

# What are the ‘Co-enrollment’ practices? A comparison

Takashi TORIGOE

Hyogo University of Teacher Education

[torigoe@hyogo-u.ac.jp](mailto:torigoe@hyogo-u.ac.jp)

# Why the Co-enrollment program?

The co-enrollment program would be a promising attempt, in terms of *sign bilingualism* and *inclusive learning for DHH*.

‘Co-enrollment’ definition in this paper as:

- ✓ DHH (as a group) and hearing children in a classroom
- ✓ General education teacher and Special education teacher (or Deaf teacher, sign language teacher or interpreter) work collaboratively
- ✓ Signed and spoken languages as educational languages.

# Norway, Italy, USA, and Hong Kong

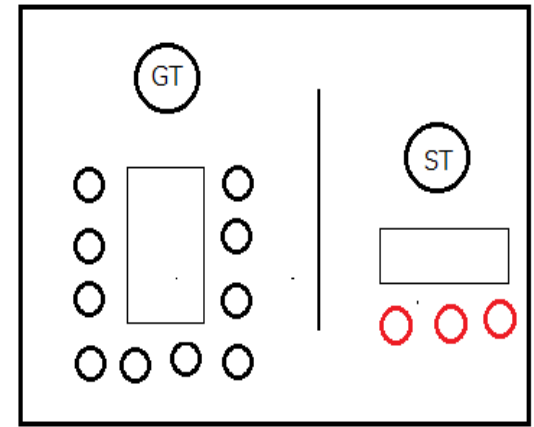
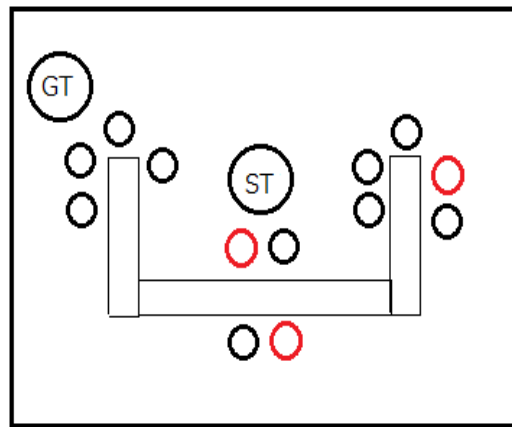
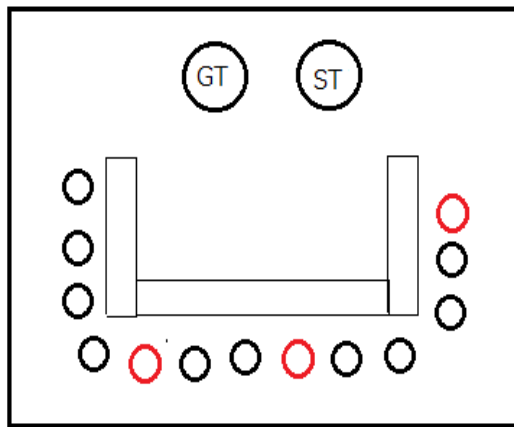
- My research framework is ethnographical and descriptive in nature, focusing on pedagogical processes.
- What happened in the co-enrollment classrooms?
  - i. How do two teachers collaborate with each other, support children, and try to construct the learning socially;
  - ii. How do DHH and hearing children interact with each other; and
  - iii. What is the relation between signed and spoken languages in the classrooms?
- I found differences and diversities of the practices among the co-enrollment programs.

# In my talk .....

- My observation and experience of co-enrollment programs.
- Focus on every-day's practices in the classrooms.
- Through comparison, I hope to clarify;
  - i. What constitutes *good practices* in the co-enrollment classrooms?
  - ii. What *challenges*?
  - iii. What *innovations*, which would help to make the classrooms more bilingual and the learning more cooperative for DHH and hearing children?
- Finally I would talk a little bit about our Japanese attempt.

# Norway

- Some deaf schools were integrated into the regular schools and DHH children began to learn with H children in the same classroom ('Twin school model').
- I often visited one of those schools in 2008 and 2009, and observed 4th grade classroom activities.
- In this class, there were 2 teachers, one was from the regular school, and one was from deaf school. Both were hearing.
- There were 13 pupils including 3 DHH children.



