

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2021-2022

Course Title: BMBL 4001 Language Acquisition of Deaf Children
Description: This course examines how deaf children acquire sign language and spoken language in a monolingual or a bimodal bilingual fashion. In the Hong Kong context, emphasis is on how deaf children acquire the linguistic properties of Cantonese or Mandarin as well as Hong Kong Sign Language.

Fundamental concepts

Topics	Contents/fundamental concepts
Spoken language acquisition	Levels of description: a. Speech perception and production b. Grammatical knowledge c. Literacy
Sign language acquisition	Levels of description: a. Phonological knowledge b. Morphological knowledge c. Syntactic knowledge d. Non-manuals
Critical Period	It refers to the period during which children are said to be sensitive to linguistic data for language acquisition. Language acquisition beyond this period displays diversity in ultimate attainment.
Impoverished Input	Linguistic data that is supposedly sensitive enough to trigger language acquisition is neither perceived nor processed efficiently due to hearing loss. Alternatively, the so-called language data that deaf children are exposed to do not reflect properties of natural languages.
Sign bilingualism vs bimodal bilingualism	Sign Bilingualism refers to a form of education philosophy for the deaf that promotes use of sign language in education to nurture the 'L1' acquisition of deaf and hard-of-hearing children. Subsequent exposure to spoken language in the education process is taken to be supporting L2 acquisition. On the other hand, bimodal bilingualism has a much stronger linguistic orientation that promotes early and simultaneous exposure to both sign language and spoken language for deaf children.

Learning outcomes

Students will achieve a basic understanding of: <ol style="list-style-type: none"> 1. How deaf children access the grammar of natural languages through the auditory/oral or the visual-spatial modality; 2. The complex situations in which deaf children acquire spoken and sign language; 3. Factors such as effects of linguistic input and critical period on deaf children's language acquisition; 4. The acquisition process of sign language and spoken language by deaf children; and 5. Research skills required for investigating deaf children's language acquisition.

Learning activities

Face-to-Face Lecture (hr) in /out class	Web-based teaching (hr) in /out class	Interactive tutorials (hr) in /out class	Discussion of case (hr) in /out class	Fieldtrips or deaf activities (hr) in /out class	Child data analysis Our class	Paper presentation (hr) In/out class	Other: Reading (hr) in /out class
20	3	15	5	0	10	3 10	40
M	M	M	M		M	M O	M

M: Mandatory activity in the course

O: Optional activity

Assessment scheme

Task nature	Description	Weight
Workshop reports	Students are expected to actively participate in the workshops and generate some observations about deaf children's language development	10%x2 = 20%
Paper presentation	Students take turn to introduce a research paper to the class. Please upload the ppt to Blackboard after the presentation for sharing with other students Ppt=5%, presentation=5%	10%
Reading reports	Students submit 2 reports based on the readings for the tutorials Length of the report: 1500 words maximum a. 1000 words: summary b. 500 words: critique The report will contain: (i) Theoretical backgrounds, research questions, linguistic description (ii) Experiments – (a) research questions & hypothesis, (b) methodology, (c) backgrounds of participants, (d) results and generalizations (iii) A critique of the concepts or methodology	15% x 2 = 30%
Child language research project	Students prepare a literature review on an identified topic provided by the instructor (max: 3000 words). Pair work: understanding of literature Individual: report writing Minimum number of papers: 8-10	40%

*The final grade attained will be adjusted downward for each unexcused absence or tardiness in submitting assignments.

*Students are encouraged to be punctual and there is a 15-minute allowance beyond which time the attendance is counted as zero.

Grade Performance Descriptors

Outstanding A	<ul style="list-style-type: none"> ➤ Outstanding performance in all learning outcomes; ➤ Competent in theorization, generalization, hypothesis formation, and reflection upon issues; ➤ Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.
Excellent A-	<ul style="list-style-type: none"> ➤ Generally outstanding performance on all (or almost all) learning outcomes; ➤ Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; and ➤ Good at applying issues to relevant social contexts and predicting logically related outcomes
Good B+	<ul style="list-style-type: none"> ➤ Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance; ➤ Able to enumerate, describe, list, and clarify concepts and topics; and ➤ Capable of examining a topic from multiple perspectives.
Satisfactory B/B-	<ul style="list-style-type: none"> ➤ Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses; and ➤ Able to state, recognize, recall, and tell single points of topics of discussion.
Less than satisfactory C+/C	<ul style="list-style-type: none"> ➤ Satisfactory performance on some learning outcomes only; and ➤ Show difficulty in stating and recognizing main arguments in the topics of discussion.
Inadequate C-/D	<ul style="list-style-type: none"> ➤ Barely satisfactory performance on quite a number of learning outcomes; and ➤ Barely able to recognize and state arguments in topics of discussion.
Fail F	<ul style="list-style-type: none"> ➤ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ➤ Missing the points.

