The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2024-25

Course Code: LING5403
Title in English: Topics in Language Acquisition of Deaf Children
Title in Chinese: 聾童語言獲得專題

Course Description: This course explores how deaf children acquire spoken language and signed language in a monolingual or a bimodal bilingual manner. 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 to be discussed include language input, effects of age of acquisition, critical period of language acquisition, delayed exposure to language and language deprivation.

Course Syllabus

Topic	Contents/fundamental concepts
Sign language development	Levels of description: • Phonological knowledge • Morphological knowledge • Syntactic knowledge • Non-manuals
Spoken language development	Levels of description: • 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.

Learning outcomes

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.

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	**Percentage of time**
Lectures	17 hours
Interactive tutorial	10 hours
Focused discussions	6 hours
Workshops	6 hours
	Total: 39 hours
Out-of-classroom	
Readings	40 hours
Presentation Preparation	16 hours
Data Processing	6 hours
Report writing	8 hours
Project Preparation	16 hours
Moving watching "The Way We Talk" (看我今天怎麼說)	3 hours
	Total: 89 hours
	Grand Total: 128 hours

Learning activities

Lecture **(hr)** **in class**	**Interactive tutorial** **(hr)** **in class**	**Workshop** **(hr)** **in class**	**Focused Discussion** **(hr)** **in class**	**Readings** **(hr)** **out class**	**Project preparation** **(hr)** **out class**	**Data processing** **(hr)** **out class**	**Moving watching** **(hr)** **Out class**	**Report writing** **(hr)** **out class**
17	10	6	6	40	16	6	3	8
M	M	M	M	M	M	O	O	M

M: Mandatory activity in the course
O: Optional activity
NA: Not applicable

Assessment scheme

Task natures	**Description**	**Percentage**
Classroom participation	Students are expected to actively participate in classroom discussions	10%
Paper presentation	Groups of students (3 max) take turns introducing a research paper to the class. (A) Group PPT (32 slides max, including a front slide for the title and a slide for work organization purposes such as a summary of who is responsible for which slides). Assessment scheme Group ppt (Total: 10%) PPT contents (7%) Organization & presentation (3%) (B) Individual report (Total: 10%) Summary: 6% Critical analysis: 4% (Please upload the PPT to Blackboard after the presentation for sharing with other students)	Total: 20% Group PPT 10% Individual report 10%
Workshop report x2	Students prepare two short research reports on a language	20% x 2 (Individual)

	acquisition topic, by integrating observations you obtained from the workshops (max: 1000 words) Assessment scheme (i) Summary of literature and research questions (400 words) (8%) (ii) Data description (400 words) (7%) (iii) Critique (200 words) (5%)	
On-site final exam	Answering 3 essay questions based on the required readings Assessment scheme 1. Summary of contents: 15% 2. Synthesis of information and argumentation: 10% 3. Organization and language: 5%	30% (Individual)

Feedback for evaluation

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

Grade Descriptors

Outstanding A	➢ 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-	➢ 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+	➢ 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-	➢ 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	➢ Satisfactory performance on some learning outcomes only; and ➢ Show difficulty in stating and recognizing main arguments in the topics of discussion.
Inadequate C-/D	➢ Barely satisfactory performance on quite a number of learning outcomes; and ➢ Barely able to recognize and state arguments in topics of discussion.
Fail F	➢ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ➢ Missing the points.

Course schedule

Class	**Date**	**Topic& readings** (*required readings)
Class 1	Jan 8	**Language acquisition by deaf children: an 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 Blamey, P. J. and Sarant, J. 2011. Development of spoken language by deaf children. In Marc Marschark and Patricia Elizabeth Spencer (eds.), *The Oxford Handbook of Deaf studies, Language, and Education*, Vol.1 (2nd edition). Pp.241-257. Post-class tasks: Identify partners (max: three members) for group paper presentation.
Class 2	Jan 15	**Spoken language: Speech perception and production** *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. Li, Y-L., Lin, Y-H., Yang, H-M., Chen, Y-J., Wu, J-L. (2018). 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
Class 3	Jan 22	**Sign language: from gesture to language** *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. 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
(Lunar New Year)		
Class 4	Feb 5	**Sign phonological acquisition by deaf children** *Ortega, G., & Morgan, G. (2010). Comparing child and adult development of a visual phonological system. *Language, Interaction and Acquisition*, 1(1), 67-81. 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. Pre-class task: Each student prepares a laptop with ELAN installed and takes it to the classroom for this very class (Feb 5). You may refer to the following links for the ELAN manual and ELAN software respectively: ELAN manual: https://www.mpi.nl/corpus/manuals/manual-elan.pdf ELAN software: https://archive.mpi.nl/tla/elan/download
Class 5	Feb 12	**Focused discussion 1: SpL perception and production** 1. *Li, G., Soli, S., Zheng, Y. 2017. Tone perception in Mandarin-speaking children with cochlear implants. *International Journal of Audiology* 56 (sup2):1-11. 2. *Zhou, N., Huang, J., Chen, X.W., and Xu, Li. 2013. Relationship between tone perception and production in prelingually deafened children with cochlear implants. *Otology & Neurotology* 34: 499-506.

