to the types of discourse commonly used in the classroom and the implications that discourse has for both the student who is deaf or hard of hearing and educational interpreter.

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# Course Overview

## Purpose

You have gained an overall understanding of how infants and toddlers grow and develop, and the integral role that language plays in development. You have studied the impact of heredity in combination with the environment, and culture on language development. With that framework in place, EDI 112: Language and Learning continues to explore language development by looking at the application of language use to learning processes such as the classroom. As well, EDI 112 narrows the focus of your study to the language development and learning of deaf and hard of hearing children. The application of language acquisition theories to the development process of deaf and hard of hearing children will be explored and you will utilize a set of criteria to create a language profile of the deaf and hard of hearing child for whom you interpret.

## Impact

You will continue to build on a foundation of typical language development of children that will provide the framework for you to focus on the language development of children who are deaf or hard of hearing. You will have an opportunity to utilize the distinguishing features that delineate the deaf and hard of hearing population when you develop a profile of the student for whom you interpret.

This information will provide you with tools that you can later use to evaluate the classrooms in which you interpret. As well, you will be better prepared to make informed decisions regarding how to approach the linguistic elements of your work as an interpreter for deaf and hard of hearing students.

## Objectives

By the end of this course, you will:

Lesson 1 – Language Acquisition and Development of Children Who are Deaf

- Discuss first language acquisition and second language learning in deaf or hard of hearing children
- Discuss the implications of early and consistent language access, and the impact of English-dominant classrooms on deaf and hard of hearing learners

Lesson 2 – Acquisition of ASL

- Describe the distinguishing features of the deaf and hard of hearing population
- Describe the natural occurring process for acquiring American Sign Language as an L1

Lesson 3 – BICS/CALP

- Differentiate between social language and academic language as it relates to the educational implications for deaf or hard of hearing learners

Lesson 4 - Classroom Discourse Analysis

- Describe requisite conditions for optimal academic achievement by deaf and heard of hearing students in educational environments

Lesson 5 – Theory of Mind

- Describe the relationship between the development of Theory of Mind and the development of language.

## Portfolio Perspective

EDI 112: Language and Learning provides the opportunity to develop evidence to support entry-level mastery of the third and fourth Core Competencies.

- #3 Demonstrate an understanding of the language development of deaf children as part of their educational experience.
- #4 Demonstrate an understanding of the factors that may have an impact upon a deaf student's educational experience.

Course readings, activities and assignments will foster your understanding and learning regarding language acquisition of children who are deaf or hard of hearing and the challenges classroom discourse poses for the student who is deaf or hard of hearing, as well as the educational interpreter.

## Portfolio Products

Assignment 1 of EDI 112: Language and Learning is designed to fulfill the requirements of the third Core Competency.

Assignment 3 is designed to fulfill the requirements of the fourth Core Competency.

Assignment 4 is designed to fulfill the requirements for both Competency #3 and #4.

## Portfolio Considerations

This course—along with EDI 111 and EDI 223—provides you with an important foundation from which you will make choices and decisions related to your interpreting performance. As you develop and submit your evidence products from this course, think of them in terms of not only this course, and the portfolio, but how you can use the learning experiences you will gain to make better choices about how you use language as an interpreter. Consider how the choices you make as an interpreter impact on deaf and hard of hearing students, and how making informed decisions about how you use language while interpreting can improve the ability of the deaf and hard of hearing students you work with to more fully participate in their own learning.

## Materials Checklist

You will be using a variety of media for this course. You should have received the following instructional materials for this course.

- The Study Guide containing:
  - Lessons, Activities, Assignments and Author Insights
  - Appendices  
Appendices for EDI 111 and EDI 112 are included under a separate tab at the end of your notebook.
  - Appendix A: Meet your Instructional Team and Students
  - Appendix B: How to access your course technology
- Readings:

Reading #1: Richard P. Meier (1991) “Language acquisition by deaf children” from *American Scientist*. Jan-Feb Volume 79.

Reading #2: Francois Grosjean (1992), “The Bilingual and Bicultural Person in the Hearing and in the Deaf World”. Linstok Press, Inc.

Reading #3: Barbara R. Schirmer (1994), “Incorporating Strategies of Second Language Learning”, Chapter 2 from *Language and Literacy in Children Who Are Deaf*, New York City. Macmillan Publishing Company.

Reading #4: Brenda Schick (1997), “The Development of ASL: An Overview for Educational Interpreters”, notes to accompany the videotaped presentation.

