

Some publications don't announce big changes. They simply confirm that something important is already happening in practice.

This new publication is one of those moments (Noschese, 2026).

What makes it especially significant is not just that the Bilingual Grammar Curriculum (BGC) appears again in the conversation, but **the professional lens through which it is discussed**. This time, the perspective is clearly aligned with **speech-language pathology**, not just classroom instruction.

Two years ago, **Emily Jo Noschese** published *"It all made sense: ASL-first approach in classroom practice"* in the *Journal of Deaf Studies and Deaf Education*. That article captured a familiar experience for many educators: when grammar instruction finally becomes coherent because it begins in a fully accessible language.

This new publication extends that insight further.

Why this matters for SLPs and teaching teams

ASL-first approaches and speech-language services have not always felt well aligned in Deaf education. Too often, ASL has been treated as context rather than structure, and SLPs have been asked to work around classroom language instruction instead of alongside it.

What is being recognized here is something different and important: **explicit ASL grammar instruction supports, rather than competes with, language intervention goals**.

When students develop metalinguistic awareness in ASL, they gain conceptual tools that make English grammar clearer and more meaningful. This is not about choosing ASL over English. It is about understanding how language works across modalities.

A shared framework for shared work

One reason BGC continues to appear in this research conversation is that it offers a clear grammatical map that teachers and SLPs can share. By treating ASL as a language with its own architecture and sequencing grammar instruction accordingly, BGC helps interdisciplinary teams work from the same conceptual framework.

When that happens, goals align, progress becomes easier to track, and students are no longer caught between incompatible expectations.

Sometimes, that quiet alignment is the most important milestone of all.

Reference

Noschese, E. (2026). I Hope for More Resources Like This: Exploring the Role of Speech-Language Pathologists in American Sign Language-English Bilingual Education. *American Journal of Speech-Language Pathology*. https://doi.org/10.1044/2025_AJSLP-25-00293