

Course Outline

2023-2024

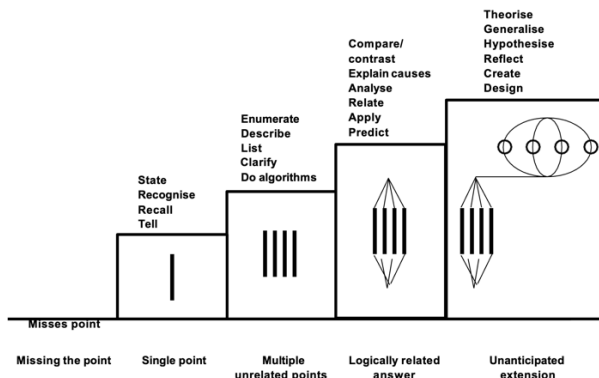
1. Course Code	LING5403
2. English Title	Language Acquisition of Deaf Children
3. Chinese Title	聾童語言獲得

4. Course description

Course description: This course examines how deaf children acquire spoken language and signed language in either a monolingual or a bimodal bilingual fashion. In the Chinese context, emphasis is on how deaf children acquire the sound segments, tones, as well as grammar of Cantonese and Mandarin Chinese. Children's acquisition of signed language will also be discussed with reference to bimodal bilingualism as demonstrated in specific structural domains of signed and spoken language. Acquisition issues will also be discussed, including language input, critical period of language acquisition, delayed exposure to language and language deprivation.

5. Learning outcomes

Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Society for Research into Higher Education & Open University Press.



Students will achieve a basic understanding of:

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 signed languages,
3. Effects of linguistic input and critical period on language acquisition,
4. Crosslinguistic interaction in bimodal bilingualism, and
5. Develop a framework of research to investigate deaf children's language acquisition.

6. Course syllabus

Topics	Contents/fundamental concepts
Sign language development	Levels of description: <ul style="list-style-type: none"> • Phonological knowledge • Morphological knowledge • Syntactic knowledge • Non-manuals
Spoken language development	Levels of description: <ul style="list-style-type: none"> • Speech perception and production • Grammatical knowledge • Vocabulary and literacy

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 diverse ultimate attainment.
Impoverished Input	Linguistic data that is supposedly sensitive enough to trigger language acquisition is neither perceived nor processed efficiently. Alternatively, the so-called language data that deaf children are exposed to does not reflect natural language properties.
Sign bilingualism vs bimodal bilingualism	Sign bilingualism refers to a form of education philosophy for the deaf that promotes the 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 their 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.

7. Course components (teaching modes and learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	Percentage of time
Lectures	20 hours
Interactive tutorial	13 hours
Workshop	6 hours
	Total: 39 hours
Out-of-classroom	
Readings	30hours
Presentation Preparation	16 hours
Data Processing	20 hours
Project Preparation	20 hours
	Total: 86 hours
	Grand Total: 125 hours

8. Assessment type, percentage and rubrics

Key point: If we consider assessment to be part of the learning activities in the course, then it is clear that assessment must be matched to the desired learning outcomes. You need to consider what and how the assessment task(s) are able to help students achieve the desired learning outcomes. As far as possible, it is desirable to include assessment rubrics for the assessment tasks so that students are clear about the criteria of assessment and the performance standard for each grade.

Assessment type	Percentage
Classroom Participation	10%
Paper presentation ppt	15% (10 summary of literature, research questions, methodology and findings) + 5 critique)
Workshop report x2	25%*2 (10 brief summary of literature and research questions 400 words + 10 data description 400 words) + 5 critique 200 words)
Term paper	25% (20 summary of literature 1500 words) +10 critique 500 words)

Assessment rubrics
Assessment is based on the followings criteria: <i>Summary of literature to indicate knowledge of the field of development = 50 %</i> <i>Students' independent judgements and views on specific topics = 30%</i> <i>Language & coherence of argumentation; presentation & organization style = 10% + 10 %</i>

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.

9. Required and recommended readings

Required Readings:

Week 2

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

Week 3

Li, Q., Tang, G. (2020). Chinese vocabulary development of deaf and hearing children in a sign bilingualism and co-enrollment program in Hong Kong. In Wang, L., Andrews, J-F. (Eds) *Multiple Pathways to Literacy*, Gallaudet University Press.

(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. *Journal of Deaf Studies and Deaf Education*, 60: 243-355. <http://dx.doi.org/10.1016/j.ridd.2016.10.010>)

Week 4

Tang, G., Li, Q., Li, J., Yiu, C,K-M. (2023) Chinese Grammatical Development of Deaf and Hard of Hearing Children in a Sign Bilingualism and Coenrollment Program. *American Annals of the Deaf*, Volume 167, Number 5, Winter 2023, pp.675-699. DOI: <https://doi.org/10.1353/aad.2023.0007>

(Lam, S. (2017). Acquisition of Chinese relative clauses by deaf children in HK. *Language and Linguistics*, 18(1), 72-115.)

Week 6 Focused Discussion (Spoken language & literacy development)

Zhao, Y., & Wu, X-C. (2022) Predicting Reading Fluency in Chinese Deaf and Hard of Hearing Students: Contributions of Character Recognition, Expressive Vocabulary, and Syntactic Awareness. *American Annals of the*

Deaf, Volume 166, Number 5, Winter 2022, pp. 663-680. DOI: <https://doi.org/10.1353/aad.2022.0003>

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.

