

**The Chinese University of Hong Kong**  
**Department of Linguistics and Modern Languages**  
**Second Term, 2020-2021**

Course Title: LING 5403 Topics in Language Acquisition of Deaf Children
<b>Description:</b> 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 Hong Kong Sign Language as well as of Cantonese.

**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 (or rather: sensitive) 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	Spoken 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 inclusion of spoken language in the education process is taken to be supporting L2 acquisition. Bimodal bilingualism has a much stronger linguistic orientation developed within the framework of linguistic and acquisition theories.

**Learning outcomes**

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

**Learning activities**

Face-to-Face Lecture online (hr) in /out class	Web-based teaching (hr) in /out class	Interactive tutorials (hr) in /out class	Discussion of case (hr) in /out class	Field-trip or Deaf activities (hr) in /out class	Child data analysis Out class	Project presentation (hr) In/out class	Other: Reading (hr) in /out class
24	10	12	5	3	10	3 10	30
M	M	M	M	O	M	M O	M

M: Mandatory activity in the course

O: Optional activity

### Assessment scheme

Task nature	Description	Weight
Participation	Students are expected to actively participate in discussions during the lectures and tutorials	10%
Tutorial presentation	Groups of students take turns to introduce a research paper to the class. Please upload the ppt to Blackboard for reference and sharing among students	10%
Reading reports	Students select one topic in the course outline, identify 4-5 papers, read them and write a report (2000 words).	30%
Project presentation and Report	<p>Student prepare either:</p> <ul style="list-style-type: none"><li>a. A critical review on a specific acquisition issue with data drawn from child signed and/or spoken language</li><li>b. An analysis of how deaf children acquire a linguistic structure.</li></ul> <p>Assessment scheme:</p> <ul style="list-style-type: none"><li>1. PPT presentation (10%) ppt contents and argumentation 5%, presentation and language of expression 5%</li><li>2. Written report (40%): contents 20%, argumentation 10%, organization and language 10%.</li></ul> <p>Students submit both outputs to Blackboard for final assessment.</p>	50%

\*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 descriptors

	<b>Outstanding A</b>	<b>Excellent A-</b>	<b>Good B+</b>	<b>Fair to Satisfactory B/C</b>	<b>Inadequate D</b>	<b>Fail F</b>
<b>General Performance</b>	<ul style="list-style-type: none"> <li>➤ Outstanding performance on all learning outcomes;</li> <li>➤ Competent in theorization, generalization, hypothesization, and reflection upon issues;</li> <li>➤ Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Generally outstanding performance on all (or almost all) learning outcomes;</li> <li>➤ Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories;</li> <li>➤ Good at applying issues to relevant social contexts and predicting logically related outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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;</li> <li>➤ Able to enumerate, describe, list, and clarify concepts and topics;</li> <li>➤ Capable of examining a topic from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses;</li> <li>➤ Able to state, recognize, recall, and tell single points of topics of discussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Barely satisfactory performance on a number of learning outcomes;</li> <li>➤ Barely able to state, recognize, recall, and tell single points of topics of discussion.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements ;</li> <li>➤ Missing the points.</li> </ul>

### Learning resources for students

Other useful references:

#### Journals

1. Journal of Child Language <https://www.cambridge.org/core/journals/journal-of-child-language> (search term: e.g., sign language)
2. Journal of Sign Language Studies (<http://gupress.gallaudet.edu/SLS.html>)
3. Journal of Sign Language and Linguistics <https://benjamins.com/catalog/sll/main>
4. Journal of Deaf Studies and Deaf Education <https://academic.oup.com/jdsde>
5. Journal of Speech, Language and Hearing Research <https://pubs.asha.org/journal/jslhr>
6. Journal of Bilingual Education and Bilingualism <https://www.tandfonline.com/toc/rbeb20/current>

