Programs for Education in Sign Languages in Canada

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Education in American Sign Language (ASL) and Langue des Signes Québécoise (LSQ) has been practiced in Canada for almost 100 years (Carbin, 1996), and its value for deaf or hard-of-hearing students acknowledged widely since Israelite, Ewoldt, and Hoffmeister’s (1992) authoritative review of research. As Small and Mason (2008) observed, programmatic developments have recently focused on developing public attitudes, educational status and regulations, as well as corpus planning for literature (Ontario Cultural Society for the Deaf, 2004), parental guidebooks (McLauglin et al., 2004), and a dictionary (Bayley & Dolby, 2002). Provisional curriculum guidelines for ASL and a small number of designated schools for deaf students have appeared in British Columbia (1998), Alberta (Edmonton Public Schools, 2014), Manitoba (Manitoba Education, 2009), and most extensively in Ontario (Ontario Ministry of Education, 2014). Educators have devised innovative, culturally appropriate programs for child-family interactions (Snoddon, 2012) and adapted pedagogical approaches established for the teaching of other languages or literacies (Cummins, 2014; Evans & Seifert, 2000). Programs to learn ASL or LSQ and to train interpreters and educators now exist at a few universities and colleges.

References


