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视觉语言与视觉学习
VISUAL LANGUAGE & VISUAL LEARNING



研究简报： RESEARCH BRIEF:

早期视觉语言的优势 ADVANTAGES OF EARLY VISUAL LANGUAGE

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从研究中学习
第二册

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关于早期视觉语言的优势的主要发现：

Key Findings on the Advantages of Early Visual Language:

- 在儿童发育的早期“敏感时期”，大脑最容易接受语言学习。
- 接受早期干预服务的耳聋和重听儿童已发现有更好的语言成果，并一直持续到五岁。
- 高度的家庭参与已发现对耳聋和重听儿童产生较大的语言发展成果。
- 在早期儿童时代获得完整的第一语言是日后阅读理解的关键。
- 学习两种语言 [即美国手语 (ASL) 和英语] 对耳聋和重听儿童有利。
- 一位母亲的手语技能预测耳聋和重听儿童日后的语言发展。
- 语言基础是口语发展的一个重要因素。

Written by:
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早期听力检测和干预

Early Hearing Detection and Intervention

将近二十五年来，自从在1986年通过了PL99-457，年轻的耳聋和重听儿童和他们的家庭得到了早期干预服务。识别的年龄已被发现是一个重要因素，因此早期识别和干预服务的提供者计划在儿童6个月大之前筛检，诊断，并提供服务。^{1, 2, 3, 4}然而，早期的语言获得不必是一个医疗事件。早期语言干预需要对视觉语言和口语发展知识渊博的专家。他们与家庭合作来进行明智的沟通和做教育的决定。

在过去的20年，许多研究不断发现，听力损失识别得越早和干预服务启动得越早，语言发展的成果越正面。^{1, 2, 3, 4, 5, 6, 7}最近的一项研究发现，在三个月大之前得到早期干预服务的耳聋和重听儿童有更好的语言结果。⁸当然，在婴儿期和幼儿期，语言习得的敏感时期与大脑的发育有关。⁹此外，已发现早期识别可以缓和以前对语言发展有负面影响的因素：例如，社会经济地位，家庭种族和额外残疾的存在。^{1, 3, 7}

语言学习的多个途径

Multiple Pathways to Language Learning

每个耳聋儿童以他或她自己独特的方式获得语言。听力损失的程度，听力损失的原因，听力损失发生时的年龄，受益于听力技术的程度，其他残疾的存在，和家庭道德力量，从儿童到儿童各不相同。语言习得的多感官方法确保当一种途径不太有效时，另一种途径可作为语言学习的渠道。对双语教育的早期研究发现了学习两种语言获得的认知益处；据报道，双语儿童比单语儿童有更好的认知灵活性和对语意更高的灵敏度。^{10, 11, 12}耳聋儿童可以，通过适时地以写和听和说学习美国手语和口语，体验类似的认知益处。¹³

耳聋和重听学生的学业表现

Academic Performance of Deaf and Hard of Hearing Students

早期语言影响学术成就。耳聋和重听儿童比同龄的听力正常儿童表现较差，在多数领域，特别是在阅读领域。^{14, 15, 16}这是一个长期的趋势，不管使用各种沟通方法和发明新的听力技术，它都没有改变。¹⁷尽管有不平衡的结果，¹⁸一些人工耳蜗植入团队现在劝说植入儿童的家庭只参加听觉-言语治疗，这样做，忽略了通过视觉途径学习的巨大潜力。¹⁹缺乏早期和全面的视觉语言接触，可能是耳聋人群低水平的阅读成绩的一个促成因素。^{13, 14, 15, 16, 20, 21, 22}

语言习得的延迟，会在认知，学术成就，及社交和情绪健康上有负面结果。^{13, 17, 18, 23, 24, 25}

相比于使用听觉-言语治疗的儿童，大多数聋人家家庭的孩子进入学校时已准备好学习，因为作为婴儿和幼儿，他们通过与ASL流利的家庭成员沟通已获得了完整的第一语言。²⁶这些儿童往往表现类似于对同龄的听力正常儿童所期望的。⁸给予手语成人语言模式，有听力正常父母的聋童也可以获得视觉语言能力，并成为会读书和写字的人。^{13, 27}

