

## English as a Foreign Language for Deaf Students in the K-12 Schools in Turkey: A Policy Analysis

**Authors :** Cigdem Fidan

**Abstract :** Deaf students in Turkey generally do not have access to foreign language classes. However, the knowledge of foreign languages, especially English, is important for them to access knowledge and other opportunities in the globalizing world. In addition, learning any language including foreign languages is a basic linguistic human right. This study applies critical discourse analysis to examine language ideologies, perceptions of deafness and current language and education policies used for deaf education in Turkey. The findings show that representation of deafness as a disability in policy documents, ignorance the role of sign languages in education and lack of policies that support foreign language education for the deaf may result in inaccessibility of foreign language education for deaf students in Turkey. The paper concludes with recommendations for policymakers, practitioners, and advocates for the deaf.

**Keywords :** deaf learners, English as a foreign language, language policy, linguistic human rights

**Conference Title :** ICEDHI 2018 : International Conference on Education of the Deaf and Hearing Impaired

**Conference Location :** Paris, France

**Conference Dates :** June 25-26, 2018