How to support ASL as an L1 for children and L2 for parents: An interactive discussion

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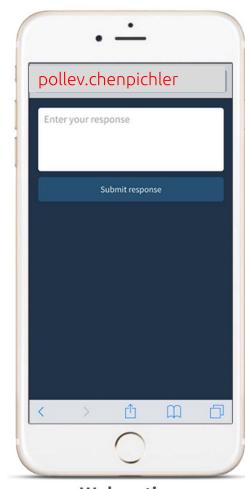
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Poll Everywhere to gather audience participation. You can vote in two ways:

- from any web browser at Pollev/chenpichler
- OR by first texting CHENPICHLER to 37607, then your response

pollev.chenpichler

Enter your response

Submit response

Web voting

New Message | Cancel

To: 37607

CHENPICHLER

Send

q w e r t y u i o p
a s d f g h j k l
z x c v b n m
123 space return

Text voting

Which of the following best describes you?

I am a parent of a deaf child

I teach deaf children.

I provide services to deaf children.

Other.

How would you rate your ASL proficiency?

Beginner

Intermediate

Advanced

Native or Near-native

True or False: Children learn their L1 because their parents teach it to them in early childhood.
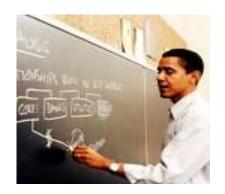
TRUE!

FALSE!

Who am I and where am I coming from?

- Hearing L2 (second language) signer

- Sign language linguistics background = very different perspective from early intervention

- Recently shifted focus to "the other 95%;" new grant project with Drs. Lillo-Martin and Gale, *Family ASL: Bimodal bilingual development by deaf children with hearing parents.*

First Language: *Acquisition*
- Subconscious process
- Based on *exposure*
- No previous language
- Child controls pace
- Process is **predictable**
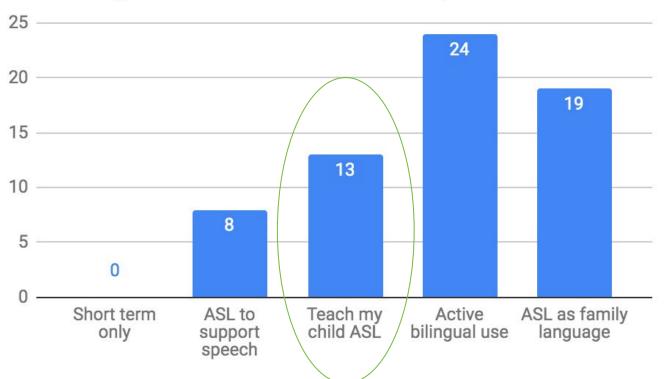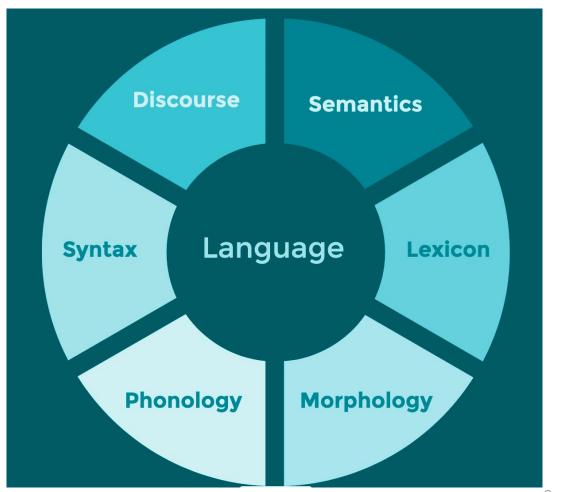- Endpoint is **uniform**

Second Language: *Learning*
- Intentional process
- Based on *teaching*
- Transfer from first language
- Teacher controls pace
- Process is **less predictable**
- Endpoint is **not uniform**

Parents' long-term goals for **THEIR OWN** ASL learning
(Chen Pichler, to appear, b)
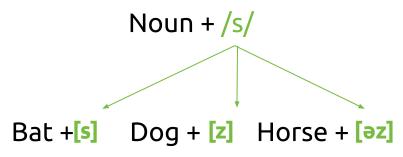

Parents' goals for own ASL development

What do language learners (both L1 and L2) have to learn?

Some examples of English linguistic patterns (rules)

Phonology: Allophones of plural /s/

Noun + /s/

Bat +[s]   Dog + [z]   Horse + [əz]

Syntax: Word order alternation with phrasal verbs

a) Bob hung the phone up.
b) Bob hung up the phone.

c) Bob hung it up.
~~d) Bob hung up it.~~

Some examples of ASL linguistic patterns (rules)

Morphology: Degree of intensity
REALLY-BLUE vs. BLUE vs. BLUISH

Some examples of ASL linguistic patterns (rules)

Syntax: Word order of negatives like NEVER

BOB NEVER EAT FISH   vs.   BOB EAT FISH NEVER

"Bob has never eaten fish before."   "Bob never eats/won't eat fish."