#### Readings (including optional literature and **obligated readings**):

- Baker, A., van den Bogaerde, B. & Woll, B.** (2005) Methods and procedures in sign language acquisition studies. *Sign Language & Linguistics*, 8(1/2), 7-58.
- Berent, G. (2009). The Interlanguage development of Deaf and hearing learners of L2 English: parallelism via minimalism. In Ritchie, W. C., & Bhatia, T. K. (Eds.), *The new handbook of second language acquisition* (pp. 523-543). Bingley, UK: Emerald Group Publishing.
- Berent, G., Kelly, R. R., Albertini, J. A., & Toscano, R. M. (2013). Deaf students' knowledge of subtle lexical properties of transitive and intransitive English verbs. *American Annals of the Deaf*, 158(3), 344-362.
- Berent, G., Kelly, R., Porter, J., & Fonzi, J. (2008). Deaf learners' knowledge of English universal quantifiers, *Language Learning*, 58(2), 401-437.
- Brentari, D., Coppola, M., Jung, A., & Goldin-Meadow, S. (2013). Acquiring word class distinctions in ASL: evidence from handshape. *Language Learning and Development*, 9(2), 130-150. DOI: 10.1080/15475441.2012.679540
- Brentari, D., Falk, J., & Wolford, G.** (2015). The acquisition of prosody in ASL. *Language*, 91(3), 144-168.

- Cheung, K. Y. (2013). Reading strategies of Chinese students with severe to profound hearing loss. *Journal of Deaf Studies and Deaf Education*, 18(3), 312-328.
- 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.
- 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.), *Variation in the Input: Studies in the Acquisition of Word Order*. Berlin, Germany: Springer.
- Ching, B., & Nunes, T., (2015).** Concurrent Correlates of Chinese Word Recognition of DHH children. *Journal of Deaf Studies and Deaf Education*, 20(1), 172-190. Doi:10.1093/deafed/env003
- Clark, M. D., Gilbert, G., & Anderson, M. L. (2011). Morphological knowledge and decoding skills of deaf readers. *Psychology*, 2(2), 109-116.
- Coppola, M., Brentari, D. (2014).** From iconic handshapes to grammatical contrasts: longitudinal evidence from a child homesigner. *Frontiers in Psychology*, doi: 10.3389/fpsyg.2014.00830.
- Corina, D., Hafer, S., & Welch, K. (2014). Phonological awareness for American Sign Language. *Journal of Deaf Studies and Deaf Education*, doi:10.1093/deafed/enu023.
- Cormier, K., Schembri, A., Vinson, D., & Orfanidou, E. (2012). First language acquisition differs from second language acquisition in prelingually deaf signers: Evidence from sensitivity to grammaticality judgment in British Sign Language. *Cognition*, 124, 50-65.
- Cormier, K., Smith, S., Sevcikova, Z. (2013).** Predicate Structures, Gesture, and Simultaneity in the Representation of Action in British Sign Language: Evidence From Deaf Children and Adults, *Journal of Deaf Studies and Deaf Education*, doi:10.1093/deafed/ent020
- Crain, S., & Lillo-Martin, D. (1999). *An introduction to linguistic theory and language acquisition*. Oxford: Blackwell.
- de Quadros, R. M., & Lillo-Martin, D. (2008). Gesture and the acquisition of verb agreement in Sign Language. Manuscript.
- de Quadros, R.M.; Lillo-Martin, D., Chen-Pichler, D. (2016). Bimodal Bilingualism: Sign Language and Spoken Language. In Marschark, M., & Spencer, P., (eds.) *The Oxford Handbook of Deaf Studies in Language*, pp. 181-196. New York: Oxford University Press.
- de Villiers, J. G., de Villiers, P.A., Hoban, E. (1994). The central problem of functional categories in the English syntax of oral deaf children. In Tager-Flusberg, H. (Ed.), *Constraints on language acquisition: Studies of atypical children* (pp. 9-45). Mahwah, NJ: Lawrence Erlbaum Associates.
- ELAN manual <https://www.mpi.nl/corpus/manuals/manual-elan.pdf>
- ELAN software <https://archive.mpi.nl/tla/elan/download>
- Emmorey, K., & Petrich, J. A. F. (2011). Processing orthographic structure: association between print and fingerspelling. *Journal of Deaf Studies and Deaf Education*, 14(3), 371-385. doi:10.1093/deafed/enr051.
- Geers et. al. (2017). Early Sign Language Exposure and Cochlear Implantation Benefits? *Pediatrics* Volume 140, number 1, July 2017:e20163489
- 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 Proceedings of the 41st annual Boston University Conference on Language Development, ed. Maria LaMendola and Jennifer Scott, 283-295. Somerville, MA: Cascadilla Press.
- Goldin-Meadow, S., Mylander, C., & Franklin, A. (2007). How children make language out of gesture: morphological structure in gesture systems developed by American and Chinese deaf children. *Cognitive Psychology*, 55(2), <https://doi.org/10.1016/j.cogpsych.2006.08.001>
- Guasti, M. T. (2002). *Language Acquisition: The Growth of Grammar*. Cambridge, Mass: MIT Press.
- Hall M.L., Hall, W.C. & Casellis, K.C. (2019). Deaf children need language, not (just) speech. *First Language*, 39/4. <https://doi.org/10.1177/0142723719834102>
- Han, D., Zhou, N., Li, Y., Chen, X., Zhao, X., & Li, X. (2007). Tone production of Mandarin Chinese speaking children with cochlear implants. *International Journal of Pediatric Otorhinolaryngology*, 71, 875-880.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., & Rathmann, C. (2014). Ensuring language acquisition for deaf children: What linguists can do? Manuscript, Swarthmore College. Retrieved from <https://works.swarthmore.edu/fac-linguistics/187/>.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Padden, C., Rathmann, C., & Smith, S. R. (2012). Language Acquisition for deaf children: reducing the harms of zero tolerance to the use of alternative approaches. *Harm Reduction Journal*, 9(16), <https://doi.org/10.1186/1477-7517-9-16>.
- Karnopp, L-B. (2008) Sign Phonology Acquisition in Brazilian Sign Language. In de Quadros, R. M. (ed.), *Sign languages: Spinning and unraveling the past, present, and future* (pp. 204-218). Petropolis, Brazil: Editorar Arara Azul.
- Lam, S. (2017).** Acquisition of Chinese relative clauses by deaf children in HK. *Language and Linguistics*, 18(1), 72-115.
- Law, Z. W. Y., & So, L. K. H. (2006). Phonological abilities of hearing-impaired Cantonese-speaking children. *Journal of Speech, Language, and Hearing Research*, 49(6), 671-679.

