

# Critical Literacy: Key to Empowerment in Deaf Language Education

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## *Abstract*

Deaf students can be taught an empowering bilingual, bicultural approach to literacy skills through a progressive critical literacy pedagogy. Through this more student-centered approach, students can master the cognitive skills necessary to independently interpret and respond to texts in many domains of knowledge. Theoretical frameworks proposed by Jim Cummins, Alma Flor Ada, Paulo Freire, and Ira Shore lay the basis for facilitating development of reading and writing skills in content domains. A progressive critical literacy program employs a number of language-specific skills, as well as content area instruction, and the development of metacognitive skills used in authentic, real-life contexts. The interface of "multiple intelligences" theory can lead us to creative applications of these skills. The rewards and challenges of employing critical literacy methods with Deaf adolescents and adults are discussed through examples of real classroom experience.



## **Introduction: What Is Critical Literacy?**

One of the critical issues within the profession of teaching English as a second language to any non-native speaker is that of *critical literacy*. This is of even greater importance in teaching English to adults who are Deaf or hard-of-hearing because when understood properly, *literacy* is so much more than being able to read and write. Literacy is the capacity to use reading and writing as tools to communicate and solve problems.

Critical literacy has been best defined by Ira Shore as:

Habits of thought, reading, writing and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional cliches, received wisdom, and mere opinions, to understand the *deep meaning*, root causes, social context, ideology and personal consequences of any action, event... experience, text... or discourse (cited in Cummins 1990, p. 1, emphasis added).

Jim Cummins (1990), has given us further insight into critical literacy:

Critical literacy reflects the analytic abilities involved in *cutting through the surface veneer* and persuasive arguments to the realities underneath and analyzing the methods and purposes of particular forms of persuasion. Clearly the ability to think critically in these ways is crucial for *meaningful participation* in a democratic society. If consent can be manufactured effortlessly through media persuasion, then democracy merges into totalitarianism (p. 157, emphasis added).

When students are frustrated with the vocabulary and surface level grammar of English, it is difficult to ask them to plumb the depths of meaning, but in reality, that is where the comprehension will take place. It is through that

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<sup>1</sup> Salt Lake City Community College is a hub of the Western Region Outreach Center & Consortia (WROCC).

process of "cutting through the surface veneer" of words and sentences into the levels of meaning beneath that students can learn to bring their knowledge and common sense to the activity of reading and writing, and can really learn to wield the powerful sword of English as a tool of communication, persuasion and problem solving, rather than allowing it to be used against them. In educating our students, we can disempower them if we allow them to let the words drive their perceptions. They need to interact with text in a meaningful way. Paulo Freire (1990), one of the greatest educators of our century taught us that critical literacy is not teaching students to ask "what," "when," or "where," but "why?" Many of our Deaf students have never been given permission to ask this question, let alone to supply the answers.

In order to lay foundation for the teaching practices advocated herein, it is important to understand the theoretical framework upon which they are based. First, the role of the mother tongue in learning English will be addressed. Then the requirements for cognitive academic proficiency leading toward balanced bilingualism in our Deaf students will be discussed. Then we will look at several teaching principles, approaches and practical methods that have proven effective in teaching English to Deaf students.

### **The Importance of Using the Mother Tongue in Teaching Higher Order Cognitive Skills**

As a bilingual educator, I am absolutely convinced of the need to teach students second language skills, as well as academic content and cognitive strategies, initially through the mother tongue, and then in the second language. This principle applies with even greater urgency to Deaf students because of one crucial difference: Deaf students cannot "learn" to hear the English language nor develop auditory input. However, many of the Deaf students arrive at our college having no fully developed mother tongue. They frequently have been denied this greatest of all learning tools through the political dogmas of educators and misinformation given to parents. Many of them arrive at our colleges with bits and pieces of some type of sign, English, and some mishmash they have invented to fill the gap. It is absolutely essential to assist students in this situation to develop greater skill in an accessible mother tongue. This is necessary in order to learn higher level cognitive skills required in critical literacy. Why is this important?