Zhang, Dongbo; Ke, Sihui; Anglin-Jaffe, Hannah; Yang, Junhui (2023). Morphological Awareness and DHH students' reading-related abilities: A meta-analysis of correlations. *Journal of Deaf Studies and Deaf Education* <https://doi.org/10.1093/deafed/enad024>

Week 7

Thompson, R., England, R.m Woll, B., Lu, J., Mumford.K., Morgan, G. (2017) Deaf and hearing children's picture naming: Impact of age of acquisition and language modality on representational gesture. *Language, Interaction and Acquisition* 8/1:69-88)

(Goldin Meadow, S. (2012) Homesign: when gesture is called upon to be language. In Pfau, Steinbach and Woll (eds.) *Sign Language: an International Handbook* Mouton: de Gruyter).

Week 8

Holcomb, L., Golos, D., Moses, A., Broadrick, A. (2022). Enriching Deaf Children's American Sign Language Phonological Awareness: A Quasi-Experimental Study. *Journal of Deaf Studies and Deaf Education*, 26–36, <https://doi.org/10.1093/deafed/enab028>

Week 9

Tang, G., Lam, S20., 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.

Week 10

Tang, G. & Li, J. (2018). Acquisition of classifier constructions in HKSL by bimodal bilingual deaf children of hearing parents. Volume 9 <https://doi.org/10.3389/fpsyg.2018.01148>

Week 11

Fung, C., & Tang, G. (2016) Code-blending of functional heads in Hong Kong Sign Language and Cantonese: A case study, *Bilingualism: Language and Cognition*.

(Krebs, J., Roehm, D., Wilbur, R., Malaia, E.A. (2021) Age of acquisition effects has life-long effect on syntactic preferences in sign language users. *International Journal of Behavioural Development* 45/4:397- 4080)

Week 13 Focused Discussion (Sign language and literacy development)

Geers, A.E., Mitchell, C.M., Warner-Czyz, A., Wang, N-Y., Eisenberg, L.S., the CDaCI Investigation Team (2017). Early Sign Language Exposure and Cochlear Implantation Benefits. DOI: 10.1542/peds.2016-3489

Hoffmeister, et. al. (2021). Deaf Children's ASL Vocabulary and ASL Syntax Knowledge Supports English Knowledge, *Journal of Deaf Studies and Deaf Education*, 2022, 37–47, <https://doi.org/10.1093/deafed/enab032>

Goodwin, C., Lillo-Martin, D. (2023). Deaf and hearing ASL-English bilinguals: typical bilingual language development. *Journal of Deaf Studies and Deaf Education*. , <https://doi.org/10.1093/deafed/enad026>

Paul P., & Yan, P-X (2023). The effects of ASL on English reading proficiency. *American Annals of the Deaf*, 167/5: 745-760.

Week 14 Delayed acquisition

Cheng Q. & Mayberry, R. (2018). Acquiring a first language in adolescence: the case of basic word order in American Sign Language. *Journal of child language*, 46(2), 214-240

Recommended Readings;

Journals

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. Deafness and Education International (<https://www.tandfonline.com/toc/ydei20/current>)
6. Journal of Bilingual Education and Bilingualism (<http://www.tandfonline.com/toc/rbeb20/current#.Usn5tqVmsWY>)

10. Feedback for evaluation

Students are encouraged to email the instructor on course matters. The university’s Early Feedback Collection System to share their feedback in the middle of the semester with the instructor is available.

11. Course schedule

Key point: A matrix is suggested as a good way to represent a course schedule including class, date, topic and requirements so that students can prepare their own learning before classes. It is useful to highlight important dates for students, including holidays, dates when assessments are due and/or dates of tests and examinations.

Class/ week	Date	Topic	Remarks* (see above for required readings)
Week 1	Jan 10	Language Development of DHH children: An introduction	
Week 2	Jan 17	Spoken language: Speech perception and production	
Week 3	Jan 24	Vocabulary development	
Week 4	Jan 31	<i>Grammatical development</i>	
Week 5	Feb 7 Feb 14 (CNY)	Workshop – grammatical development	Submit project report the following week (1000 words)
Week 6	Feb 21	Focused Discussion – SpL & Literacy Development	
Week 7	Feb 28	Sign language acquisition: introduction	
Week 8	March 6	Phonological acquisition	
Week 9	March 13	Guest talk by Donati “Bimodal bilingualism: one grammar or two” Lee Shau Kee Building Rm 306	
Week 10	March 20	Morphological acquisition/Syntactic	

		acquisition	
Week 11	March 27	<i>Code blending</i>	
Week 12	April 3	<i>Workshop – grammatical development</i>	Submit project report the following week (1000 words)
Week 13	April 10	Focused Discussion – SL & Literacy Development	
Week 14	April 17	Delayed Acquisition: Consequences	Submit the term paper on 24 April

12. Contact details for teacher(s) or TA(s)

Key point: Help students to easily locate your contact information. The information allows students to arrange for any consultation after classes or receive support in terms of learning and teaching from teachers, tutors and/or teaching assistants. It is better to put both the teachers' and TAs' contact details such as name, office location, phone number and email address.

Professor/Lecturer/Instructor:	
Name:	Gladys Tang
Office Location:	KKL G01
Telephone:	39437008/39431488
Email:	gtang@cuhk.edu.hk
Teaching Venue:	ELB 204

13. Details of course website

Key point: Information concerning the course is housed in Blackboard platform hosted by the University.

14. Academic honesty and plagiarism

Relevant information can be found via: <http://www.cuhk.edu.hk/policy/academichonesty/>.

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 signed **declaration** that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.

- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

15. Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

This course adopts Approach #3 of AI use, which is 'Use of AI tools is allowed with explicit acknowledgement and proper citation'.

Students may refer to the CUHK Library website on AI in Education
<https://libguides.lib.cuhk.edu.hk/c.php?g=917899&p=6975970>

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
 [Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.