



ORAL BILINGUALISM AND HEARING LOSS IN CHILDREN


Dra. Beatriz De Diego Lázaro

Ph.D. Speech and Hearing Sciences
Universitat de Barcelona

Bilingualism is common among children with hearing loss. Yet, bilingual children with hearing loss are underrepresented in research studies. On one hand, we know children with hearing loss are at risk of language difficulties. On the other hand, bilingualism has been associated with enhanced executive function and better word learning. In this lecture, I will present a series of studies on vocabulary and word learning in bilingual children with hearing loss (English-Spanish). First, I will show early predictors of vocabulary outcomes and whether word class patterns differ in bilingual children with and without hearing loss. Then, I will show evidence that oral bilingualism does not afford a word learning advantage (or disadvantage) for bilingual children with and without hearing loss. However, hearing loss does reduce word learning and vocabulary outcomes in monolingual and bilingual children with hearing loss. Finally, I will show recent evidence from a study investigating the recommendations that caregivers of bilingual children with hearing loss receive from professionals. This study showed that, despite best practices recommend promoting the use of the home language, only 23.3% of the caregivers were actively encouraged to raise their child orally bilingual. Monolingual and bilingual children with hearing loss are at risk of language difficulties and therefore require culturally responsive interventions that increase access to language and prevent the negative effects of hearing loss. This, and other clinical implications and future directions will be discussed during this lecture



Hosted by: **Ruth de Diego**
ruth.dediego@ub.edu

May 2nd 
Thursday at 15:00h

Faculty of Psychology
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