Wood (1999)

Important distinction

In second language learning, adults need to be <u>taught</u> most of these linguistic patterns.

In first language acquisition, children develop <u>intuitions</u> about these linguistic patterns through <u>exposure</u>.

Successful outcome is **combination** of input quality and quantity.

Let's focus on building two essential things:

Learning resources tailored to parents' needs to optimize their development of ASL

+

Access to signing community and a variety of ASL exposure for the whole family

Parent ASL skill: Access to signers: Input strength:

What is the most important area of ASL for parents to learn right away?

Accurate "pronunciation" of signs (phonology)

A large sign vocabulary (lexicon)

Good sentence structure

Good nonmanual signals

Good story-telling skills

What aspect of ASL is the hardest for hearing adults to learn?

Which aspects of ASL are the most important to learn?

	Not that important	Useful but not required	Critical
Accurate pronunciation	4	10	12
Large vocabulary	0	9	17
Produce and read fingerspelling	1	8	17
Facial expression/nonmanuals	0	2	24
ASL story-telling skills	0	8	18
Word order and grammar	1	16	9
Pick and use classifiers	0	15	11
Using eye gaze correctly	1	5	20
Child-directed ASL	1	7	18

Which aspects of ASL are the hardest/easiest to learn?

	Very easy	Not difficult	Quite difficult	Near impossible
Accurate form	1	14	7	1
Vocabulary	2	11	10	0
Fingerspelling	1	7	12	3
Nonmanuals	2	12	9	0
Storytelling skills	1	4	14	4
Word order	0	2	20	1
Classifiers	0	5	18	0
Eye gaze	0	16	7	0
Child-directed sign	1	12	10	0

(Chen Pichler to appear, b)

"Nothing is scarier than not speaking the same language as your baby."

"...I want him to be around people that sign and I want him to be in classrooms thatincorporate both....I feel it every day, like, "Man, I wish I could do this for you, but I can't.""

"We can only parent half of her; the Deaf community parents the other half."

Some resources from Gallaudet

- Visual Language and Visual Learning (VL2) parent toolkit: https://vl2parentspackage.org/
- ASL Connect free ASL content https://www.gallaudet.edu/asl-connect and remote 1:1 lessons with a Deaf Connector (pilot phase now)
- Free online webcasts and other resource-based information through the Clerc Center: https://www3.gallaudet.edu/clerc-center/our-resources/for-families.html
- Family friendly textbook (bilingual in ASL and voiced English), *Sign Language Acquisition by Deaf and Hearing Children* from Gallaudet University Press: https://signlanguageacquisition.com/

Speech bubbles: "I don't need an ASL teacher! I need exposure to lots of quality language input!" and "But how can I expose you to quality ASL input if I'm a new signer??"

- Seek out reputable ASL sources and start learning early.

- Build other ASL input providers (your "village") into your family schedule. Variability is good.

- Find opportunities for regular interaction with signing peers.

- Use everything you've got to communicate and play with your baby; don't let a missing word stop you!

thank you

Many thanks to the parents who were interviewed as part of the *L2 Sign Acquisition* project.

[ ] slidesgo

ASL CONNECT

ASL Connect offers a free program to teach basic ASL. Remote lessons with a Deaf Connector also offer 1:1 training to families of deaf children.

Colors

Fruits

Emotions

Vegetable

Animals

Places

What is ASL?

Watch the captioned video.

Watch the Demonstration

Observe the use of active listening to provide feedback to the speaker.

HELLO! WE ARE THRILLED THAT YOU ARE INTERESTED IN LEARNING

-0:37

-0:09

23

New family-friendly textbook on sign language acquisition available now!

QR code for book website

Sign Language Acquisition by Deaf and Hearing Children

A BILINGUAL INTRODUCTION

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Diane Lillo-Martin
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GU PRESS
Gallaudet University Press
Washington, DC
gupress.gallaudet.edu

- Online content in ASL and English

- Covers research on :
  - child sign language acquisition 0 to 5
  - acquisition in diverse contexts
  - bimodal bilingualism
  - adult sign language L2 acquisition

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- All author royalties are donated to the Nyle DiMarco Foundation

Learning Language by Eye or by Ear

A 1-credit Professional Studies course offered by Gallaudet University (PST 375)
February 3 - March 3, 2020

For more information: https://www.gallaudet.edu/center-for-continuing-and-online-education/learning-language

Selected references

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