
KEYWORDS: LANGUAGE, COCHLEAR IMPLANTS, BIMODAL BILINGUALISM

WHAT WAS STUDIED, HOW WAS IT STUDIED AND RESULTS:

- WHAT: Deaf parents’ with cochlear implanted children attitudes, beliefs, and practices on bimodal bilingualism (defined as using both a visual/manual language and an aural/oral language) in American Sign Language (ASL) and English
- HOW: Electronic survey and follow-up interviews

HOW THIS INFORMATION MAY BE USEFUL TO YOU AND YOUR CHILD:

- Bimodal bilingualism is important for literacy, linguistic, and cognitive development - Deaf parents who have children with cochlear implants highly value both languages, ASL and English. They felt ASL was critical for their children’s literacy, linguistic, and cognitive development
- ASL as a foundation for children learning English as their second language – Deaf parents believed a strong foundation in ASL can help children pick up on English more rapidly
- ASL as identity and sense of belonging to the Deaf community with children with a sense of pride in being Deaf rather than seeing themselves as disabled
- Bimodal bilingualism benefits include being able to function in both worlds

WHO WAS STUDIED:

- Number of children: 24 children
- Age of children included – 15 months to 17 years old, mean age of 7 years old
- All Hearing Levels: All children had cochlear implants, 10 with bilateral cochlear implants
- Number of participants in the study: 57 (surveys from 17 families (33 parents, 24 children) and interviewed with a subset of 8 families)
- Area Studied: Language

WHAT STILL REMAINS TO BE ANSWERED:

- Participants who participated in the study were white (94%) and educated (82%), and may be more knowledgeable about bilingualism. What are the attitudes, beliefs, and practices on bimodal bilingualism of families who have different backgrounds and experiences?
- More studies are needed to explore the potential benefits of bimodal bilingualism for children with cochlear implants

WHERE CAN I FIND MORE INFORMATION: