

# Understanding Diverse Contexts for Bimodal Bilingual Development: L1 vs. L2 Learning



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*Communication forms a special bond between parents and their children*



*Parents face important choices when their child is deaf or hard of hearing* <sup>2</sup>



This presentation will include polling using VEVOX.

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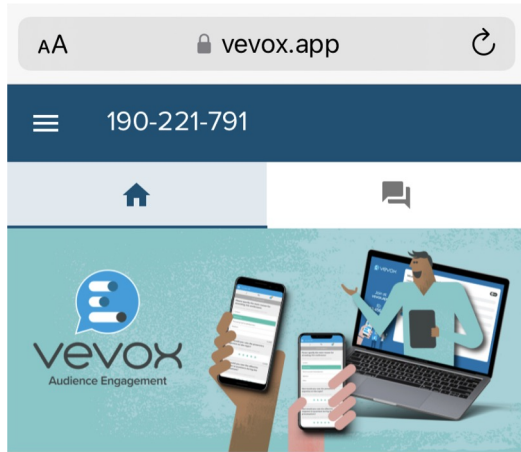
The graphic features a dark blue background. At the top left is the VEVOX logo, which consists of a speech bubble containing three dots and the word 'vevox' in a lowercase, sans-serif font. Below the logo, the text 'Join at:' is followed by 'vevox.app' in a larger, bold, white font. Underneath that, 'ID:' is followed by '190-221-791' in the same bold, white font. A square QR code is positioned below the ID. At the bottom, there is an illustration of a hand holding a smartphone that displays the VEVOX app interface. In the background, two stylized human figures are shown, one holding a smartphone and the other holding a mobile phone, with signal waves emanating from their devices.

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### FCEI Presentation Lillo-Martin

Welcome

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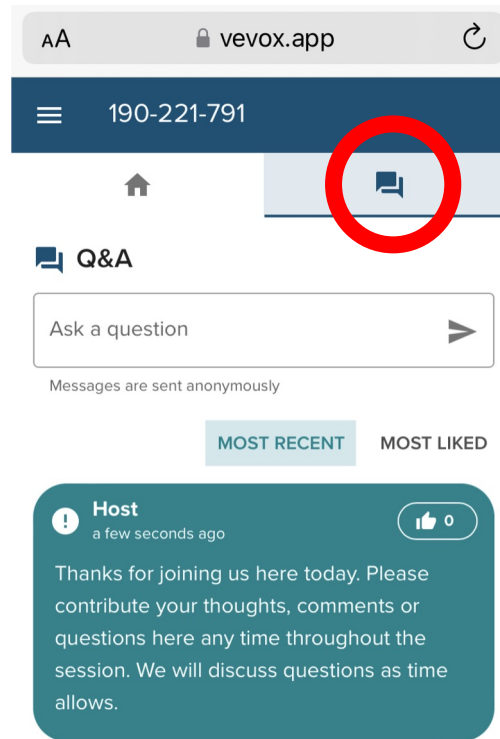
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You can press the Q&A tab



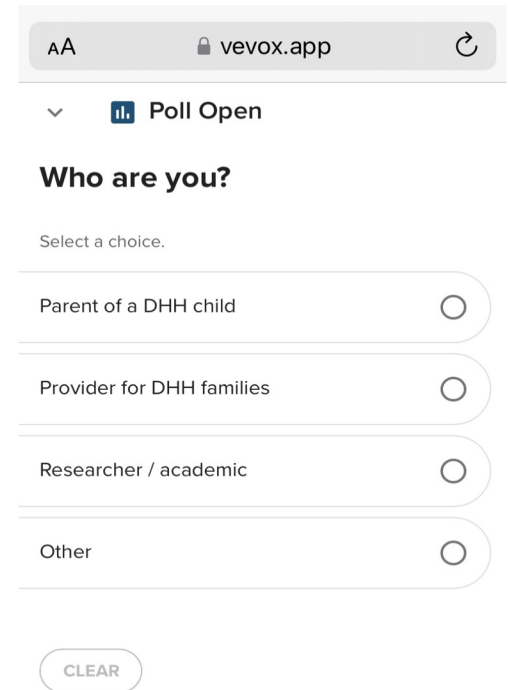
to open another screen where you can type a question. (If you get stuck, use refresh)



