



# Teachers can leverage deaf students' linguistic repertoire through holistic and flexible communication

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## Topic & Purpose

Translanguaging describes the authentic way that people communicate by leveraging all of their communicative resources for meaning making. The researchers developed the Translanguaging Framework for Deaf Education (TFDE), a comprehensive guide for educators who want to promote meaningful, accessible, and equitable multimodal, and multilingual communication in deaf education contexts.

The researchers utilized several theories to inform the development of TFDE:

- Crip linguistics embraces that all bodies, and especially disabled bodies, think, move, and produce language in diverse ways.
- Translanguaging pedagogy is a process by which teachers embrace and leverage all language practices in students.
- Critical translanguaging space allows for language practices reflective of students' idiolects while prioritizing the minoritized language.

## Study Outline

## Findings

The TFDE includes these components:

- Validating Individual Idiolects: Teachers welcome deaf students' diverse ways of expressing ideas.
- Coming to a Shared Understanding: Teachers utilize a wide range of linguistic and semiotic resources to clarify the meaning of what is being communicated.
- Building Metalinguistic Knowledge: Teachers engage students in making comparisons of how certain meanings can be expressed across language variations, modalities, and linguistic variations.
- Communicating with External Audiences: Teachers deepen students' communicative repertoires so that they can effectively understand communication from or can effectively communicate ideas to audiences outside the classroom.

There needs to be an ideological shift in how teachers understand and perceive the function of language in learning toward recognizing that all linguistic resources, in all their diversity, are crucial to meaning making. Teachers can receive professional development to implement the TFDE to increase communicative flexibility in the classroom while ensuring that deaf children have complete language access.

## Ideas to Consider

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