Dual Language Learning for Children with Hearing Loss

Michael Douglas, MA, CCC-SLP, LSLS, Cert AVT
Why Support Dual Language Learning?

( Mehra, Eavy & Keamy, 2009)

Challenges
A smooth sea never made a skillful sailor.
Considering literature on children without hearing loss
There is no scientific reason to believe that children can not develop more than one language early in life (Genesee, 2008)
Strengthening the home language can facilitate development of the second language. (Kohnert, et al, 2005)
Therapy studies on bilingual children with language impairment yield equal results as monolingual children with language impairment (Gutierrez-Clellen et al, 2008)
Dual Language Classrooms

Sequential Educational Outcomes

(Collier & Thomas, 2004; Garcia & Jensen, 2006)
Considering literature on Bilingual children with hearing loss: Bilingual Home Language
Children with Hearing Loss

Phillips, A.H. 1999

68%
Bilingual Children with Hearing Loss
(Waltzman, Robbins, Green & Cohen, 2003)

N = 18
Bilingual Children with Hearing Loss
(Waltzman, Robbins, Green & Cohen, 2003)

Intermediate Fluency
Bilingual vs. Monolingual
Children with Hearing Loss

Thomas, El Kashlan & Zwolan, 2008
Children with Hearing Loss

Thomas, El Kashlan & Zwolan, 2008

Bilingual Group Vocabulary

Monolingual Group Vocabulary

Thomas, El Kashlan & Zwolan, 2008
Bilingual Children with Hearing Loss

Teschendorf et al. (2011)
Bilingual Children with Hearing Loss

Bilingual French Group
Late Identified, lower SES, parents not proficient in French

Monolingual French Group
Opposite

Less engagement and fidelity
Bilingual Children with Hearing Loss
Second Language Skills

(Guiberson, 2014)
Bilingual Children with Hearing Loss
Second Language Skills

(Guiberson, 2014)
Bilingual Children with Hearing Loss
Second Language Skills
(Guiberson, 2014)
Bilingual children with hearing loss: Home Language NOT English With support
Bilingual children with HL not different from monolingual English-speaking peers ($F(1, 32) = 0.002$ at $p = 0.966$ with a non-measurable effect size of $\eta^2 = 0.000$)
TOTAL LANGUAGE

Bilingual children: no statistical differences in Spanish vs. English

Highly correlative of one another

(Bunta & Douglas, 2013)
Receptive Vocabulary

(Lund, Werfel, & Schuele, 2014)

Bilingual and monolingual children with HL tend to have equal abilities/deficiencies in receptive vocabulary compared to Typically hearing peers.
Simultaneous Bilingual Children with HL and TH demonstrated a bilingual advantage for expressive vocabulary.
Simultaneous Bilingual Advantage for Phonological Awareness

Simultaneous Bilingual Children with HL are showing a bilingual advantage for phonological awareness over monolingual children with HL and bilingual children with TH (Lund, Werfel, & Schuele, 2014).
Appropriate intervention has the potential to overcome maternal education effects (Bunta & Douglas, 2013).
No Dual Language Intervention: Home Language NOT English

(Bunta & Douglas et al, 2016)
Children with Hearing Loss

Bunta et al, 2016

Bilingual Support

Monolingual Support

Expressive and Omnibus Language in English

Bunta et al, 2016
Special Considerations

N = 20

Often Show no dominance
Special Considerations

N = 20

Proficiency Can Shift Over Time
Special Considerations

Consider Both Languages when determining progress
Bilingual children with hearing loss:

Sign Language + Spoken English
Vs.
Spoken Language only
Connor, Hieber, Arts & Zwolan, 2000: 147 children
When both groups were implanted in or prior to preschool years...
• ONLY spoken language skills assessed
• AV group had most experience with CI
• Not matched by family involvement and SES
Why support/facilitate Bilingualism?
Celtic Quotes

The single biggest problem in communication is the illusion that it has taken place.

George Bernard Shaw

irelandcalling.ie
Take Home Messages
Future Directions

TYPES OF STUDIES AND GOALS

CROSS-SECTIONAL → Understand

RETROSPECTIVE → Estimate risk factors

PROSPECTIVE → Validate risk factors

Prevention-Control-Intervention-Education-Management
Questions?
We have a lot to learn today
What would you like to know?

William.m.douglas@vanderbilt.edu