Reading #5: Paul Ogden (1996) *The Silent Garden: Raising Your Deaf Child*. Washington, D.C. Gallaudet University Press.

Reading #6: Jim Cummins (1991) “Interdependence of first- and second-language proficiency in bilingual children”. Chapter 4 in *Language Processing in Bilingual Children*. Ellen Bialystok (ed.). New York City. Cambridge University Press.

Reading #7: Brenda Schick (1997) Outline to accompany “Theory of Mind: The Relationship between Theory of Mind and Language Skills in Deaf Children” lecture.

Reading #8: Melissa Welch-Ross (1997) “Mother child participation in conversation about the past: relationship to preschoolers: Theory of Mind”. *Developmental Psychology* Vol. 33. No. 4, 618-629. American Psychological Association.

- Videotape:
  - Segment 1 – “Acquisition of ASL” by Dr. B. Schick
  - Segment 2 – “Theory of Mind” by Dr. B. Schick
  - Segment 3 – “The Public School in Action”, 1<sup>st</sup> Grade

**NOTE:** A list of additional readings related to second language acquisition is available at the end of the study guide in the section referred to as FURTHER INVESTIGATION. These are not required readings, but are valuable readings that can expand your appreciation of elements of the topics being addressed in this course. You are encouraged to explore these additional readings as your time and interest direct.

The two textbooks from EDI 111 will also be used in this course:

- *Born to Talk*, Hult, Lloyd M. & Howard, Merle R. – 3<sup>rd</sup> edition (2002), Allyn and Bacon Publishers.
- *Raising and Educating a Deaf Child*. Marc Marschark (1997), Oxford University Press, Inc.

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# Course Preview

## **Lesson 1 - Language Acquisition of Children who are Deaf**

This lesson picks up where EDI 111 left off: with the development of language in children who are deaf or hard of hearing. You have studied the biological, environmental and cultural factors that are necessary for typical infant and toddler language development. The natural process of language acquisition is impacted if one or more of those factors are not present. Lesson 1 examines how those factors affect the language acquisition and development of children who are deaf or hard of hearing and introduces the concept of deaf children as “bilinguals”.

## **Lesson 2 -- Acquisition of American Sign Language**

This lesson focuses on Dr. Schick's videotape lecture entitled, “Development of ASL”. Dr. Schick’s lecture discusses the acquisition of ASL as a first language. She discusses deaf children who are learning ASL from their parents, in a natural setting (much like most of you learned English). Approximately 10% of the Deaf children in this country have Deaf parents, which means only approximately 10% of the Deaf children in this country have access to ASL as a first language and acquire their L1 naturally.

The “other 90%” of the Deaf children in the U.S., who have hearing parents and who do not have access to ASL (or, perhaps, to English) as a first language, will also be discussed.

## **Lesson 3 -- Basic Interpersonal Communication Skills/ Cognitive Academic Language Proficiency**

Now that you have explored natural language acquisition in children, as well as considered the unique challenges of language acquisition for most deaf and hard of hearing children, the focus will shift to a consideration of how language is used in classrooms and the two types of discourse commonly present in classroom language. Cummins called this classroom discourse, Basic Interpersonal Communication Skills (BICS), and Cognitive Academic Language Proficiency (CALP). You will be asked to consider the challenges posed by classroom discourse for the student who is deaf or hard of hearing.

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# Course Preview (continued)

## **Lesson 4 – Classroom Discourse Analysis**

In this lesson, you will have the opportunity to apply your learning about BICS and CALP to the analysis of how language is used in a classroom. By analyzing a classroom for the occurrence of BICS and CALP interactions, you will begin to appreciate more deeply the implications for your work as an interpreter. After identifying the way in which BICS and CALP interactions occur, you will explore how these interactions impact on deaf and hard of hearing students. Your analysis in this lesson will serve as an important segue into your next strand of courses relating specifically to the educational interpreter.

## **Lesson 5 – Theory of Mind**

The discussion of BICS and CALP helps you to understand the challenges experienced by the student(s) you work with. You will continue to explore the unique challenges facing a deaf or hard of hearing child in this lesson by focusing on the development of Theory of Mind. Theory of Mind is a cognitive ability that allows individuals to understand and predict the intentions of others. Theory of Mind is dependent on an individual's linguistic abilities and has great implications for the academic success of students who do not have a strong Primary Language (L1). Although you will not be applying the Theory of Mind principles in this particular course, it will serve to expand your appreciation of the challenges faced by deaf and hard of hearing students. As well, the Theory of Mind is part of the theoretical foundation you need for later courses, such as EDI 212 Tutoring Techniques.