		3. *Cheung, K. K.L., Lau, A. H.Y., Lam, J.H.S., and Lee, K. Y.S. 2014. Cantonese tone production performance of mainstream school children with hearing impairment. *International Journal of Speech-Language Pathology*. 16(6): 624-636 4. *Tang, P., Yuen, I., Rattanasone, N. X., Gao, L.Q., and Demuth, K. 2019. The acquisition of Mandarin Tonal processes by children with cochlear implants. *Journal of Speech, Language, and Hearing Research*, 62: 1309-1325. 5. (Mok, M., Holt, C.M., Lee, K. Y. S., Dowell, R.C., and Vogel, A. P. 2017. Cantonese tone perception for children who use a hearing aid and a cochlear implant in opposite ears. *Ear & Hearing*. 38 (6): e359-e368.) (Submit PPT this week, and submit your individual report the following week)
Class 6	Feb 19	**Workshop 1**: **Analyze spoken language data of deaf children** (Each student takes a computer with ELAN installed to the class) (Submit the first project report the following week)
Class 7	Feb 26	**Spoken language grammatical development: morphology and syntax** *Sze, Tang, Lau, Lam & Yiu. 2015. The development of discourse referencing in Cantonese of deaf/hard-of-hearing children. *Journal of Child Language*.42: 351-393. Lam, S. (2017). Acquisition of Chinese relative clauses by deaf children in HK. *Language and Linguistics*,18(1), 72-115.
Class 8	March 5	**Sign Language grammatical development: morphology and syntax** *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. 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.
Class 9	March 12	**Age of acquisition effects** *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 Mayberry RI, Kluender R. 2018. Rethinking the critical period for language: new insights into an old question from American Sign Language. *Bilingualism* 21(5):886–905 [PubMed: 30643489]
Class 10	March 19	**Focused discussions 2: acquisition of verb agreement in sign languages** 1. *Meier RP. 1987. Elicited imitation of verb agreement in ASL: iconically or morphologically determined? J. Mem. Lang 36:362–76 2. *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. 3. *Quadros, Ronice Müller de; Lillo-Martin, Diane. 2007. Gesture and the acquisition of verb agreement in sign languages. In: Caunt-Nulton, H., Kulatilake, S., and Woo, I., (eds.), *Proceedings of the 31st annual Boston University conference on language development*. Somerville, MA: Cascadilla Press. pp. 520-531. (Submit PPT this week and submit your individual report next week)
Class 11	March 26	**Workshop 2: Analyze sign language data of deaf children** (Submit project report the following week)
Class 12	April 2	**Bimodal bilingual acquisition** *Goodwin, C., and Lillo-Martin, D. 2023. Deaf and hearing American Sign Language-English bilinguals: Typical bilingual language development. Journal of Deaf Studies and Deaf Education, 28, 350-362. Fung, C., & Tang, G. 2016.Code-blending of functional heads in Hong Kong Sign Language and Cantonese: A case study. *Bilingualism: Language and Cognition*. 19(4), 754-781.
Class 13	April 9	**Acquiring sign language as a second language** *Chen Pichler, D., Koulidobrova, E. (2015). Acquisition of sign language as a second language. In Marschark, M., and Spencer, P. E. *The Oxford Handbook of Deaf Studies in Language*. Pp.218-230. https://doi.org/10.1093/oxfordhb/9780190241414.013.14 Ortega, G., Morgan, G. (2015). Phonological development in hearing learners of a sign language: the influence of phonological parameters, sign complexity, and iconicity. *Language learning*, 65(3): 660-688.
Class 14	Apr 16	**Final Exam (pencil-paper test)** (Students individually answer three essay questions based on their understanding of the required readings)

