

Family Language Policy and Planning for Young Children with Cochlear Implants

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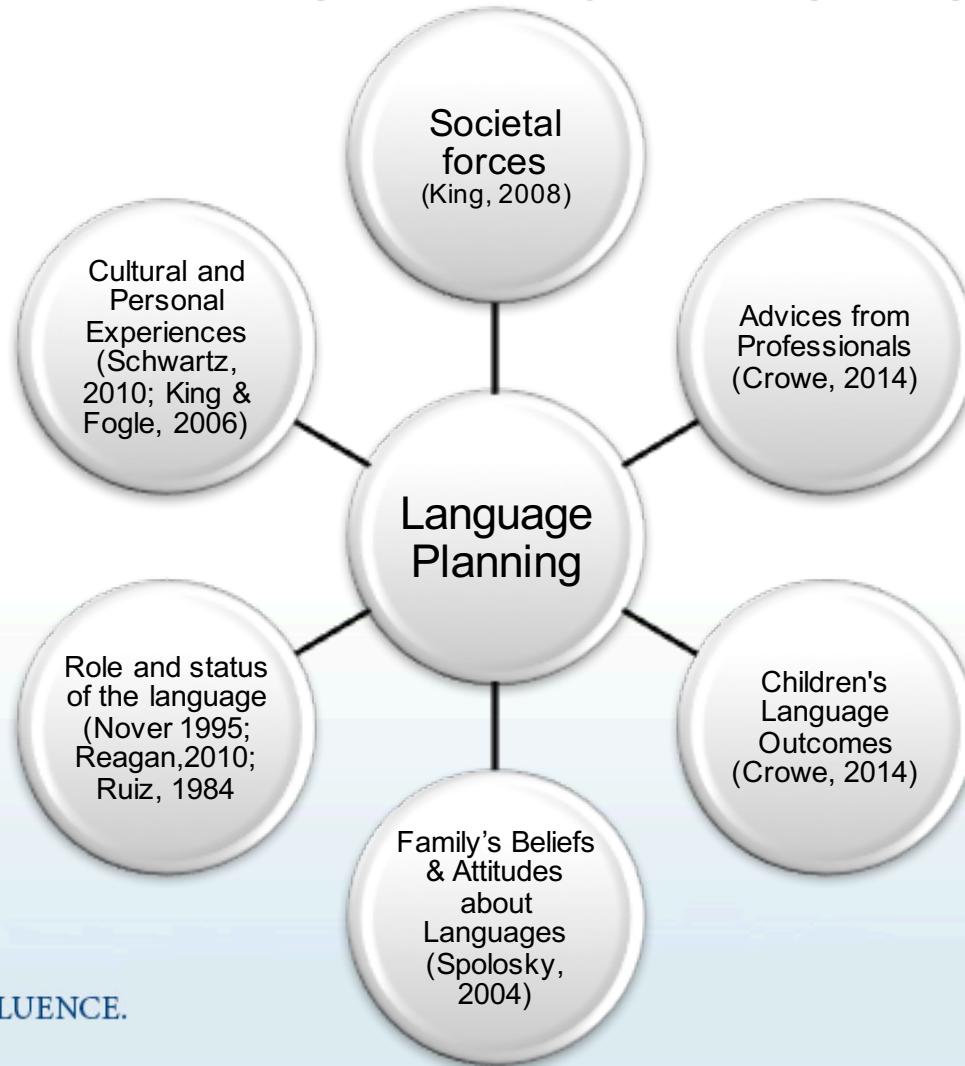
Objectives for this session

- Learn the **concepts** of family language policy to examine families' language practices, language beliefs and attitudes, and language management with their young children with cochlear implants
- Understand about the **possible implications** of family language policy and planning on deaf children's language outcomes
- Learn about the **benefits** of developing visible family language plans for their deaf child with cochlear implants.