- Lederberg, A., Schick, B., & Spencer, P. (2013). Language and literacy development of Deaf and Hard-of-Hearing children: Successes and challenges. *Developmental Psychology*, 40(1), 15-30.
- Lee, B., Meade, G., Midgley, K. J., Holcomb, P. J., & Emmorey, K. (2019). ERP Evidence for Co-Activation of English Words during Recognition of American Sign Language Signs. *Brain Sciences*, 9(6). <https://doi.org/10.3390/brainsci9060148>
- Lee, K., van Hasselt, C. A., & Tong, M.C. (2010). Lexical Tone Perception Ability of Profoundly Hearing-Impaired Children: Performance of Cochlear Implant and Hearing Aid Users. *Otology & Neurotology*, 31 (7):1079-1087.
- Li, G., Soli, S., Zheng, Y. (2017).** Tone perception in Mandarin-speaking children with cochlear implants, *International journal of audiology* 56 (sup2):1-11, DOI: 10.1080/14992027.2017.1324643
- Lieberman, A. M., Hatrk, M., & Mayberry, R. I. (2011).** The development of eye gaze control for linguistic input in deaf children. In Danis, N., Mesh, K., & Sung, H. (Eds.), *Proceedings of the 35th Annual Boston University Conference on Language Development* (pp. 391-404). Somerville, MA: Cascadilla Press.
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- Lillo-Martin, D. & Chen Pichler, D. (2006). Acquisition of syntax in sign languages. In Schick, B., Marschark, M., & Spencer, P. E. (Eds.), *Advances in the Sign Language Development of Deaf Children* (pp.262-290). Oxford, UK: Oxford University Press.
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- Lillo-Martin, D., de Quadros, R. M., Pichler, D. C. & Fieldsteel, Z. (2014). Language choice in bimodal bilingual development. *Frontiers in Psychology* 5.Article 1163
- Liu, X-M., de Villiers, J., Lee, W., Ning, C-Y., Rolfhus, E., Hutchings, T., Jiang, F., Zhang, Y-W. (2016).** New language outcome measures for Mandarin speaking children with hearing loss. *Journal of Otology*, 11, 24-32.
- Lu, Y., Lin, Y-H., Yang, H-M., Chen, Y-J., Wu, J-L. (2017). Tone production and perception and intelligibility of produced speech in Mandarin-speaking cochlear implanted children, *International Journal of Audiology*. 57(2), 135-142. <https://doi.org/10.1080/14992027.2017.1374566>
- Mann, W., Marshall, C. R., Mason, K., & Morgan, G. (2010) The acquisition of sign language: The impact of phonetic complexity on phonology. *Language Learning and Development*, 6(1), <http://dx.doi.org/10.1080/15475440903245951>.
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- Mayberry, R., & Kluender, R. (2017). Rethinking the critical period for language: New insights into an old question from American Sign Language. *Bilingualism: Language and Cognition*, doi:10.1017/S1366728917000724.
- Mayberry, R. I. (2007). When timing is everything. *Applied Psycholinguistics*, 28, 537–549.
- Meier, R. (2016).** Sign Language Acquisition. In *Oxford Handbooks Online*. Retrieved from <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935345.001.0001/oxfordhb-9780199935345-e-19>.
- Morford, J. P., Occhino, C., Zirnstein, M., Kroll, J. F., Wilkinson, E., & Piñar, P. (2019). What is the Source of Bilingual Cross-Language Activation in Deaf Bilinguals? *The Journal of Deaf Studies and Deaf Education*, 24(4), 356–365. <https://doi.org/10.1093/deafed/enz024>
- Morford, J. P., Wilkinson, E., Villwock, A., Piñar, P., & Kroll, J. F. (2011). When deaf signers read English: Do written words activate their sign translations? *Cognition*, 118(2), 286–292. <https://doi.org/10.1016/j.cognition.2010.11.006>
- Morgan, G. (2014).** On language acquisition in speech and sign: Development of combinational structure in both modalities. *Frontiers in Psychology*, doi: 10.3389/fpsyg.2014.01217.
- Ortega, G., & Morgan, G. (2010).** Comparing child and adult development of a visual phonological system. *Language, Interaction and Acquisition*, 1(1), 67-81.
- Peng, S.C., Tomblin, J. B., Cheung, H., & Wang, L. S. (2004). Perception and Production of Mandarin tones by prelingually deaf children with CIs. *Ear and Hearing*, 25, 251-264.
- Petitto, L. (1998). The transition from gesture to symbol in ASL. In Volterra, V., & Erting, C-J. (eds.) *From gesture to language in hearing and deaf children* (pp. 153-162). Washington, DC: Gallaudet University Press
- Petitto, L. (2005). How the brain begets language. In McGilvray, J. (ed.) *The Cambridge companion to Chomsky* (pp. 84-101). Cambridge, UK: Cambridge University Press.
- Reilly, J. (2006).** How faces come to serve grammar: the development of nonmanual morphology in ASL. In Schick,