# Course Roadmap

The following roadmap contains all the activities, assignments and dates for this course. Use the checkbox to check off items as you complete them.

Points		Dates	Activities	Done !
<b>Lesson 1 - Language Acquisition of Children who are Deaf</b>				
		1 day	1.1 Course check in – WebCT	<input type="checkbox"/>
		1 day	1.2 Reading #1, “Language Acquisition by Deaf Children”	<input type="checkbox"/>
		1 day	1.3 Web Activity: “First Language: Sign or Speech” <a href="http://clercenter.gallaudet.edu/Products/Sharing-Ideas/afirst/critspoken.html">http://clercenter.gallaudet.edu/Products/Sharing-Ideas/afirst/critspoken.html</a>  “Sign Language as a First Language” <a href="http://iascl.uia.ac.be/iascl/bulletinV20N2.pdf">http://iascl.uia.ac.be/iascl/bulletinV20N2.pdf</a> (article on pages 4-6)	<input type="checkbox"/>
		1 day	1.4 Reading #2: “The Bilingual and Bicultural Person ...”	<input type="checkbox"/>
		1 day	1.5 Reading #3: “Incorporating Strategies of 2 <sup>nd</sup> language learning”.	<input type="checkbox"/>
 PP		5 days	1.6 WebCT Discussion Post response to readings.	<input type="checkbox"/>
<b>Lesson 2 - Acquisition of American Sign Language</b>				
		1 day	2.1 Textbook: <i>Raising and Educating a Deaf Child</i> , Chapter 5, “Language Development”	<input type="checkbox"/>
		4 days ↓	2.2 Videotape, Segment 1 - “Acquisition of ASL” Reading #4: “The Development of ASL: An Overview for Educational Interpreters”, presentation notes	<input type="checkbox"/>
		↓	2.3 Reading #5: “The silent garden: Raising your deaf child-”	<input type="checkbox"/>
		4 days	<b>Assignment 1:</b> Develop a profile of the student for whom you interpret.	<input type="checkbox"/>

Points		Dates	Activities	Done !
<b>Lesson 3 - Basic Interpersonal Comm. Skills/Cognitive Academic Language Proficiency/</b>				
		3 days	3.1 Textbook from EDI 111, <i>Born to Talk</i> , "Taking Language to School", pp 215-221 and 252 – 257.	<input type="checkbox"/>
		↓	3.2 PPT Introduction to BICS/CALP	<input type="checkbox"/>
		3 days	3.3 Reading #6: "Interdependence of first and second language proficiency..."	<input type="checkbox"/>
		↓	3.4 Websites on BICS/CALP <a href="http://home.earthlink.net/~psychron/homepage.htm">http://home.earthlink.net/~psychron/homepage.htm</a>	<input type="checkbox"/>
 PP		4 days	3.5 WebCT Discussion Discussion on BICS/CALP	<input type="checkbox"/>
		4 days	<b>Assignment 2</b> – Paper on caregivers use of BICS/CALP	<input type="checkbox"/>
<b>Lesson 4 - Classroom Discourse Analysis</b>				
		4 days	4.1 Lesson Introduction – PPT	<input type="checkbox"/>
		↓	4.2 Watch videotape: Segment 3 Public School in Action 1 <sup>st</sup> Grade	<input type="checkbox"/>
		5 days	<b>Assignment 3</b> - Analyze Classroom Discourse for relationship of BICS and CALP	<input type="checkbox"/>
		1 week	<b>Assignment 4</b> - Utilizing the profile you developed for Assignment 1 and your classroom analysis from Assignment 3, discuss the implications of classroom discourse on the educational experience of the deaf or hard of hearing student for whom you interpret.	<input type="checkbox"/>

Points		Dates	Activities	Done !
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### Lesson 5 - Theory of the Mind

		5 days	5.1 Introduction to ToM – PPT presentation Web Article: <a href="http://clerccenter.gallaudet.edu/products/perspectives/sep-oct99/lundy.html">http://clerccenter.gallaudet.edu/products/perspectives/sep-oct99/lundy.html</a>	<input type="checkbox"/>
		↓	5.2 Watch Segment 2 of videotape: Theory of Mind by Brenda Schick  Reading #7: Outline to accompany “Theory of Mind” lecture	<input type="checkbox"/>
			5.3 Reading #8: “Mother-child participation in conversation...”	<input type="checkbox"/>
 PP		4 days	5.4 WebCT Discussion: Post thoughts/ observations about Theory of Mind	<input type="checkbox"/>
		1 day	<b>Assignment 5</b> – Post the additions to your resource packet for EDI 111 and 112.	<input type="checkbox"/>
			Complete on-line course evaluation.	<input type="checkbox"/>
			Last day of course.	