早期视觉语言的优势

The Advantage of Early Visual Language

延迟获得第一语言产生较差的语言表现，^{28, 29, 30, 31}无论选择的语言是手语或口语。⁹此外，在早期发育过程中没有接触完整的语言符号，耳聋和重听儿童的语言习得很难与听力正常儿童并行。³²

幸运的是，大脑的语言区没有对语言输入的偏好。^{24, 33, 34}对许多聋童来说，完全接触语言信息的最可能的途径是通过视觉。¹³视觉语言，如美国手语，是自然语言系统。^{9, 20}视觉语言不只是代表口语的符号；它们独立于口语而运作，并有充分发展的语法系统。³⁵

一些创新的早期干预方案认识到接受植入的儿童需要早期的视觉语言学习。在一个这样的计划中，一项研究表明，在等待人工耳蜗植入时接触了手语的儿童，发展了易于接受的语言：他们明白评论，问题，解释，命令，并且他们用手语作简单的短语。³⁶ 在这些计划中，达到最有效的语言成果的儿童在早期使用手语，这表明有机会接触早期语言，不管什么方式，可以提供一个基础，供不同的语言方式的技能可以建立其上。^{36, 37}耳蜗植入后，这些儿童发展了口语。儿童在植入前获得的手语词汇最可能协助讲话的快速映射。^{36, 37, 38}

手语和口语的发展

Signed Language and Spoken Language Development

早期的语言经验，不管沟通的方式，形成了终生学习的能力。⁹手语有时被拒绝给予聋童，因为相信它会干扰讲话的发展。¹⁹然而，没有证据表明，与耳聋和重听儿童使用手语会阻碍口语的发展。^{19, 39}而是，当孩子学习更多的手势和手语时，口语技能会增强。^{25, 40, 41} ASL的流利已经显示出可以正面影响耳聋学生口语的发展和英语读写的发展。^{16, 42, 43, 44}是语言有助于口语，而不是沟通的模式。⁴⁵

双语的好处

Benefits of Bilingualism

学习两种语言（例如，美国手语和口头/书面英语），有语言和教育的益处。⁴⁶当成人的语言模式遵循语言分配策略，且一旦孩子获得第一语言能力，口头/书面语言的接触量增加时，耳聋儿童可以同时掌握两种语言。⁴⁷ASL，在许多情况下，作为第一语言或（L1）发挥功能，它协助掌握作为第二语言（L2）的口头/书面英语。从总体上看，双语研究表明，第一语言的流利是第二语言技能的强有力的预测；第二语言的能力是第一语言流畅的功能。^{48, 49}

家庭参与

Family Involvement

家庭参与是耳聋和重听儿童语言发展的一个关键因素，特别是对那些有听力正常父母的儿童。²重要的是要注意高层度的家庭参与产生较好的语言成果。²此外，母亲的手语技能似乎是另一个有力的指标，它导致耳聋和重听儿童更好的语言表现。^{6, 18}进一步来讲，这些因素被发现可以缓冲晚进入早期干预计划的负面影响。²

把研究融入教学

Integration of Research in Education

VL2发布研究简报作为教育工作者和家长的资源。我们的目标是告知教育社区研究成果，总结相关的奖学金，并且提出建议，供教育工作者和家长用于应对教育耳聋和重听儿童时所面临的多方挑战。

在这个简报中提供的信息试图澄清早期视觉语言发展对耳聋和重听婴幼儿的重要性。

研究简报可以在 v12.gallaudet.edu 找到。

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Mission

The Clerc Center, a federally funded national deaf education center, ensures that the diverse population of deaf and hard of hearing students (birth through age 21) in the nation are educated and empowered and have the linguistic competence to maximize their potential as productive and contributing members of society. This is accomplished through early access to and acquisition of language, excellence in teaching, family involvement, research, identification and implementation of best practices, collaboration, and information sharing among schools and programs across the nation.




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