B. et. al. (eds.) *Advances in the Sign Language Development of Deaf Children*. Oxford University Press, pp.262-290.

**Scott, J. & Hoffmeister, R.J. (2017)**. American Sign Language and Academic English: Factors Influencing the Reading of Bilingual Secondary School Deaf and Hard of Hearing Students. *Journal of Deaf Studies and Deaf Education*, 59–71, doi:10.1093/deafed/enw065

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Shook, A., & Marian, V. (2012). Bimodal bilinguals co-activate both languages during spoken comprehension. *Cognition*, 124(3), 314–324. <https://doi.org/10.1016/j.cognition.2012.05.014>

Singleton, J., & Newport, E. (2004). When learners surpass their models: The acquisition of American Sign Language from inconsistent input. *Cognitive Psychology*, 49, 370-407.

Spencer, P., & Harris, M. (2006). Patterns and effects of language input to deaf infants and toddlers from deaf and hearing mothers. In Marschark, M., Schick, B., Spencer, P. (eds.) *Advances in sign language development of deaf children* (pp. 71-101). Oxford, UK: Oxford University Press.

Spencer, P., Marschark, M. (2010). Acquisition and development of literacy skills. *Evidence-based practice in educating deaf and hard-of-hearing students* (pp. 81-109). Oxford, UK: Oxford University Press.

**Tang, G., Lam, S., Sze, F., Lau, P., & Lee, J. (2008)**. Acquiring verb agreement in HKSL: Optional or Obligatory. *Proceedings of the 9th Theoretical Issues in Sign Language Research Conference*, Universidade Federal de Santa Catarina, Florianopolis, Brazil, pp. 613-638. Brazil: Editorial Arara Azul.

Van den Bogaerde, B. (2008). Codemixing in signs and words in input to and output from children. In C. Plaza-Pust & E. Morales Lopéz (eds.) *Sign Bilingualism: Language Development, Interaction, and Maintenance in Sign Language Contact Situations*. Studies in Bilingualism 38, 1-27, Amsterdam etc.: John Benjamins.

