

慶應言語学コロキウム

Language learning by eye and by ear: Bimodal language development

(目による言語学習・耳による言語学習: 複モダリティの言語発達)

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[会場] 慶應義塾大学三田キャンパス・北館ホール
*参加費無料・事前申込不要

What happens when children learn a sign language and a spoken language at the same time? How do the two languages interact, and what evidence do we have that simultaneous exposure to both either obstructs or promotes development? This talk will overview findings from our research project on the development of *bimodal bilingualism*, or bilingualism in a sign language and a spoken language. I will discuss two types of bimodal bilingual children raised in Deaf, signing households: Codas (hearing children) and DDCI (Deaf children with cochlear implants). Test results from our project reveal that these two groups perform comparably on syntactic and phonological development in both ASL and English. We do not find evidence that early exposure to a sign language impedes the development of spoken English, or vice versa. However, we note that bimodal bilingual children's grammatical development differs in noticeable ways from patterns reported for native signing Deaf children (without cochlear implants). Bimodal bilingual children also make greater use of code-blending (utterances combining speech and sign) than their Deaf counterparts, even when interacting with Deaf adults who do not hear the children's speech. We consider these phenomena to be a subset of bilingual effects that occur naturally whenever multiple languages interact. This talk will include a brief introduction to the *Language Synthesis Model*, a theoretical model we are developing to account for a wide range of bilingual effects, including those unique to bimodal bilinguals. Finally, the talk will close with a brief introduction to the concept of Coda and DDCI as *heritage signers*, according to which the unusual patterns of ASL and English development exhibited by these signers are considered divergent (rather than delayed or disordered) compared to monolingual controls.

(使用言語・英語; 日本手話通訳有り)