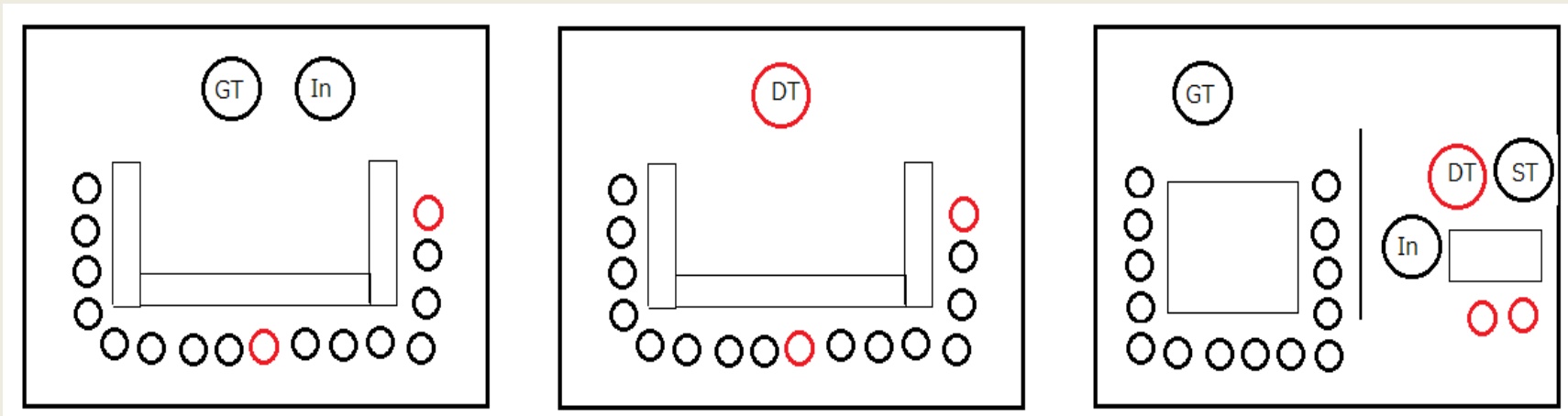
- Both teachers stood in front of the classrooms, one of them took main teacher's role and the other supported her. (left)
- When the main teacher was the general education teacher , the deaf school teacher interpreted into signed language for her, and when the deaf school teacher became the main teacher, she talked with simultaneous communication.
- Child-centered way; learning socially in a small group, teaching and interacting with each other. (center)
- Sometimes the deaf school teacher extracted DHH children and gave them special lessons, such as reading and writing. (right)

- H pupils learned the sign language naturally through interacting with DHH children, and there was variation in H children's sign language skills
- Some H seemed to obtain its higher level.
- In the small group learning situation, H and DHH children could talk and discuss with each other, using the signed language, and/or speech with signs.
- Though teachers supported their children's discussion by interpretation, they always encouraged their pupils to talk and interact directly with each other.
- High skilled pupils tried to be an interpreter for less skilled pupils.
- The language choice was very flexible by all members, that is, the signed language, speech only, and speech with signs .
- Deaf teachers were not involved in the co-enrollment practices, except as guest teachers or supporters in special school events.

# Italy

- Italy is the specific country, because all deaf schools were closed in 70's and formally all DHH children were integrated into the regular schools.
- However, DHH children experienced various challenges in the regular schools and several special programs for DHH reopened in the former deaf schools or in regular schools.
- I visited one of those programs, in which one kindergarten, one primary school and one junior-high school participate in this program, having one co-enrollment class in each grade. Therefore, DHH children can get continuous support during these school years.