**Volterra, V., Capirci, O., Caselli, M.C., Rinaldi, P., & Sparaci, L. (2017)**. Developmental evidence for continuity from action to gesture to sign/word. *Language, Interaction and Acquisition*, 8(1), 13–41. doi 10.1075/lia.8.1.02vol.

Volterra, V., Iverson, J., & Castrataro, M. (2006). The development of gesture in hearing and deaf children. In Marschark, M., Schick, B., & Spencer, P. (eds.) *Advances in sign language development of deaf children* (pp. 46-70). Oxford, UK: Oxford University Press.

Wood, S. (2007). Degrees of resiliency in acquisition of language. *Nanzan Linguistics: Special Issue*, 3(1), 315-330.

Xu, L., Chen, X., Lu, H., Zhou, N., Wang, S., Liu, Q., Li, Y., Zhao, X., & Han, D. (2011). Tone perception and production in pediatric CI users. *Acta Oto-Laryngologica*, 131, 395–398.

Yiu, K-M. (2012). Acquisition of Cantonese passive bei2 Constructions by deaf children. MPhil Dissertation, CUHK.

Zhou, N. Huang, J., Chen X-W., & Xu, L. (2013). Relationship between tone perception and tone production in prelingually deafened children with CI. *Octology and Neurotology*, 34, 499-506.

### Feedback for evaluation

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.

### Course schedule

Week	Date	Topic	Readings
1	14 Jan	Approaches to deaf children’s language acquisition	<p>Lieberman, A. M., Hatrk, M., &amp; Mayberry, R. I. (2011). The development of eye gaze control for linguistic input in deaf children. In Danis, N., Mesh, K., &amp; Sung, H. (Eds.), <i>Proceedings of the 35th Annual Boston University Conference on Language Development</i> (pp. 391-404). Somerville, MA: Cascadilla Press.</p> <p><b>Lillo-Martin, D. (2008)</b>. Sign language acquisition: Past, present &amp; future. In de Quadros, R. M. (ed.), <i>Proceedings of the Theoretical Issues in Sign Language Research Conference</i>, Florianopolis, Brazil, December.</p> <p><b>Scott, J. &amp; Hoffmeister, R.J. (2017)</b>. American Sign Language and Academic English: Factors Influencing the Reading of Bilingual Secondary School Deaf and Hard of Hearing Students. <i>Journal of Deaf Studies and Deaf Education</i>, 59–71,</p>

			doi:10.1093/deafed/enw065
2	21 Jan	Acquisition of speech elements	<p><b>Hall et. al. (2019)</b> Deaf children need language, not (just) speech. <i>First Language</i>  <a href="https://doi.org/10.1177/0142723719834102">https://doi.org/10.1177/0142723719834102</a></p> <p><b>Lee, K., van Hasselt, C. A., &amp; Tong, M.C. (2010).</b> Lexical Tone Perception Ability of Profoundly Hearing-Impaired Children: Performance of Cochlear Implant and Hearing Aid Users. <i>Otology &amp; Neurotology</i>, 31 (7):1079-1087</p> <p><b>Li, G., Soli, S., Zheng, Y. (2017).</b> Tone perception in Mandarin-speaking children with cochlear implants, <i>International journal of audiology</i> 56 (sup2):1-11, DOI: 10.1080/14992027.2017.1324643</p>
3	28 Jan	Acquisition of vocabulary	<p><b>Chen, Y., Wong, L., Zhu, S-F., Xi, X. (2017).</b> Vocabulary development in Mandarin-speaking children with cochlear implants and its relationship with speech perception abilities. <i>Research in Developmental Disabilities</i>, 60, 243-355.</p> <p><b>Ching, B., &amp; Nunes, T., (2015).</b> Concurrent Correlates of Chinese Word Recognition of DHH children. <i>Journal of Deaf Studies and Deaf Education</i>, 20(1), 172-190.  Doi:10.1093/deafed/env003</p>
4	4 Feb	Acquisition of Chinese grammar	<p><b>Lam, S. (2017).</b> Acquisition of Chinese relative clauses by deaf children in HK. <i>Language and Linguistics</i>, 18(1), 72-115.</p> <p><b>Liu, X-M., de Villiers, J., Lee, W., Ning, C-Y., Rolfhus, E., Hutchings, T., Jiang, F., Zhang, Y-W. (2016).</b> New language outcome measures for Mandarin speaking children with hearing loss. <i>Journal of Otology</i>, 11, 24-32.</p>
5	18 Feb	Child spoken language: workshop	<p><b>ELAN manual and software</b></p> <p><b>To be read by 25th February (session 5): Meier, R. (2016).</b> Sign Language Acquisition. In <i>Oxford Handbooks Online</i>. Retrieved from  <a href="http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935345.001.0001/oxfordhb-9780199935345-e-19">http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199935345.001.0001/oxfordhb-9780199935345-e-19</a>.</p>
6	25 Feb	Sign language acquisition: gestures and signs	<p><b>Cormier, K., Smith, S., Sevcikova, Z. (2013).</b> Predicate Structures, Gesture, and Simultaneity in the Representation of Action in British Sign Language: Evidence From Deaf Children and Adults, <i>Journal of Deaf Studies and Deaf Education</i>, doi:10.1093/deafed/ent020</p> <p><b>Volterra, V., Capirci, O., Caselli, M.C., Rinaldi, P., &amp; Sparaci, L. (2017).</b> 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>
7	4 Mar	Acquisition of sign phonology	<p><b>Coppola, M., Brentari, D. (2014).</b> From iconic handshapes to grammatical contrasts: longitudinal evidence from a child homesigner. <i>Frontiers in Psychology</i>, doi: 10.3389/fpsyg.2014.00830.</p> <p><b>Ortega, G., &amp; Morgan, G. (2010).</b> Comparing child and adult development of a visual phonological system. <i>Language, Interaction and Acquisition</i>, 1(1), 67-81.</p>

