Bibliography and Resources:

"Challenges in the ESL Classroom: Interpreting for Deaf International Students" a Workshop presented at the 2011 RID National Conference

Presenters:
Dr. Rebecca Minor, NIC
Denise Gagnon Perdue, MS, CSC

Books:

Christensen, K. (Ed.). (2000). *Deaf plus: a multicultrual perspective*. San Diago, CA: Dawn Sign Press.

Deaf Plus addresses the multicultural issues for deaf students in the modern classroom. Recommendations and ideas are offered for teacher preparation in a multicultural classroom.

Kellett Bodili, C, & Ochse, E. (Ed.) (2008). *English in international deaf communications*. Pieterlen, Switzerland: Peter Lang International Academic Publishers.

Signed languages are forms of human communication based on visual/gestural perception as opposed to aural/oral. Those profoundly deaf and hard-of-hearing individuals, who learn to sign from an early age, live in a bilingual/bicultural environment composed of deaf and hearing realities and hence learn both the signed and non-signed varieties of languages existing in their societies. Outside English speaking countries, in an increasingly globalized world, deaf people come into contact with the English language in specific domains; indirectly through interpretation and translation or directly by learning it as a foreign language. The reception/production of verbal, visual, multimodal texts in English facilitates international communication and integration among the deaf and between deaf and hearing people. The volume aims to explore a range of intercultural/interlinguistic encounters with English, in a variety of international signed and non-signed combinations.

Locker McKee, R, & Davis, J. (Ed.) (2010). *Interpreting in multilingual, multicultural contexts*. Washington, DC: Gallaudet University Press.

"Interpreting in Multilingual, Multicultural Contexts" In practice, interpreters sometimes agonize about how to respond ethically to underlying issues of social disadvantage in situations (particularly crises) involving minority group consumers who are culturally marginal in any community; they may struggle to reconcile their responses to these challenges with the textbook interpreter role.

Monaghan, L, Schmaling, C, Nakamura, K, & Turner, G. (Ed.). (2003). *Many ways to be deaf: international variation in deaf communities*. Washington, DC: Gallaudet University Press.

Many Ways to Be Deaf presents an unmatched collection of in-depth articles about linguistic diversity in Deaf communities on five continents. Twenty-four international scholars have contributed their findings from studying Deaf communities in Japan, Thailand, Viet Nam, Taiwan, Russia, Sweden, Austria, Switzerland, Great Britain, Ireland, Nigeria, South Africa, Brazil, Nicaragua, and the United States. Sixteen chapters consider the various antecedents of each country's native signed language, taking into account the historical background for their development and also the effects of foreign influences and changes in philosophies by the larger, dominant hearing societies. The remarkable range of topics include the evolution of British fingerspelling traced back to the 17th century; the comparison of Swiss German Sign Language with Rhaeto-Romansch, another Swiss minority language; the analysis of seven signed languages described

in Thailand and how they differ in relation to their distance from isolated Deaf communities to urban centers; the vaulting development of a nascent sign language in Nicaragua, and much more.

Moores, D, & Miller, M. (Ed.) (2009). *Deaf people around the world: educational and social perspectives*. Washington, DC: Gallaudet University Press.

> There is a strong international movement for inclusion of Deaf children in regular classrooms. Deaf and hearing contributors describe the history, communication modes, academic placement, laws, secondary and postsecondary opportunities and current development and trends in countries around the world.

Reports, Journals and Articles:

Clymer, E, & Berent, G. (2007). *English for international deaf students: technologies for teacher training and classroom instruction.* http://www.pen.ntid.rit.edu/newdownloads/resources/documents/other/EngTech.pdf

Cordero-Martinez, F. (1995). A visual-spatial approach to esl in a bilingual program with deaf international students. *The Bilingual Research Journal*, *19*(3&4), 469-482. http://www.ncela.gwu.edu/files/rcd/BE021518/A_Visual_Spatial_Approach.pdf

Hilde, H, & Allen, C. World Federation of the Deaf and Swedish National Association of the Deaf, (Ed.) (2009). *Deaf people and human rights* (978-952-9648-17-7). Helsinki, Finland: WFD.

Lang, H. (2002). Higher education for deaf students: research priorities in the new millennium. *Journal of Deaf Studies and Deaf Education*, *7*(4), 267-280. https://ritdml.rit.edu/bitstream/handle/1850/1227/HLangArticle2002.pdf?sequence=1

World Federation of the Deaf, Statement, "Unification process of Sign Languages in the Arab region to cease immediately" (2009). http://www.wfdeaf.org/wp-content/uploads/2011/04/Statement-on-the-Unification-of-Arab-Sign-Languages-FINAL-091.pdf

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http://trac.uno.edu/7thInternationalConferenceonHigherEducationandDisabilityPresentationMaterials.htm

Websites:

About.com.Deafness: http://deafness.about.com/lr/international_deaf_communities/190412/1/

SignOn! "English for Deaf Sign Language Users on the Internet" www.sign-on.eu