World renown language researcher and language human rights champion Tove Skutnabb-Kangas (1990) points out that in many countries, minority children or adults are "assigned" a mother tongue other than that which is truly native to them, with disastrous consequences. In some cases of language deprivation, there may actually be no mother tongue at all. While there are those who would argue that the mother tongue of Deaf children or adults is English (and clearly that is the case for some), for many, we need to seriously look at how a mother tongue is defined to assess the mother tongue needs of our students. Skutnabb-Kangas (1990) shows us four ways to define an individual's mother tongue (see *Figure 1*).

**Figure 1.**

Definitions of Mother Tongue

<i>Criterion</i>	<i>Definition</i>
<b>1. Origin</b>	The language one learned first
<b>2. Identification</b>	
a. Internal	The language with which one identifies
b. External	The language with which one is identified as being a native speaker by others
<b>3. Competence</b>	The language one knows best, in which one has the greatest access to creative thought and in which one is most capable of higher order cognitive processes

**4. Function**

The language one uses most often and most comfortably

Skutnabb-Kangas (1990) gives us further principles for evaluating the mother tongue and first languages of our students (see *Figure 2*).

## **Figure 2.**

### Principles for Evaluating "Mother Tongue"

Tove Skutnabb-Kangas claims that:

1. A person can have several mother tongues, especially according to definitions by origin and identification, but also according to other criteria;
2. The same person can have different mother tongues, depending on which definition is used;
3. A person's mother tongue can change during his or her lifetime, even several times, according to all definitions except the definition by origin;
4. The mother tongue definitions can be organized hierarchically according to their degree of linguistic human rights' awareness. This degree in a society can be assessed by examining which definition(s) the society uses in its institutions, explicitly and implicitly.

According to Skutnabb-Kangas' paradigm, even if we have Deaf individuals who were raised "orally" for most of their lives, and who have learned American Sign Language (ASL) later, we might perceive them, or they might perceive themselves, as having ASL as their mother tongue *if* that is the language of greatest ease of use and access to creative thought. The mother tongue can change, or be reinstated, within certain parameters affected largely by the individual's age at the time second language acquisition commences.

While there are many intervening factors that can come into play in the background of a Deaf individual, many, if not most of the students that I have taught in postsecondary environments, have learned critical literacy skills best when taught first through ASL and then these skills were transferred into the ability to receptively comprehend and express ideas in English. Indeed, I am not convinced that with any second language learner that the real critical thinking and analysis takes place in the second language, but may, in fact, take place in the mother tongue, with the expression being translated into the second language. This has been my experience with international students as well. This further underscores the importance of having the skill of articulate thought in the mother tongue. Many times administrators and instructors of postsecondary institutions are resistant to this approach of teaching English through the mother tongue or ASL. One ESL instructor at my institution told me that she felt it was a mistake to "coddle" students with ASL, making them dependent on ASL for their language and communication. Strangely enough, I have never heard anyone criticize hearing people for being "dependent" on English, though surely we are. These educators show an amazing lack of awareness of the language rights and needs of minority language individuals, particularly for our own citizens who are Deaf.

What then is the mother tongue of our Deaf and hard of hearing students as they come to institutions of higher learning? English? American Sign Language? Signed English? For most Deaf and hard of hearing students, we have found that *ASL is the most effective language of instruction.*

## **Creating Balanced Bilinguals**

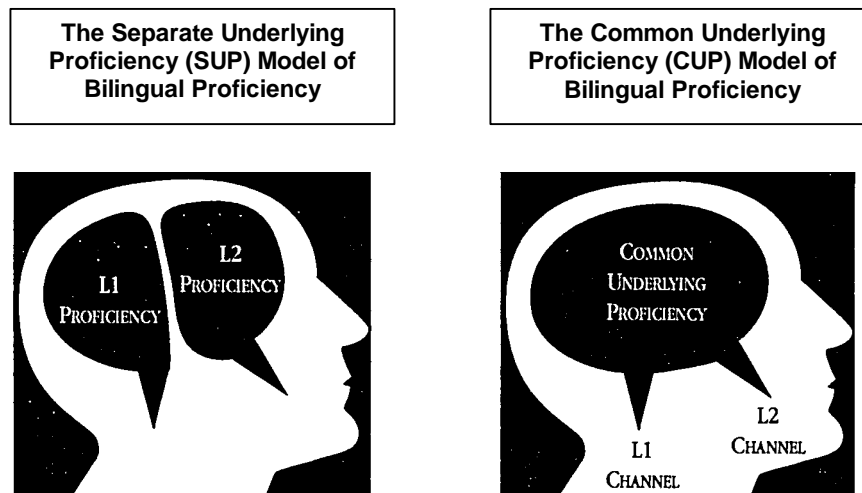
Deaf students are rarely if ever given a chance to study their own language. This further contributes to having a lack of instinct for how language works. One of the most successful experiments we tried at our college was having a Deaf instructor teach intermediate and advanced American Sign Language to interested Deaf and hard of hearing students in a class specially designed for them. Their signing styles became more coherent, they understood their interpreters better, they communicated with greater clarity and precision, and they took pride in the accuracy of their