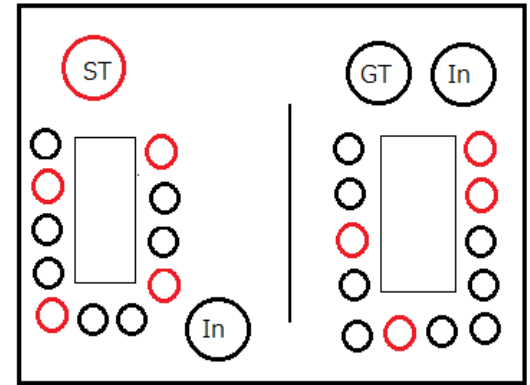
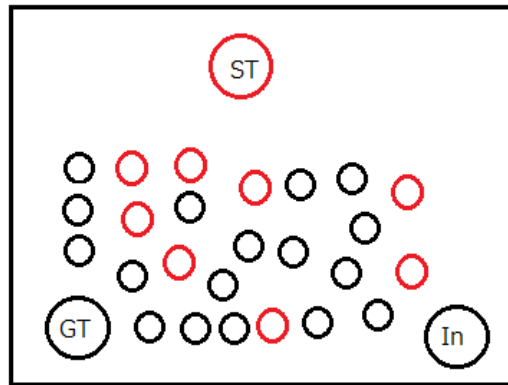
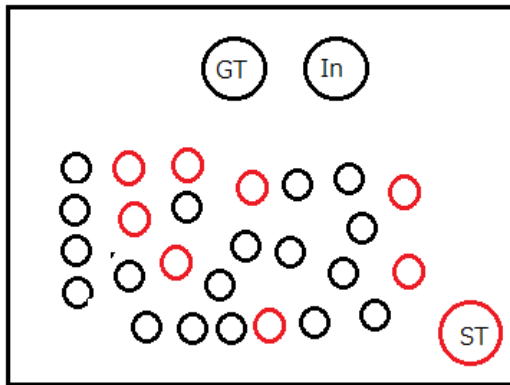


- In the classroom, there was at least one interpreter, and all the subjects were interpreted into the signed language for DHH children. (left)
- Deaf sign language teacher periodically came to the classrooms and taught the signed language to H and DHH children. (center)
- Sometimes DHH children were extracted as a group and reading and writing, and signed language were taught by a special teacher and Deaf teacher. (right)

- H teachers were not so good at the signed language, and continued to use speech only. Deaf teacher used the signed language only, and the interpreter interpreted between two languages.
- Adults in the classrooms did not use simultaneous communication formally, so the signed and the spoken languages were separated with each other, not mixed.
- However, in a small group lesson and/or activities, H and DHH children tried to discuss or interact directly with each other. Teachers also moved around in the classrooms and talked individually or to a small group of children.
- In those situations, their language choice became flexible, and speech with signs were also used among them, in addition to the signed language only, and/or speech only.

# USA

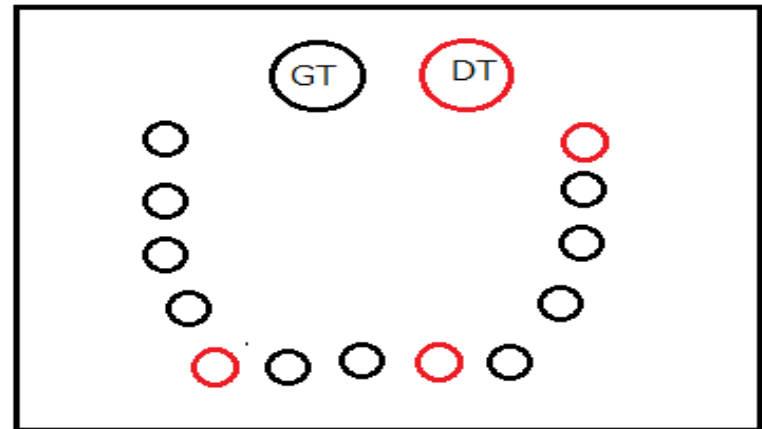
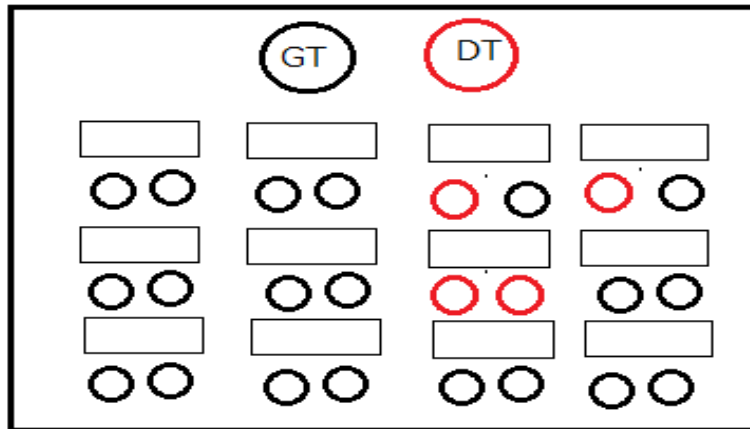
- I visited and observed one of the co-enrollment programs in USA in 2011 for one week and in 2013 for two months.
- This program is specific, because of the great mass of DHH pupils (about one third of the pupils are DHH), and the mixed-grades classes (K-1-2, 1-2-3, and 3-4-5).
- Each class had two teachers, one was the general education teacher and the other was the special teacher for DHH. All are hearing, except for one special teacher, who was Deaf herself and was responsible for 1-2-3 class.
- Two sign language interpreters were also working in each co-enrollment class.



