Literacy and Deaf Education: Toward a Global Understanding

International perspectives about literacy and deaf students is an uncharted intellectual landscape. Much of the literacy research in deaf education is conducted in English-speaking countries--primarily the United States--but 90% of deaf children live outside the U.S. and learn various signed and spoken languages, as well as diverse writing systems. Many of these children face significant educational challenges. In order to improve the literacy outcomes of deaf students around the world, it is imperative to study how children are using their local signed and spoken languages along with Deaf culture to learn to read and write. This volume fills a void in the field by providing a global view of recent theoretical and applied research on literacy education for deaf learners. Literacy and Deaf Education: Toward a Global Understanding is organized by region and country, with the first part discussing writing systems that use alphabetic scripts, and the second part focusing on countries that use non-alphabetic scripts. Some examples of the wide spectrum of topics covered include communication methodologies, curriculum, bilingual education, reading interventions, script diversity, and sociocultural development, including Deaf cultural developments. The contributors provide the results from literacy projects in fifteen countries and regions. This volume aims to widen the knowledge base, familiarize others in the field with these initiatives, and improve global understandings and outcomes of literacy teaching and learning in deaf education from birth to high school. Signed chapter summaries are available on the Gallaudet University Press YouTube channel.

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