communications. The most surprising result, however, was not with their ASL: it was with their English. Those students who were in the English course for Deaf students at the same time started to excel in vocabulary development, grammatical understanding, correct usage, the ability to organize their ideas in connected discourse, and the ability to engage in higher level cognitive tasks. Instead of the attitudes they previously expressed of feeling they had only "broken language," they came to view themselves as individuals with proficiency in one language who could master English as a second language. They could see English as a tool of empowerment, instead of oppression. This is very powerful motivation. These students became curious about language, and thus became more engaged with English. Why is this so, and why should we develop students mother tongue when the goal is to teach them English?

Jim Cummins (1996) identifies a prevalent theory of educators: They believe that use of one language will prevent acquisition of the second. This is called the "Separate Underlying Proficiency (SUP) model." Those who subscribe to this philosophy see each language as an entirely separate module within the brain of the learner with no common underlying skills. However, this could not be true: if that we so, we would have to learn to read all over again when we study a new language (which we don't), and there would be no capacity for interpretation or translation between languages. This clearly is not the case. Cummins believes that a more representative model would be the "Common Underlying Proficiency (CUP) model" of language proficiency (see *Figure 3*). The skills of one language do transfer to the other. The CUP model helps us clearly understand that the cognitive processes and metalinguistic awareness developed within one language can be used to great advantage in mastering the second, third or any number of languages. An excellent metaphor that Cummins uses to describe this is the "Dual Iceberg" (see *Figure 4*). We know that most of the iceberg is underneath the surface of the water, and all that we see is the surface. With language, the surface features of language can be quite distinct, but there is a tremendous amount of cognitive and linguistic overlap among all human languages. This is the area we need to tap into to help our students develop instincts about language and metacognitive control over their own language processes and strategies.

**Figure 3.**

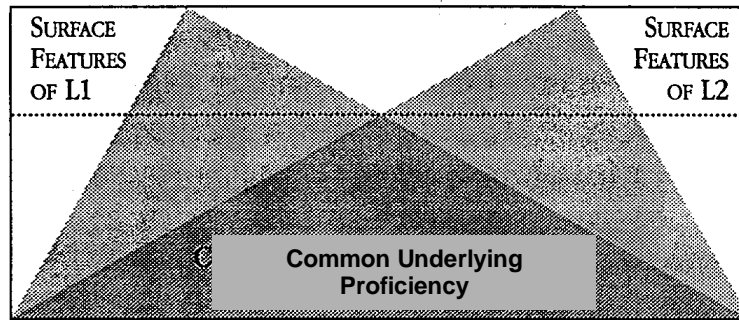
Separate Underlying Proficiency v. Common Underlying Proficiency



(Cummins, 1996, p. 110)

Many times when breaking down language processes into discrete parts or tasks, we look at the surface level skills of pronunciation, vocabulary, and grammar. Below these, instructors rarely get to the semantic meanings and the functional meanings of language that underlie these surface processes. This surface level proficiency gives language learners basic conversational skills, but not the *cognitive academic proficiencies* they require.