- The lessons were usually given by one teacher and one interpreter. And except for the morning sessions and the class meeting (left, center), the small groups' teaching was predominant. (right)
- Though there was no signed language lesson as a subject, H children learned it naturally through interacting with DHH children, though there was variation in their levels. In addition, there were several CODAs.
- All talks, signed or spoken, were interpreted by interpreters. In those situations, the signed and spoken languages were separated with each other.

- In a small group lesson, H and DHH children were encouraged to interact and communicate directly with each other.
- They became really flexible, using the signed language only, speech only, and/or speech with signs.
- Even some DHH often used speech only, especially in one-to-one communication situation.
- Sometimes, very skilled H pupils interpreted for less skilled pupils. One skilled H pupil spoke first for him and H pupils, then signed the same thing sequentially for DHH pupils.
- Teachers also tried to talk directly to H and DHH pupils while moving around the small groups, flexibly using the signed language only, speech only, and/or speech with signs, even when the sign language interpreters were available.

# Hong Kong



- There were one H general education teacher and one Deaf teacher in the typical situations of the primary school (left) and the kindergarten (right). Basically, there was no sign language interpreter, though he or she was involved as a supporting staff when needed.
- Teachers always prepared lessons elaborately and in detail, and in a rather teacher-centered way, teachers taught DHH and H children collaboratively.

- The teachers' language choice was flexible. Depending on their signed language's skills, H teachers tried to use the signed language toward Deaf teachers and DHH children, also using speech with signs or speech only to the whole class, and speech only to H children.
- Deaf teachers continued to use the signed language only, though sometimes they became flexible, for example, trying to lip-read the speech by H teacher and children when used speech only, and to use mouthing to H children when they didn't seem to understand the signed talk.

# Similar Characteristics

- **Bilingual**, and DHH pupils could **fully access** to signed and/or spoken languages, through H (general and special) teachers, Deaf teachers, and/or sign language interpreters.
- **Flexibility** in language choice, sometimes using speech with signs (or simultaneous communication).
- Teachers were really **collaborative** with each other, both responsible to the whole class.
- **Learning was really socially constructed** among H and DHH, such as in their direct interaction and communication in a small group, supporting each other in various ways.
- **Deaf person's involvement** (as a special teacher or as a sign language teacher), which would be a social and language model for DHH. And children could watch the collaborative work by Deaf and H adults



# Differences and variation

	Norway	Italy	USA	HK
Co-teach	○	△	△	○
Interpretation	△	○	○	△
Deaf role & involvement	guest not often	SL teacher part time	teacher full time (1-2-3 class)	teacher full time
Number of DHH	△	△	○	○
Teaching style	C-centered	T-centered /C-centered	C-centered	T-centered

# Co-teaching prominent

- Teach directly to DHH and H children.
- Full collaboration between D and H teachers, which also would be a good model of cooperation for DHH and H children.
- DHH and H children try to interact and communicate directly with each other.
- △ Risk in the low quality of language (especially, of signed language) because of using simultaneous communication.
- △ Burden for children and teachers with less skilled languages, because of no interpreters.
- △ Who interpret spontaneous talks by children? Sometimes sharing among children would become difficult.
- △ When and how children learn to use interpreters?

