

# The process of language acquisition of deaf children with cochlear implants

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## Abstract

This paper aims at analysing the process of Bruno's language acquisition, a deaf bimodal bilingual child with a cochlear implant, taking into account the stages of acquisition according to generative linguistics. Considering the bimodal and bilingual communication, our goal is to analyse the development of the two languages, Portuguese and sign language, the possible effects of the two modalities and the implications in the generative theory. The videos used for the research are part of a database that belongs to the Centre of Sign Languages Acquisition of the Federal University of Santa Catarina, and are funded by the Institutes of Health and by the National Research Council. After the videos are transcribed, a description of both languages will be made, noting if by the age of five the child has already acquired language with almost the same pattern as an adult, if any of the languages is the dominant one, and if there is the influence of one language over the other while the child is interacting with his family. Since the two languages are from different modalities, i.e., Portuguese is auditory-oral and sign language is visuospatial, they can occur simultaneously, thus making it interesting to analyse language development in deaf children with cochlear implants. What is already possible to notice is that Bruno was encouraged to communicate with both languages using more oral communication with hearing people and signs with deaf people, and even though he knows how to communicate in Portuguese he still uses his native language (Libras). It's through these observations that one can rethink the teaching methodologies and the importance of sign language in the life of the deaf.

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