Learning resources for students

<p>Other useful references:</p> <p>Journals</p> <ol style="list-style-type: none"> 1. Journal of Sign Language Studies (http://gupress.gallaudet.edu/SLS.html) 2. Journal of Sign Language and Linguistics (https://benjamins.com/#catalog/journals/sll/main) 3. Journal of Deaf Studies and Deaf Education (http://jdsde.oxfordjournals.org) 4. Journal of Speech, Language and Hearing Research (http://jslhr.pubs.asha.org) 5. Journal of Bilingual Education and Bilingualism (http://www.tandfonline.com/toc/rbeb20/current#.Usn5tqVmsWY)

Feedback for evaluation

<p>Students are encouraged to give timely comments and feedback directly to the course instructor. In addition to University course evaluation, there will also be a midterm evaluation to collect students' opinions.</p>
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Course schedule

Week	Date	Topic	Readings
1	12 Jan	Introduction	Lillo-Martin, D & Henner, J. (2021) Acquisition of Sign Languages, Annual Review of Applied Linguistics. Annu. Rev. Linguist. 2021. 7:395–419, doi.org/10.1146/annurev-linguistics-043020-092357
2	19 Jan	Spoken language acquisition: speech sounds and tones	Holt, C. M., Lee, K.Y.S., Dowell, R. C. & Vogel, A. P. (2018). Perception of Cantonese lexical tones by pediatric cochlear implant users. Journal of Speech, Language, and Hearing Research, 61, 174-185.
3	26 Jan	Spoken language acquisition: morphology and syntax <i>Tutorial 1</i> Lau et. al. (2019) Oral Language Performance of Deaf and Hard-of-hearing students of mainstream schools. JDSDE, doi: 10.1093/deafed/enz012.	Sze, Tang, Lau, Lam & Yiu. 2015. The development of discourse referencing in Cantonese of deaf/hard-of-hearing children. <i>Journal of Child Language</i>
4	2 Feb	Lunar New Year Holiday	
5	9 Feb	Workshop 1: using CLAN to examine deaf children’s written narratives Group report Online report writing & Submission	Submission of reading report 1
6	16 Feb	Sign Language Acquisition <i>Tutorial 2</i> Chen, Y., Wong, L., Zhu, S-F., Xi, X. (2017). Vocabulary development in Mandarin-speaking children with cochlear implants and its relationship with speech perception abilities. Research in Developmental Disabilities, 60, 243-355.	Lillo-Martin, D. (2008). Sign language acquisition: Past, present & future. In de Quadros, R. M. (ed.), <i>Proceedings of 9th Theoretical Issues in Sign Language Research Conference</i> , Florianopolis, Brazil, December.
7	23 Feb	Homesign & Visual-gestural properties in deaf children’s language development language data	Goldin Meadow, S. (2015) The impact of Time on predicate forms in the manual modality: signers, homesigners, and silent gesturers. Topics in