## Assignment Overview

	Description	Points	Due Dates
<b>Participation</b>	<p><b>Participation</b> Participation points for this course will be awarded for a posting to the discussions for:</p> <p>Activities 1.6, 3.5 and 5.4</p>	10	On-going
<b>Assignment 1</b>	<p><b>Student Profile</b> Develop a profile of the student for whom you interpret based on the 10 features discussed by Ogden.</p>	10	Date
<b>Assignment 2</b>	<p><b>Analyze BICS and CALP</b> Write a paper comparing and contrasting the types of discourses (BICS and CALP) predicted and observed by the caregivers you observed in EDI 111:</p>	25	Date
<b>Assignment 3</b>	<p><b>Analyze Elementary Classroom Discourse</b> Analyze Elementary Classroom Discourse noting examples and the relationship of BICS and CALP.</p>	15	Date
<b>Assignment 4</b>	<p><b>Impact of Student Profile on Classroom Discourse</b> Utilizing the profile you developed for Assignment 1 and your classroom analysis from Assignment 3, discuss the implications of classroom discourse on the educational experience of the deaf or hard of hearing student for whom you interpret</p>	30	Date
<b>Assignment 5</b>	<p><b>Additions to Resource Packet</b> Pick one of the resources from EDI 111 and one resource from EDI 112 (or a relevant site that you find) to add to your resource packet. Describe each resources and why you chose it. Post your resources to the discussion group for this assignment.</p>	10	Date



### Important:

Be sure you follow the guidelines in your Student Handbook throughout the course for each assignment.

- Guidelines For Use Of Technology
- Guidelines For WebCT Discussions
- Guidelines For Written Assignments

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# Course Summary

## Conclusion

EDI 112: Language and Learning has examined the issues that impact the language acquisition and development of children who are deaf or hard of hearing. The fact that deaf children must be bilingual has major implications for them both academically and socially as they attend school.

In this course, you explored several concepts that will help you understand the educational needs of the deaf and hard of hearing population. The profile of your student that you developed using the 10 features discussed by Ogden should help you understand the student's language development and the challenges he/she faces as a result of this background.

EDI 112 has also provided you with some insight into language in the classroom. You learned about BICS and CALP, which provide a way to identify the interactions that occur in the classroom and the impact of those interactions on both the student and you as the interpreter. You also examined the Theory of Mind, a cognitive milestone that may impact a child's language skills.

## Key Points

Key points to remember from this course are.

- Deaf and hard of hearing children are “bilinguals” who have acquired a first language and learned a second language.
  - Deaf children of deaf parents acquire sign language as their primary language (L1).
  - Deaf children of hearing parents may not have the opportunity to acquire a language naturally.
  - A child's early language environment has an impact on their language acquisition and an affect on future language learning.
- The natural occurring process for acquiring American Sign Language as an L1 follows similar steps as the acquisition of the primary language for hearing children.

## Key Points (continued)

- English-dominant classrooms present challenges for deaf and hard of hearing learners.
  - BICS (social language) and CALP (academic language) provide a way to define the language interactions in the classroom and have implications for deaf or hard of hearing learners.
  - The deaf student's language profile (Ogden) can help you understand the language challenges faced by deaf and hard of hearing students in educational environment.
  - Certain requisite classroom conditions are necessary for optimal academic achievement by deaf and hard of hearing students.
  - Possessing theory of mind is critical to the ability to read and comprehend actions of characters. Evidence that ToM may be weak in some students who are deaf or hard of hearing could have far reaching consequence for students in the education process and on the work of an educational interpreter.

## What Next?

A foundation in Child and Language Development and Language and Learning will provide you the necessary background to continue this area of study. You will learn more about language and linguistics in EDI 121: Language and Signed Systems and you will revisit BICS/CALP in EDI 212: Tutoring Techniques. You will have two courses that concentrate on Discourse Analysis: EDI 122 and EDI 124.

But next, you will attend the Summer Institute where you will have an opportunity to practice your sign language skills while learning much more about the linguistic elements of your language.

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**Distance Opportunities for  
Interpreter Training Center**

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Front Range Community College @ Lowry Campus



In Partnership with

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