Press the Home tab

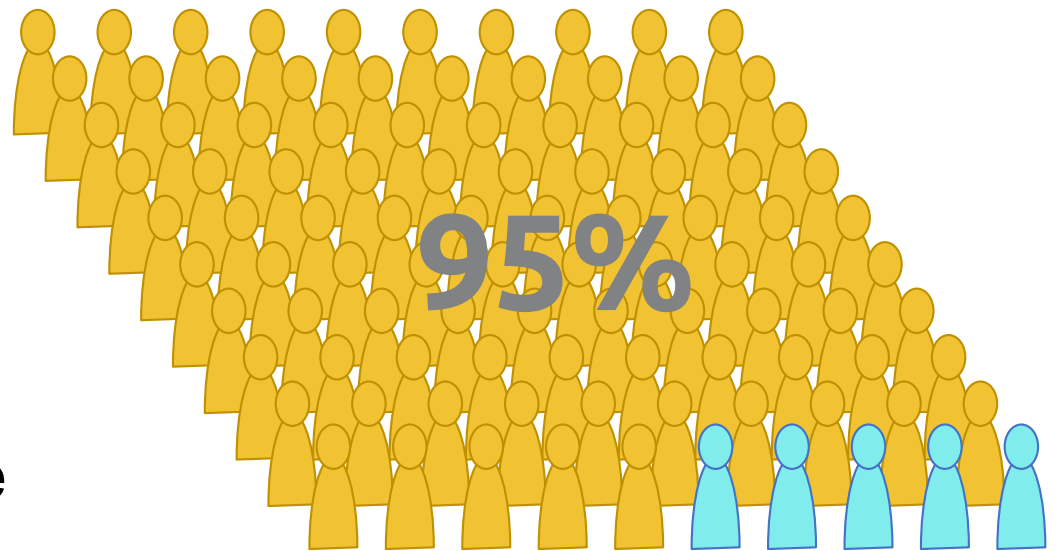


to return to the poll questions.



**POLL**

About 95% of deaf children in the US have hearing parents with **no previous experience** with the deaf community or sign language.



(Mitchell & Karchmer 2004)

# Language Development

Young children everywhere go through the process of language development starting from (before!) birth



# L1 vs. L2 Language Development

For parents/caregivers of DHH children who choose to use a sign language, the process of learning their second (or 3rd or 4th, etc.) language - in a new modality! - is very different from the process their child goes through







### **First Language: *Acquisition***

- Unconscious process
- Based on *exposure*
- No previous language
- Child controls pace
- Process is **predictable**
- Endpoint is **uniform**



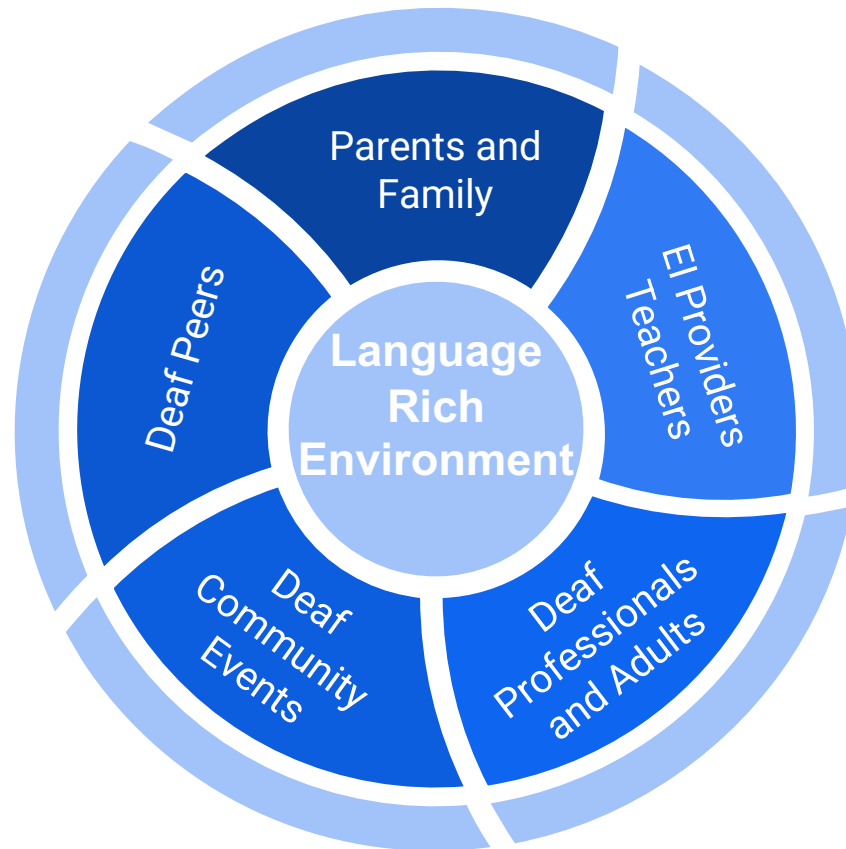
### **Second Language: *Learning***


- Intentional process
- Based on *teaching*
- Transfer from first language
- Teacher controls pace
- Process is **less predictable**
- Endpoint is **not uniform**



*Parents don't directly teach their children language. Rather, by communicating with their children effectively, children pick up the patterns of the language. What's most important is that children experience a **Language Rich Environment**.*

How can hearing parents provide a rich enough environment for their child to succeed using a sign language?