Family Language Policy & Planning

- A relatively new field stemmed from studies on child language acquisition and language policy
- Policies can be explicit or overt (Shohamy, 2006)
- Analysis of families' language ideologies, language practices, planning, and management (Spolsky, 2004)

Factors Influencing Family Language Planning



- Motivation
- Monolingual or Bilingual (Additive or Subtractive Approach)
- Purpose

Parental beliefs & attitudes toward languages



Children's language development

- Social language development: 2-3 years
- Academic language development: 4-6 years

- Invisible or Visible Planning
- Beliefs → Practice?
- Options for schools/programs

Parental linguistic choices & interactions strategies

Literature on Families' decisions on language choices and cochlear implants (2000-2014)

- Majority of families choose spoken language for their deaf children
 - Frequently Influenced by professionals for communication options, many will recommend sign language as the last resort
- Few studies indicate family's goals to include sign language

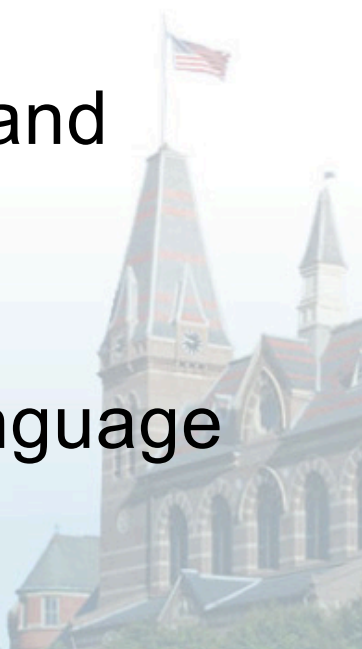
Bimodal Bilingualism

- Ethical issues of withholding accessible language during critical period of language acquisition
 - No evidences of sign language hindering spoken language development
- Evidences shows the benefits of bimodal bilingualism
 - Supports the development of two communication modalities (visual and auditory) in two languages (signed and spoken)
 - Multisensory approach
 - Safeguards deaf children's linguistic, cognitive and social growth



Benefits of Visible Language Planning

- Safeguards language development
- Supports development of family competence
- Strengthens relationship between beliefs and actions
- Establish clear expectations to respect language and culture



Language Plan Sample: An Example of Carlos' Day

Activity	Language Use
Wake Up	Put on cochlear implants, sing the good morning song in Spoken Spanish
Breakfast	ASL used at breakfast with his family
Outdoor play	Spoken English used to facilitate activities with his friends at the playground
Crafts	Using Spoken Spanish with family members
Lunch	ASL used at lunch with his family
Nap/Quiet Time	Read aloud a book using ASL
Indoor Play	The child's choice. Ask him which language he prefers.
Watch TV	Watch educational TV programs in Spoken English with captions
Dinner	ASL used at dinner with family
Bath time	ASL time
Bed time	Spoken English used to read aloud a bedtime story
Additional Supports	<ul style="list-style-type: none">• Early Intervention services: Spoken Language support 2x a week for 30 minutes• Family ASL class once a week



Family Language Plan

Family beliefs about languages used at home:

Purposes of using these languages:

Language goals for your child:

Language goals for your family:

Your child's abilities and interests:

Activity	Current Language	New Language Plan
Morning <i>Breakfast</i>	<i>Spoken English</i>	<i>ASL</i>
Afternoon		
Evening		
Bedtime		

Application

- Getting started with families
- Setting up review plans
- Revise plans based on what works best
- Supporting families through the process

Challenges with Language Planning

- Limited resources
- Not one approach fits all
- Misconceptions about language acquisition and language development

Recommendations for Families

- Understand your child and their abilities and interests
- Provide rich language experiences in each language
- Children learn best through everyday experiences and interactions with familiar people in familiar contexts.
- Integrate activities and routines as the context for **promoting language opportunities.**

Recommendations for Professionals

- Respect and support families by recognizing their unique strengths
- Share full information about all communication opportunities and language acquisition
- Acknowledge that each child's path to become bilingual is unique due to multiple factors

Bilingual Resources

- Books in ASL and English
 - Scholastic Storybook Treasures in Sign Language
 - [ASL Tales](#)
 - [VL2 Storybook Apps](#)
 - [Shay and Ivy's Adventures](#)
 - Laurent Clerc National Deaf Education: [Shared Reading Program](#)
- Video Storytelling
 - Texas School for the Deaf [Educational Resources Center on Deafness \(ERCOD\)](#)

Bilingual Resources

- Facebook Page:
 - Multilingual Early Childhood Deaf Education: ASL, English, Spanish
- [Hands Land](#)
 - ASL Rhymes and Rhythms
- Laurent Clerc National Deaf Education Center
 - [Early Intervention Network](#)





Wrap Up

- What are some common factors that influenced your family's language planning?
- Any resources on bilingual or multilingual approach available for families in your country?