8	11 Mar	Acquisition of syntax and morpho-syntax	<p><b>Chen Pichler, D. (2010).</b> Using early ASL word order to shed light on word order variability in sign language. In Andersen, M., Bentzen, K., &amp; Westergaard, M. (eds.), <i>Variation in the Input: Studies in the Acquisition of Word Order</i>. Berlin, Germany: Springer.</p> <p><b>Tang, G., Lam, S., Sze, F., Lau, P., &amp; Lee, J. (2008).</b> Acquiring verb agreement in HKSL: Optional or Obligatory. <i>Proceedings of the 9th Theoretical Issues in Sign Language Research Conference</i>, Universidade Federal de Santa Catarina, Florianopolis, Brazil, pp. 613-638. Brazil: Editorial Arara Azul.</p>
9	18 Mar	Acquisition of non-manuals	<p><b>Brentari, D., Falk, J., &amp; Wolford, G. (2015).</b> The acquisition of prosody in ASL. <i>Language</i>, 91(3), 144-168.</p> <p><b>Lillo-Martin, D., &amp; de Quadros, R.M. (2010).</b> Acquisition of the syntax–discourse interface: The expression of point of view. <i>Lingua</i>, 121(4), 623-636.</p> <p><b>Reilly, J. (2006).</b> 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.</p>
10	25 Mar	Child sign language: workshop	<p>ELAN exercises in sign language annotation</p> <p><b>Baker, A., van den Bogaerde, B. &amp; Woll, B. (2005).</b> Methods and procedures in sign language acquisition studies. <i>Sign Language &amp; Linguistics</i>, 8(1/2), 7-58.</p>
11	1 Apr	Bimodal Bilingualism: empirical studies	<p><b>Goodwin, C., Davidson, K., Lillo-Martin, D. (2017)</b> 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.</p> <p><b>Morgan, G. (2014).</b> On language acquisition in speech and sign: Development of combinational structure in both modalities. <i>Frontiers in Psychology</i>, doi: 10.3389/fpsyg.2014.01217.</p>
12	8 Apr	Bimodal Bilingualism: Theoretical accounts	<p><b>Lillo-Martin, D., de Quadros, R. M., &amp; Chen Pichler, D. (2016).</b> The Development of Bimodal Bilingualism: Implications for Linguistic Theory. <i>Linguistic Approaches to Bilingualism</i>, 6/6: 719-755, doi: <a href="https://doi.org/10.1075/lab.6.6.01lil">10.1075/lab.6.6.01lil</a></p>
13	15 Apr	Project preparation	
14	22 April	Project Presentation (Report due 28 <sup>th</sup> April)	

#### Teacher's or TA's contact details

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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.