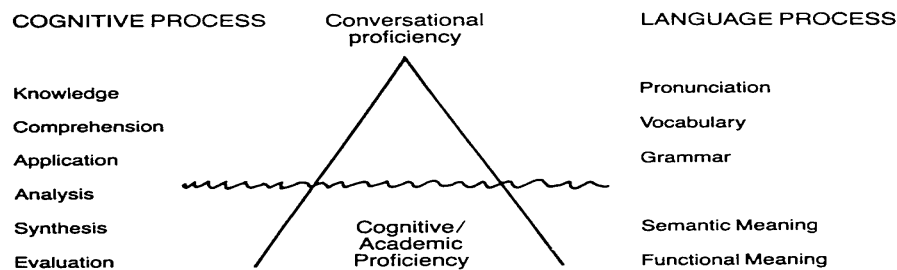
**Figure 4**  
The "Dual Iceberg" Representation of Bilingual Proficiency



(Cummins, 1996, p. 111)

In *Figure 5*, Cummins shows us that when we put these language processes next to the cognitive processes identified in Bloom's taxonomy, there is a strong correlation between the surface level cognitive skills of knowledge, comprehension and application, addressed in most textbooks, with the surface features of language. When we look at the higher level cognitive functions of analysis, synthesis and evaluation, we can see a strong correlation with the language processes of semantic meaning and functional meaning. These together create the *cognitive academic language proficiencies* (or CALP) that Deaf students need for success in college and careers (Cummins, 1992).

**Figure 5.**  
Cognitive Academic Language Proficiency



(Cummins, 1992, p. 18)

Not only is it necessary to train students' higher level cognitive skills and deeper level language processes, but it is also important to acknowledge the role of *time* in the process. Most of our Deaf students, from various backgrounds, arrive without the solid educational foundations in English, academic content or communicative strategies. They also lack the necessary cognitive and metacognitive skills to succeed in the college or work

environment. We need to realize that for *hearing* adult students who are learning a second language, it takes at least two years to develop *conversational proficiency* (surface features of language). Moreover, it takes five to seven years to develop *academic language proficiency* (Cummins, 1990, p. 61-64). While most of our students have studied English before, it might not have been done through techniques that allowed for comprehensible language input, and often it was without teaching them these higher level skills. Therefore, we need to understand that Deaf individuals require even greater investments of time to master English and develop academic language proficiency than their hearing counterparts. The amount of time needed at the postsecondary institution will depend on the level of individual attainment prior to this, and their first language or mother tongue proficiency. Students need access to academic content and cognitive skill development *while* they are learning English. This is best accomplished utilizing their mother tongue.

Barbara Kannapell (1980, p. 114) explains that most Deaf individuals are bilingual to some extent because of their unique position being Deaf but very much in contact with the hearing (English-speaking) world. She describes three types of bilinguals in the U.S.:

1. *ASL-Dominant Bilinguals* are comfortable expressing themselves in ASL better than English (in either printed or signed form);
2. *English-Dominant Bilinguals* are comfortable expressing themselves in English and are able to understand English (in printed and signed form) better than ASL;
3. *Balanced Bilinguals* are comfortable expressing themselves in both ASL and English and are able to understand ASL and English about equally well.

The goal of language education for Deaf students at all ages should be to produce *balanced bilinguals* who can interact proficiently in *both* languages.

These principles have major implications for programs that want to start an English (or ESL) program for their students who are Deaf. They must develop a bilingual curriculum, with teachers who are qualified bilinguals as well as credentialed teachers who understand principles of ESL education and second language acquisition. There must be an understanding of the time, resources and commitment required to establish and maintain such a program. In addition, there must be an understanding that true functional literacy for academic or vocational purposes cannot be achieved without training students in critical literacy.

### **Some Approaches for Teaching Critical Literacy**

Traditional language texts place grammar exercises in low context isolated sentences. This makes grammar seem to be capricious, with no communicative value. Learning long lists of unrelated vocabulary never seems to succeed in long-term lexical development. Lexical and syntactic features of English are still the surface language skills that while important, do not necessarily get students to the cognitive academic proficiencies they need. We really need to find ways to put the *communicative context* into language instruction.

