

# Access & Exposure

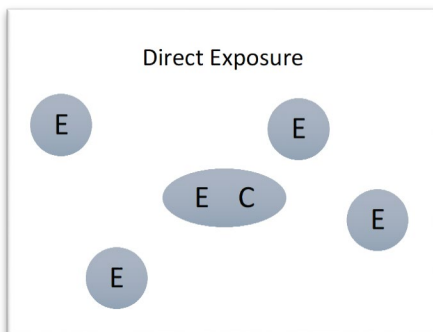
In order for children to acquire languages, they require access and exposure to the full languages they are acquiring.

Access	Exposure
<ul style="list-style-type: none"> <li>How one has access to a language through the eyes or ears</li> <li>Eyes – Visual access to ASL</li> <li>Ears – Auditory access to spoken language</li> </ul>	<ul style="list-style-type: none"> <li>How one has exposure to a rich, stimulating, meaningful language via their environment</li> <li>Child has access to the rules of the language in their environment</li> </ul>

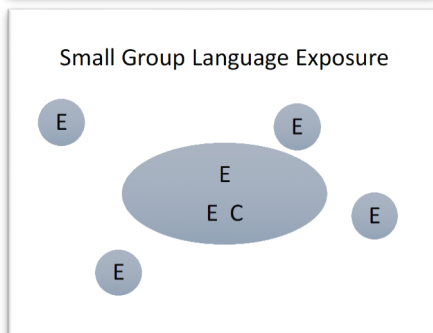
Access and exposure to a language happens through direct, indirect and incidental learning.

Direct	Indirect	Incidental
<ul style="list-style-type: none"> <li>Highly structured lesson taken place in school or any formal learning centre that uses a curriculum or lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Child-led learning based on child's interest and usually spontaneous</li> </ul>	<ul style="list-style-type: none"> <li>Indirect learning or accidental learning. This usually happens when something happens at the moment without any planning to which the child learns from. For example, a conversation about a specific topic taking place between two adults that the child finds interesting or going for a walk and witnessing something happen at the moment.</li> </ul>

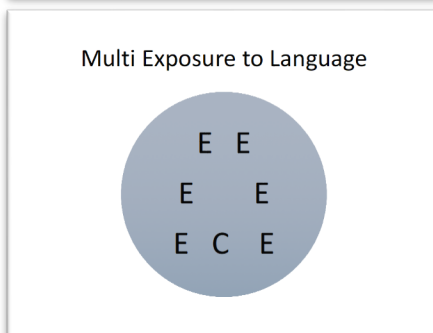
A lot of learning moments throughout a child's day are incidental. Understanding how your child access information and what kind of exposure your child has throughout the day is very important.



Direct exposure is when a child receives one on one language exposure by an adult. The adult's fluency in ASL may range between not fluent to fluent or the child does not have enough hearing to access full information in the room. The child is not exposed to a full language and therefore will not receive raw data of language rules which limits the child's access to a full and rich language.



The more exposure a child gets, the better they become aware to the language around the child. This scenario happens when there are two children who use ASL with an adult how uses ASL or has more access to sounds around the child. For an increased access to ASL or spoken English, the setting in the child's home need to be fully accessible via ASL or spoken English.



This is considered a full access to a language rich environment, the best approach for a child to learn languages. A hearing child uses ears to access sounds around them. A deaf child uses eyes to everything they see around them, including ASL. ASL is signed by everyone in the room, around the child – even if the child is not watching or listening directly. This allows for incidental learning to happen. This form of exposure is ideal.

(Vogel, 2015)