Supplementary readings:

	Topics and supplementary readings
1.	**Language acquisition of deaf children: general introduction**
	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.
	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.
	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/.
	Lillo-Martin, D. (2008). Sign language acquisition: Past, present & future. In de Quadros, R. M. (ed.), *Proceedings of the Theoretical Issues in Sign Language Research Conference*, Florianopolis, Brazil, December.
	Meier, R.P. (2016). Sign language acquisition. *Oxford Handbooks Online*. 10.1093/oxfordhb/
	Schick, B. (2011). The development of ASL and manually coded systems. In Marschark, M., & Spencer, P. (eds.) *The Oxford handbook of Deaf studies, language and education*,Vol. 1, pp. 229-240. Oxford, UK: Oxford University Press.
	Tang, G., Lam, S., and Yiu, K.M. C. (2014). Language development of deaf children in a sign bilingual and co-enrollment environment. In M. Marschark, G. Tang, & H. Knoors (Eds.), *Bilingualism and bilingual deaf education* (pp. 313–341). Oxford University Press.
2.	**Language input:**
	Geers, A.E., Mitchell, C.M., Warner-Czyz, A., Wang, N-Y., Eisenberg, L.S., and the CDaCI Investigation

	Team. (2017). Early Sign Language Exposure and Cochlear Implantation Benefits. *Pediatrics*. 140(1), e20163489.
	Hall, M.L., Hall, W., and Caselli, N. Deaf children need language, not (just) speech. (2019). *First Language*. 39 (4): 367-395.
	Humphries, T., Mathur, G., Napoli, D-J., Padden, C., Rathmann, C. (2022). Deaf Children Need Rich Language Input from the Start: Support in Advising Parents. *Children*, 9, 1609. DOI: 10.3390/children9111609
	O'Reilly, R.; Mangiardi, A.; Bunnell, T. (2008). Cochlear implants. In: DeLuca, D.; Leigh, IW.; Lindgren, KA.; Napoli, DJ., editors. Access: Multiple avenues for deaf people. Washington DC: Gallaudet University Press. p. 38-74.
	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.
3.	**Spoken language: speech perception and production:**
	Geers, A.2006. Spoken language in children with cochlear implants. In Spencer, E., and Marschark (eds.), *Advanced in the Spoken Language Development of Deaf and Hard-of-Hearing Children*. Oxford University Press. Pp.244-270.
	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.
	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.
	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
	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.
	Tobey, E. A., Geers, A. E., Brenner, C., Altuna , D., &Gabbert, G. 2003. Factors associated with development of speech production skills in children implanted by age five. *Ear and Hearing*, 24, 36S – 45S.
	Xu, K., Zhao, F., Mayr, R., Li, J.Y., and Meng, Z.L. (2023). Tone perception development in Mandarin-speaking children with cochlear implants. *International Journal of Pediatric Otorhinolaryngology*. 165. 111444.
	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.
4.	**Spoken language: vocabulary, morphological awareness, and literacy**
	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.
	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.
	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.
	Ching, B.H.H., and Nunes, T. (2015). Concurrent correlates of Chinese word recognition in deaf and hard-of-hearing children. *Journal of Deaf studies and Deaf Education*. 172-190.
	Clark, M. D., Gilbert, G., & Anderson, M. L. (2011). Morphological knowledge and decoding skills of deaf readers. *Psychology, 2*(2), 109-116.
	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.
	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.
	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.*
	Luo, J. F., Xu, L., Wang, M., Xie, D.Z., Li, J.M., Liu, X.Q., He, S.M., Spencer, L., Rost, G., and Guo, L.-Y. 2022. Characteristics of early expressive vocabulary in Mandarin-speaking children with cochlear implants. *Journal of Speech, Language, and Research*. 65: 4369-4384.
	Paul P., & Yan, P-X (2023). The effects of ASL on English reading proficiency. *American Annals of the Deaf,* 167/5: 745-760.
	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
	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.
	Zhang, Dongbo; Ke, Sihui; Anglin-Jaffe, Hannah; Yang, Junghui (2023). Morphological Awareness and DHH students' reading-related abilities: A meta-analysis of correlations. *Journal of Deaf Studies and Deaf Education*. 28: 333-349.
	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.
5.	**Spoken language: grammatical development**
	Berent, G., Kelly, R., Porter, J., & Fonzi, J. (2008). Deaf learners' knowledge of English universal quantifiers, *Language Learning, 58*(2), 401–437.
	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.
	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.
	Guasti, M.T., Papgno, C., Vernice, M., and Cecchetto, C. (2014). The effect of language structure on linguistic strengths and weakness in children with cochlear implants: Evidence from Italian. *Applied Psycholinguistics* 35, 739-764.
	Lam, S. W. Z. (2015). Acquisition of Cantonese relative clauses by typically developing and deaf children. In J. T. Sun & Y. M. Yao (Eds.), *Proceedings of the 18th International Conference on Yue Dia- lects* (pp. 244–277). Jinan University.
	Li, Q. (2015). *Acquisition of Chinese passives by deaf learners* [Unpublished MPhil thesis]. Chinese University of Hong Kong.
	Szterman, R., and Friedmann, N. (2020). The effects of syntactic impairment on errors in reading aloud: Text reading and comprehension of deaf and hard of hearing children. *Brain Science*, 10, 896. doi:10.3390/brainsci10110896
	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*, 167(5), pp.675-699.
	Yiu, K-M. (2012). Acquisition of Cantonese passive bei2 Constructions by deaf children. MPhil Dissertation, CUHK.
6.	**Age of acquisition effects and critical period**
	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
	Cheng, Q., Mayberry, R. (2021). When event knowledge overrides word order in sentence comprehension: learning a first language after childhood. *Developmental Science*. DOl: 10.1111/desc.13073
	Krebs, J., Roehm, D., Wilbur, R., Malaia, E.A. (2021) Age of acquisition effects has life-long effect on syntactic preferrences in sign language users. *International Journal of Behavioural Development* , 45/4:397-408.
	Mayberry, R. I. (2007). When timing is everything. *Applied Psycholinguistics, 28*, 537–549.
	Mayberry, R. (2010). Early language acquisition and adult language ability: What sign language reveals about the critical period for Language. In Spencer, P., & Marschark, M. (eds.) *The Oxford Handbook of deaf studies, language and education* (Vol.2, pp.281-291). Oxford, UK: Oxford University Press.
	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)
7.	**Sign language: from gesture to language**
	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
	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.
	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.
8.	**Sign language: phonological acquisition**