		<p><i>Tutorial 3</i> Lieberman, A.M., Hatrak, M., Mayberry R. (2011). The development of eye-gaze control for linguistic input in deaf children. In N. Danis, K. Mesh, & H. Sung (eds), <i>Proceedings of the 35th Annual Boston University Conference on Language Development</i>, Somerville, MA: Cascadilla Press, pp. 391-404.</p>	Cognitive Science, 7: 169-184. DOI: 10.1111/tops.12119
8	2 Mar	<p>Acquisition of phonology</p> <p><i>Tutorial 4</i> Volterra, V., Capirci, O., Caselli, M.C., Rinaldi, P., & Sparaci, L. (2017). Developmental evidence for continuity from action to gesture to sign/word. <i>Language, Interaction and Acquisition</i>, 8(1), 13–41. doi 10.1075/lia.8.1.02vol.</p>	Ortega, G., & Morgan, G. (2010). Comparing child and adult development of a visual phonological system. <i>Language, Interaction and Acquisition</i> , 1(1), 67-81.
9	9 Mar	<p>Acquisition of Syntax & Morphosyntax</p> <p><i>Tutorial 5 (3x)</i> Coppola, M., Brentari, D. (2014). From iconic handshapes to grammatical contrasts: longitudinal evidence from a child homesigner. <i>Frontiers in Psychology</i>, doi: 10.3389/fpsyg.2014.00830.</p>	Chen Pichler, D. (2010) Using early ASL word order to shed light on word order variability in sign language. In Andersen, M., Bentzen, K., & Westergarrd, M. (eds.), <i>Variation in the Input: Studies in the Acquisition of Word Order</i> . Berlin, Germany: Springer.
10	16 Mar	<p>Acquisition of nonmanuals</p> <p><i>Tutorial 6</i> Tang, G., Lam, S., Sze, F., Lau, P., & Lee, J. (2008). Acquiring verb agreement in HKSL: Optional or Obligatory? <i>Proceedings of the 9th Theoretical Issues in Sign Language Research Conference</i>, Universidade</p>	Reilly, J. (2006). How faces come to serve grammar: the development of nonmanual morphology in ASL. In Schick, B. et. al. (eds.) <i>Advances in the Sign Language Development of Deaf Children</i> . Oxford University Press, pp.262-290.

		Federal de Santa Catarina, Florianopolis, Brazil, pp. 613-638. Brazil: Editorial Arara Azul.	
11	23 Mar	Workshop 2: examining and organizing child sign language data Group report Online report writing	Submission of Reading Report 2 Submission of a topic for literature review
12	30 Mar	Bimodal bilingual acquisition <i>Tutorial 7 (3x)</i> Lillo-Martin, D., & de Quadros, R.M. (2010). Acquisition of the syntax–discourse interface: The expression of point of view. <i>Lingua</i> , 121(4), 623-636. doi:10.1016/j.lingua.2010.07.001	de Quadros, R.M., Lillo-Martin, D., Chen-Pichler, D. (2016) Bimodal Bilingualism: sign language and spoken language. In Marschark, M., & Spencer, P., (eds.) <i>The Oxford Handbook of Deaf Studies in Language</i> , pp. 181-196. New York: Oxford University Press. Goodwin, C., Davidson, K., Lillo-Martin, D. (2017). English article use in bimodal bilingual children with CI: Effects of language transfer and early language exposure. In <i>Proceedings of the 41st annual Boston University Conference on Language Development</i> , ed. Maria LaMendola and Jennifer Scott, 283-295. Somerville, MA: Cascadilla Press.
13	6 Apr	Reading week	
14	13 Apr	Code mixing and code blending <i>Tutorial 8 (3x)</i> Lillo-Martin, D., de Quadros, R. M., Pichler, D. C. & Fieldsteel, Z. (2014). Language choice in bimodal bilingual development. <i>Frontiers in Psychology</i> 5.Article 1163.	Fung, C., & Tang, G. (2016) Code-blending of functional heads in Hong Kong Sign Language and Cantonese: A case study, <i>Bilingualism: Language and Cognition</i> .
15	20 Apr	Impact of SL on SpL development Tutorial 9 (3x) Hoffmeister, et. al. (2021). Deaf Children’s ASL Vocabulary and ASL Syntax Knowledge Supports English Knowledge, <i>Journal of Deaf Studies and Deaf Education</i> , 2022, 37–47, https://doi.org/10.1093/deafed/enab032 <i>Tutorial 10</i> Hall et. al. (2019) Deaf children need language, not (just) speech. <i>First Language</i> https://doi.org/10.1177/0142723719834102	Geers et. al. (2017). Early Sign Language Exposure and Cochlear Implantation Benefits? <i>Pediatrics</i> Volume 140, number 1, July 2017:e20163489

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Teacher and TA's contact details

Instructor	
Name:	Gladys TANG
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A facility for posting course announcements

Blackboard will be used to distribute the reading materials and course handouts, as well as to support discussions among students.

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon

students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.