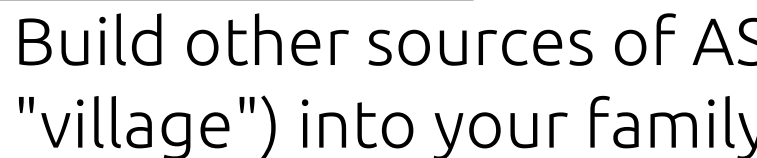




Explore more advanced levels of family-centered ASL curricula for parents who are ready for it.



Find opportunities for your child to have regular interaction with signing peers.



Build other sources of ASL models (your "village") into your family life. Deaf adults are crucial here!

# Language Planning

01

Think of daily routines with your child

- Wake up
- Breakfast
- Preschool
- Bath time

02

Associate using your sign language with particular routines

- Wake up - Use SL before putting on hearing tech
- Snack time - Watch a signing video
- Bath time & bedtime - Sign a storybook together

03

Write down your plan

- Set some goals
- Don't be too hard on yourself!
- Evaluate and adjust
- See where your child leads



**"We can only parent half of her;  
the Deaf community parents the  
other half."**

**"...I want him to be around people that do  
sign and I want him to be in classrooms  
that do both and incorporate both....I feel  
it every day, like, "Man, I wish I could do  
this for you, but I can't."**

## Discussion / Questions



**Host**

a few seconds ago



0

Thanks for joining us here today. Please contribute your thoughts, comments or questions here any time throughout the session. We will discuss questions as time allows.

# References / Resources

## Parents as M2L2 Learners

Chen Pichler, D. (2021). Constructing a profile of successful L2 signer hearing parents of deaf children. In R. Kikusawa & F. Sano (Eds.), *Minpaku Sign Language Studies 2*. Senri Ethnological Studies.

## Deaf Adult Role Models

Gale, E. (2021). Collaborating With Deaf Adults in Early Intervention. *Young Exceptional Children*, 24(4), 225–236.

## Language Planning

Batamula, C., Herbold, B. J. K., & Mitchiner, J. (2020). Family Language Planning with Deaf and Hard of Hearing Children: Fostering Multilingual Development. *Odyssey: New Directions in Deaf Education*, 21, 8-13.

## Our Family ASL Research Project

Lillo-Martin, D. C., Gale, E., & Chen Pichler, D. (2021). Family ASL: An Early Start to Equitable Education for Deaf Children. *Topics in Early Childhood Special Education*.

<https://slla.lab.uconn.edu/family-asl/>



# POLL1

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## ❖ Who are you?

- Parent of a DHH child
- Provider for DHH families
- Researcher / academic
- Other

## POLL 2

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- ❖ If you are a parent of a DHH child, what knowledge of the deaf community or sign languages did you have before your child was born / became part of your family?
  - I had no experience with these topics
  - I knew a little about them
  - I had studied a sign language
  - I had deaf family members or close friends

## POLL 3

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- ❖ If you are a parent of a DHH child, what language choices have you made so far?
  - We use only spoken language with our child
  - We use primarily spoken language but we include some signs as well
  - We are learning our local sign language to use until our child can communicate with us in spoken language
  - We are learning our local sign language and working toward bimodal bilingualism
  - We already knew a sign language and use it as the primary language with our DHH child

## POLL 4

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- ❖ If you are learning a sign language, what motivated you to do so? (select all that apply)
  - Early, effective communication with my child
  - I believe that DHH children will have better academic success if they are bimodal bilingual
  - I want to communicate in sign until we can use spoken language together
  - My EI provider recommended using a sign language
  - Medical personnel recommended using a sign language
  - I saw examples of DHH people signing in media and thought it would be good for my child

## POLL 5

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- ❖ If you have been learning your local sign language, what aspects have been the most challenging for you? (select all that apply)
  - Vocabulary
  - Accurate form (pronunciation)
  - Basic sentence structure
  - Classifiers
  - Non-manual markers
  - Story-telling
  - Other

## POLL 6

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- ❖ If you have been learning your local sign language, what resources have been the most useful for you? (select all that apply)
  - Deaf mentor
  - Classes offered by EI program / local schools
  - Print books / dictionaries
  - Online materials
  - Adult Ed or University courses not aimed at parents