

# Contents

Contributors	vii
Foreword <i>Jim Cummins</i>	xi
Introduction: Plurilingualism and (In)competence in Deaf Education <i>Kristin Snoddon and Joanne C. Weber</i>	1
<b>Part 1: Plurilingual Language Planning in Deaf Education</b>	
1 Four Decades of Sign Bilingual Schools in Sweden: From Acclaimed to Challenged <i>Krister Schönström and Ingela Holmström</i>	15
2 Sign Language Planning and Policy in Ontario Teacher Education <i>Kristin Snoddon</i>	35
3 Bourdieu, Plurilingualism and Sign Languages in the UK <i>Dai O'Brien</i>	60
4 Plurilingualism in Deaf Education in France: Language Policies, Ideologies and Practices for the Bimodal Bilingual Skills of Deaf Children <i>Saskia Mugnier</i>	81
5 Plurilingualism and Policy in Deaf Education <i>Joanne C. Weber</i>	103
<b>Part 2: Plurilingual Education Practices and Models</b>	
6 Sign Bilingualism as Semiotic Resource in Science Education: What Does It Mean? <i>Camilla Lindahl</i>	129
7 Bimodal Bilingual Programming at a Canadian School for the Deaf <i>Charlotte Enns, Karen Priestley and Shauna Arbuckle</i>	149

8	Implementing a New Design in Parent Sign Language Teaching: The <i>Common European Framework of Reference for Languages</i> <i>Joni Oyserman and Mathilde de Geus</i>	173
9	Family Language Policy and Planning: Families with Deaf Children <i>Julie Mitchiner and Christi Batamula</i>	195
10	Critical Perspectives on Education Mediated by Sign Language Interpreters: Inclusion or the Illusion of Inclusion? <i>Debra Russell</i>	217
	Index	240