One of the most successful approaches I have found in teaching Deaf students English is Content-Based Instruction (CBI). CBI allows us to address academic and vocational *language, content, and communication strategies* at the same time. By creating theme-based units, we can deal with vocabulary and grammar in the *context* of the way they are used in real-life communication. For example, teaching a unit on consumer health and medical issues creates a wide variety of opportunities to develop language and critical thinking. Here are some of the skills that could be addressed in this one unit:

X Common English vocabulary related to the body and its functions

- X Vocabulary for common medicines, medical specialists and medical procedures (an excellent opportunity to teach some Latin word roots that can be used over and over to recognize and generate vocabulary)
- X Verb-tense grammar related to time shifts when communicating about medical history and onset of present illnesses
- X TTY strategies for communicating with receptionists, nurses, doctors and pharmacists
- X Role playing TTY and in-person communication situations with medical professionals
- X Training in strategies to handle household emergencies
- X Reading comprehension with health related articles in newspapers, news and health magazines, and health education pamphlets
- X Reading comprehension and critical thinking exercises related to health insurance
- X Communicative strategy training when asking for an interpreter, and working with the interpreter.
- X Letter writing strategies for complaining if an interpreter is not provided and critical thinking skill development for seeking enforcement of ADA rights
- X Critical thinking activities dealing with current health care legislation, with follow-up writing their positions as persuasive letters to legislators or editorials to publish in the local newspaper

These are just a few of the possible activities that could be tailored to the level of the students which put English skills and real-life content into an authentic context for communication. Other such CBI theme units could include:

- X Written communication in the office (notes, memos, letters, e-mail, agendas, etc.)
- X “Could you tell me where... ?” (prepositions of place, reading maps, giving directions, etc.)
- X On the job (writing cover letters, resumes, reading job postings, interviewing skills, communicating with co-workers and employers, problem-solving on the job, etc.)

The possibilities are only as limited as the creativity of the instructor. We have found that placing English and critical literacy skills in real-life contexts is not only motivational, but also a more coherent way of teaching these skills to students. It also better prepares them to transfer their skills into their own lives. This is when English, and critical literacy, become empowering.

Harry Gardner (1993), a noted cognitive psychologist, researched ways in which humans learn. He found that the more parts of the brain that are involved in a language task, the greater and more permanent the learning effect. Gardner explained his theory of "Multiple Intelligences" (MI) based upon brain-injury studies, studies of individuals who excel in their fields and a number of other factors. He believes that each individual has different types of intelligence to differing degrees. These intelligences include:

- X Linguistic intelligence
- X Logical/mathematical intelligence
- X Spatial/visual intelligence
- X Bodily/kinesthetic intelligence
- X Musical intelligence
- X Interpersonal intelligence (social)
- X Intrapersonal intelligence (inside the self, metacognitive)
- X Naturalist intelligence

If we consider the many ways we can tap into our students' intelligences for the purposes of learning critical literacy, we realize that CBI units can really assist in this process. For example, teaching a unit on "Consumer Sense" opens the door to: linguistic development through reading advertising, consumer articles, and writing consumer complaints; logical/mathematical development through critical analysis of advertisements, product comparison, and budgeting; spatial/visual analysis of marketing strategies; interpersonal skills development through creating persuasive marketing or dealing with consumer problems; intrapersonal intelligence in developing budgeting skills and setting savings goals; etc. Every unit does not have to target all of the intelligences, but it is clear that by accessing more than one intelligence, we can help students master the critical literacy skills in a lasting, holistic way.

One time when I was teaching my students about MI theory, and asking them to track their own use of these intelligences for a week-long period, I asked them if they thought that Deaf people had "musical intelligence." Every one answered with a resounding, "Yes!" I must admit that I was surprised. I asked them to explain. They cited their enjoyment of rhythmic, unison activities, such as rhythmic sign-chanting, dancing to the vibrations they feel through the floor, and ASL poetry. I had not perceived this connection before, but my students were absolutely convinced of this intelligence. Consider the potential for using rhythm as a tool of teaching sentence structure, or vocabulary. In addition, teaching our students to understand the basics of MI theory, the types of intelligence they have, and giving them an opportunity to track which ones they are using the most and which need development assists in their metacognitive awareness and control of their own learning styles. Then, when teaching to different intelligences, students are empowered to take best advantage of the development before them in a conscious way.

