

**ARTICLE REFERENCE:** Mitchiner, J. C. (2015). Deaf Parents of Cochlear-Implanted Children: Beliefs on Bimodal Bilingualism. *Journal of Deaf Studies and Deaf Education*, 20(1), 51-66.

**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:**

Mitchiner, J., & Gough, M. (2017). Supporting Deaf and Hard of Hearing Preschool Students' Emerging ASL Skills: A Bilingual Approach. *Odyssey: New Directions in Deaf Education*, 18, 32-36.



Visual Language and Visual Learning Science of Learning Center. (2012, June). The Implications of Bimodal Bilingual Approaches for Children with Cochlear Implants (Research Brief No. 6). Washington, DC: Julie Mitchiner, Debra Berlin Nussbaum, and Susanne Scott