# Interpretation prominent

- High level in both languages
- Free language choice by all members
- Can interpret spontaneous talks from children for sharing.
- △ Risk in the low quality of teaching (the interpreted teaching) because Interpreters are not professional teachers.
- △ H members tend to depend on Interpreters, and might become less collaborative.
- △ Might emerge two separate (un-collaborative) worlds in a classroom.

# Challenges and innovations

## *Multiple flows of information*

- In the classrooms, children talk spontaneously and, sometimes, simultaneously. For example, in a morning meeting, when many H children talked simultaneously to H teacher and the teacher responded to some of them, DHH could not follow those talks, even when the interpreter would interpret for them. In addition, interpreted talks would be time-delayed and DHH may lose the opportunity to take a timely turn.
- In those situations, the information flows in the classroom is multiply, not single, and even when the sign language interpreter is working, sharing talks among DHH and H children would become difficult.

- Active and spontaneous talk by children and sharing among them would be indispensable for dynamic and creative learning.
- When the discussion became heated, some teachers tried to make the information flows single, and took strategies such as to stop children talking spontaneously and to ask for raising hands before talk.
- To implement that kind of a ‘culture’ for the co-enrollment class would be important for full-participation by DHH children.
- In other situation, when spontaneous talks from children occurred and their sharing among them seemed to be difficult, some teachers took a strategy of repeating the child’s talk with signs and speech, which would be a help for sharing among children.
- We need to know more about good practices and innovations for making the learning socially-constructive in the co-enrollment classrooms.

# Challenges and innovations

## *Overhearing and Incidental learning*

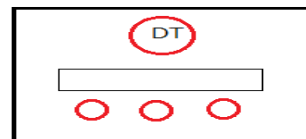
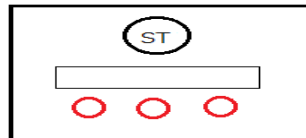
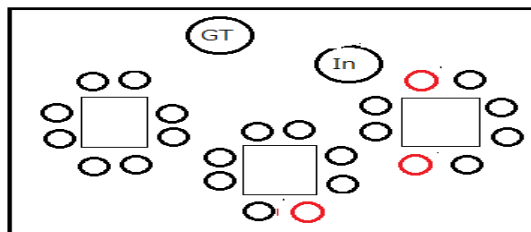
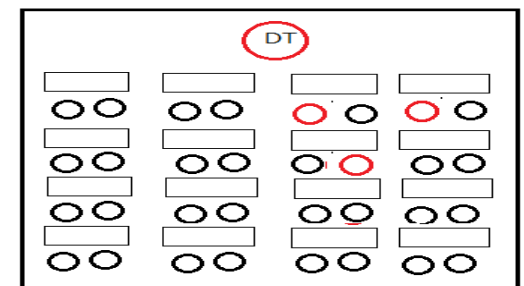
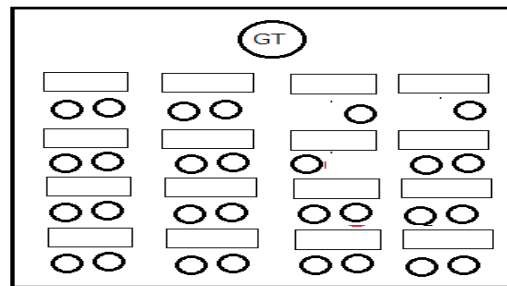
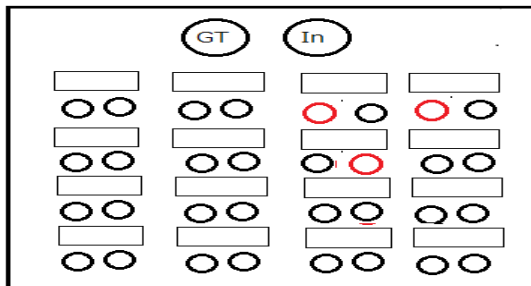
- In small group learning and/or individual learning situations, teachers moved around in the classroom, and talked individually or to a group locally.
- Those individual or local talks (not a whole class talk) were usually not interpreted to DHH children if not directed to them.
- However, even in those situations, H children can overhear those talks, and they might learn something from them.
- Children generally learn a lot from overhearing others' talks and are given an opportunity for incidental learning, though DHH often miss this opportunity.

- If all local or individual talks would be interpreted to DHH instantaneously, that might interrupt DHH's ongoing learning or activities. So, interpreters sometimes summarized afterwards what happened in the hearing/spoken world.
- I observed another episode. DHH children always love to talk individually to Deaf teacher or special teachers who know signed language very well. Those signed (individual, and/or local) talks were not interpreted into speech, and were not shared with H children, just being closed in a signed world. H children, who are less skilled signers, cannot 'overhear' signed talks.
- To put two worlds get together, the interpretation would play an indispensable role in the co-enrollment classroom. We need to clarify more what, when, and how to interpret.

# Our attempt in Japan

Four years ago, we just started a pilot project of implementing the sign language in a regular primary school (15 DHH pupils).

- signed language teaching to DHH children
- sign language teaching to hearing children in the regular classrooms
- sign language interpretation in the regular classrooms
- sign language teaching to teachers





# We faced various challenges now

*As for the signed language learning and using*

- DHH children really loved to learn the signed language. During the signed language lesson, they learned from Deaf teacher not only the language, but also ways of Deaf people, such as Deaf culture. However, DHH children reluctantly used the signed language in the regular classrooms.
- All DHH children in this school were digital HA or CI and might acquire spoken Japanese as a first language, though they still have a need for signed language. They were learning the signed language as a second language.
- How to facilitate the using of the signed language in regular classroom, and to make it more bilingual?

# We faced various challenges now.

*What kind of model they need?*

- DHH told me sometimes that they felt being different from Deaf people, who always used the signed language only. I am not sure they would become a Deaf adult or a Hard-of-hearing adult in the future, I suppose they need various models.
- In this connection, DHH volunteer students, who teach the signed language in the regular classrooms, would play an important role, because they also experienced inclusive education in their school years, and use the signed language, signs with speech, and/or speech only, flexibly depending on the situation.
- Do DHH children need multiple social and linguistic models not only of Deaf but also of Hard-of-Hearing?

# Discussion

## *Modality separate vs Modality mixed*

- The language choice was really flexible in the co-enrollment classrooms, so we can say it would be modality mixed situation, rather than modality separate.
- But the quality level of bilingualism would be also important, depending on the level of signed language.
- We need to know more about the role of modality mixed situation or simultaneous communication in the sign bilingualism of the co-enrollment programs.

# Discussion

## *Directness vs Mediation*

- Hearing pupils' and general education teachers' signed language skills were not in high level. Even DHH children themselves don't have its high skill, because they learn it as second language.
- To ensure high level of the signed language linguistically in the co-enrollment classrooms, the sign language interpreter would play a critical role.
- However, because interpreters are not professional teachers, mediated (interpreted) talks are sometimes difficult to understand for children. I often observed the situation, in which the interpreter talked too fast, spoken or signed, to children. In addition, there are multiple flows of information in the classrooms.
- We need to know more about what, when, and how to interpret in the co-enrollment classrooms.

# Discussion

*Deaf culture, but how about 'HH culture'?*

- Many DHH in the co-enrollment classrooms acquired the spoken language as a first language and learn the signed language as a second language. In those cases, it was not certain that they would become Deaf or Hard-of-Hearing adults in the future?
- Do they need a Hard-of-Hearing adult as a social and/or language model? Many of DHH pupils in our Japanese program felt that Deaf teacher is different from them, and they felt more closed to hard-of-hearing student, who experienced the same inclusive situation in the school years.
- We need to know more about the roles of adults as a model for DHH and hearing children.

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