### **Coercive vs. Collaborative Education**

When attempting to use teaching methods that develop critical literacy, there are some real issues for which instructors and administrators need to be prepared. Students are used to filling in blanks in a workbook and calling that "English." Most of the Deaf students have arrived in my classroom expecting English to be boring, expecting to be passive learners, and expecting to fail at making any meaningful progress. Many of my students who lack a fully-developed mother tongue also use signs they don't understand, answer the wrong question, or actually "parrot" or mindlessly copy illogical chunks of signing or English writing. How could these brilliant people behave such incredibly ineffective ways? They have been taught to do so by *traditional, coercive educational methods*. What were these coercive methods? Their educational background was teacher-centered. Teachers perceived Deaf students as needing to be "fixed" to become like hearing people. Their mother tongue (if any) was to be distorted or removed. The teachers were to be considered the "repositories" of all knowledge, dispensing that knowledge to passive students. Testing and assessment methods were used to prove how dysfunctional they were even if the tests did not match either the purpose of assessment or the students being assessed. All of these methods created "academically disabled and resistant students" (Cummins, 1996, p. 138). Therefore these students felt rewarded for nodding "Yes," even when they meant "No," and for passively mimicking whatever the teacher or text said without processing its meaning. Many of them have actually come to expect language *not* to make any sense. These students are often initially resistant to responsibility, and will belligerently demand, "What does critical thinking have to do with English?" They see instructors as the "high priests of language" who are to spoon out the sacred substance while they passively receive it. They have fully accepted a disempowered attitude of no responsibility that leads to no growth or language development.

Gallaudet President I. King Jordan remarked in this PEPNet '98 conference, "We must insist on achievement from our students." How can we do that when we meet such resistance in our students? We need to employ *collaborative, empowering educational methods*. The instruction can focus on collaborative relations of power by

giving students some responsibility for designing their own learning, and some input into the content that is used for language learning. We can create an intercultural orientation, wherein Deaf students belong to a diverse universe of many cultures to be savored and individual explored. We can foster a climate of "additive bilingualism" – seek to build upon existing language skills, and foster balanced bilingualism. We can recognize our students as having functional language, thoughts and life experiences, and tap into these as a springboard for further learning. As instructors, we need to advocate for and create different assessment methods that meet the needs of institutional assessment while being tailored to fit the population we are testing. We need to create academically and personally empowered students through a *transformative pedagogy* which teachings students language and critical inquiry as a tool for social change.

Transformative pedagogy seeks to integrate language and knowledge as a catalytic tool for learning. It fosters joint interactive construction of meanings through critical inquiry, through, as Freire said, asking *why* things are the way they are. The focus is the critical examination of social realities, not merely to celebrate differences, but to explicitly examine the power relations that create the existing conditions. Rather than producing compliant students who can regurgitate grammar rules, or tolerant students who can accept differences, the target learning outcome is to create empowered students, able to analyze, synthesize and evaluate information, generate new alternatives and paradigms, and create social change or *praxis* (Cummins, 1996, p. 154). Some educators protest, "This is putting politics into education." Freire (1990) reminded us that all education is inherently political. There is no such thing as neutral education, only educational methods chosen by default. The choice to disempower students through teacher-centered rote memorization is a political statement of devaluation of our students. Every choice of text, topic of theme units, or exercise we use is a choice made within the socio-political framework of our own beliefs.

Alma Flor Ada, a brilliant bilingual educator, has shown us how we can use collaborative teaching methods to teach critical literacy through her Critical Literacy Framework for Reading Texts. She gives instructors four steps or "phases" (though these need not be linear) for dealing with a reading text.

- X *Descriptive Phase*: Ask who, what, when, where and why?
- X *Personal Interpretive Phase*: How does this relate to my own experiences?
- X *Critical Analysis Phase*: What issues does this raise? What inferences can I draw? Is there another perspective that is not shown? Are there any alternatives to this situation? Would people of other cultures or gender act differently in this situation? Why did this happen?
- X *Creative Action Phase*: What can I do to make an improvement to my life or my community in relation to this issue? Here is where writing, phone class, and producing language takes on an empowering quality of real communication to real audiences to effect real change. This is when English becomes a useful tool, responsibly managed in the hands of our students (cited in Cummins, 1996, p. 158-161).

This is one example of a method of producing not just literate individuals, but students who have the critical literacy to use reading and writing for creative and constructive purposes. These students will be come the future leaders. These students will not be misled by politicians or slick advertising methods. These students will learn to see things for what they are and will be motivated to be life-long readers and writers in academic, professional, and personal pursuits. Look out though! One of my students, who started out learning about how the legislature works and writing letters to his legislator, is now working toward running for the state legislature in two years. You might just be amazed at just how *equal* our students can become when given the tools available through a transformative pedagogy.