	Boyes-Braem, P. (1990). Acquisition of the handshape in American Sign Language: A preliminary analysis. In Volterra, V. and Erting, C.J. (eds.), *From Gesture to Language in Hearing and Deaf Children*, 107-127. New York: Springer Verlag.
	Brentari, D., Falk, J., & Wolford, G. (2015). The acquisition of prosody in ASL. *Language, 91*(3), 144-168.
	Conlin, K. E., Mirus, G. R., Mauk, C., & Meier, R. P. (2000). The acquisition of first signs: Place, handshape, and movement. In C. Chamberlain, J. P. Morford, & R. I. Mayberry (Eds.), *Language acquisition by eye* (pp. 51–69). Lawrence Erlbaum Associates Publishers.
	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.
	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.
	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.
	McIntire, M. 1977. The acquisition of American Sign Language hand configurations. *Sign Language Studies*. 16, 147-266.
	Pan, Z.Y., and Tang, G. 2017. Deaf Children's Acquisition of the Phonetic features of Handshape in Hong Kong Sign Language (HKSL).
	Siedlecki, T., and Bonvillian, J. D. (1997). Young children's acquisition of the handshape aspect of American Sign Language signs: Parental report findings. Applied Psycholinguistics, 18(1), 17 – 39.
	Wong, Y.O. (2008). *Acquisition of handshape in Hong Kong sign language: A case study*. Chinese University of Hong Kong.
9.	**Sign language: morphological acquisition**
	Crowson, K. (1994). Errors made by deaf children acquiring sign language. *Early Child Development and Care*, 99:1, 63-78, DOI: 10.1080/0300443940990106
	Morgan G, Barrière I, Woll B. 2006. The influence of typology and modality in the acquisition of verb agreement in British Sign Language. *First Lang*. 26:19–44.
	Singleton, J., & Newport, E. (2004). When learners surpass their models: The acquisition of American Sign Language from inconsistent input. *Cognitive Psychology, 49*, 370-407.
	Tang, G. & Li, J. (2018). Acquisition of classifier constructions in HKSL by bimodal bilingual deaf children of hearing parents.Vol 9.
	Van Hoek, K. (1987). Morphological innovation in the acquisition of American Sign Language.
10.	**Sign language: syntactic acquisition**
	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.
	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
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Details of course website

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

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

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