## Conclusion

At the TESOL '98 conference in Seattle, Washington (for Teachers of English to Speakers of Other Languages), there was a panel session involving some of the premier bilingual educators in the world, some of whom have been cited in this paper because they have had a powerful influence on my work. Alma Flor Ada had made some brief remarks, and then invited the audience members to ask questions. I stood, and referred to her previous comments about teaching students what Freire called "the rigor and joy of learning." I asked how we could motivate Deaf students to work toward critical literacy when they come to us, often without a mother tongue, and often seeing themselves as the passive recipients of the teacher's bank of knowledge. She said with great fire, "You must believe in your students' *infinite* potential.... You must inspire them with *your own* belief in their potential. You must!" (Tape of session in possession of author).

As a classroom teacher, I can attest that this is a much more rigorous way of teaching, of education, and it requires more of the students and the instructor. The way is not easy, and there are many obstacles. However, it *is* worth the effort to see our students' achievement.

All of these theoretical frameworks presented, and methods for implementing them, could be seen as an overwhelming amount to absorb into a curriculum. Or else, we could choose to see them as one glorious whole that is circumscribed by our respect for our students, and our absolute belief in their *infinite potential*. It is a process and a journey, with no answer keys, no blanks to fill in, and no well-traveled paths. The world of daily living is your main text. Remarkable adventures for both the teacher and students ahead with equally remarkable language and critical literacy outcomes.



## Principles for Teaching Critical Thinking

- X Choose texts that focus on critical thinking skills.
- X Teach language in related content units weaving together language skills, content, and strategies for communication. Provide opportunities for critical thinking practice.
- X Stimulate and utilize all of their intelligences in the language learning process, increasing cognitive demand in context.
- X Use realia (materials not created for language teaching) and non-linguistic resources:
  - S \*ASL poetry or discourse on video and written poetry
  - S \*Literature of other oppressed minorities
  - S Newspapers, magazines, advertising, literature, drama
  - S Legislative bills or existing laws
  - S Maps and globes
  - S Forms for real purposes
  - S Art, models, and real things they can manipulate
  - S Closed-captioned video segments
  - S Tapes of actual TTY conversations
  - S Internet and E-mail
  - S Guest speakers on relevant issues
  - S Physical movement and rhythm

- S Field trips
- X Train students to develop and practice critical thinking skills in their mother tongue and then build the necessary bridges to doing so in English.
  - S Move from ASL dialogues and role plays to English dialogues and role plays via Internet chat or MOO programs.
  - S Move from informal writing with TTY, E-mail, and chat to more formal writing of letters, reports, and essays. *Publish* their work through newsletters or Web pages.
  - S Empower students to make changes in themselves or their communities through their new language skills, such as writing letters to the editor, or the legislature, or meeting with their representatives
- X Teach students to ask: What does it mean? WHY is this so? What other perspectives are there? What are the alternatives? WHAT CAN I DO TO CREATE CHANGE?
- X \*\*\*Believe in your students' *infinite* potential!\*\*\*

### **Important Readings for Teachers and Administrators**

- Cummins, J. (1992). Language proficiency, bilingualism and academic achievement. In P.A. Richard-Amato & M.A. Snow (Eds.), The multicultural classroom: Readings for content-area teachers (pp. 16-26). Reading, MA: Addison Wesley.
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- Shor, I. (1996). When students have power: Negotiating authority in a critical pedagogy. Chicago: University of Chicago Press.
- Skutnabb-Kangas, T. (1990). Language, literacy and minorities. [England]: Minority Rights Group.



### **A Sampling of Texts and Resources for Teaching Deaf Students Critical Pedagogy**

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- Jepson, J. (Ed.). (1992). No walls of stone: An anthology of literature by Deaf and Hard of Hearing writers. Washington, DC: Gallaudet University Press. ISBN 1-56368-019-X.
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- Ruggiero, V.R. (1996). Critical thinking: A student workbook (2<sup>nd</sup> ed.). Rapid City, SD: Houghton-Mifflin. ISBN 0-395-77250-8.

Tivenan, B. (1992). Reading for decision making. Lincolnwood, IL: Contemporary Books. ISBN 0-8092-4192-7.

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