



Summer Session, 2025-2026

Course Code & Title:	HKSL2003 C01 Hong Kong Sign Language III & IV	
Language of Instruction: Hong Kong Sign Language	Units: 6	

Course Description
<p>This course covers the full syllabi of Hong Kong Sign Language III and Hong Kong Sign Language IV. This course adopts a communicative approach to teaching communication in Hong Kong Sign Language. Students will strengthen their comprehension and expression skills in a variety of communicative tasks and situations. Students will continue to acquire vocabulary and grammatical constructions through exposure to situational dialogues and interactive activities. Students will learn to express simple descriptions or comments on selected topics like personal experiences or plans. They will also learn to comprehend complex sign language texts on both concrete and abstract topics. Selected topics on Deaf culture and customs will be introduced in class or out-of-class activities to enhance students' understanding of the local Deaf community.</p>

Learning Outcomes
<p>Upon completion of this course, students will develop Hong Kong Sign Language proficiency at B1 level in the Common European Framework of Reference for Languages (CEFR). CEFR profiles a learner's language proficiency in a number of illustrative descriptors in six levels (A1, A2, B1, B2, C1, C2). The descriptors covers language skills of production, comprehension, signed interaction, processing text, pragmatic competencies, thematic development, and qualitative factors. Acquiring the skills at B1 level, students will be independent users of Hong Kong Sign Language, being able to use the language to</p> <ul style="list-style-type: none"> ● understand the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc. ● deal with most situations likely to arise where the sign language is used. ● produce simple connected text on topics which are familiar or of personal interest. ● describe their experiences, events, dreams, hopes and ambitions. ● show briefly their reasons and explanations for their opinions and plans.

Course Content			
Lesson	Speech Acts	Grammar	Culture
Unit 9 Food and drink	<ul style="list-style-type: none"> ● Telling people what you eat ● Commenting on food ● Instructing how to cook ● Planning a meal 	<ul style="list-style-type: none"> ● Modifying nouns ● Listing 	<ul style="list-style-type: none"> ● Deaf dining etiquette
Unit 10 Vacation	<ul style="list-style-type: none"> ● Talking about vacation plans ● Describing overseas travelling experiences ● Making recommendations on places to visit ● Asking for and give information on price 	<ul style="list-style-type: none"> ● Temporal adverbials for time point, duration, and frequency 	<ul style="list-style-type: none"> ● Are sign languages the same across the world?
Unit 11 Who is better?	<ul style="list-style-type: none"> ● Comparing several people in a group 	<ul style="list-style-type: none"> ● Comparative constructions: use 	<ul style="list-style-type: none"> ● Being straightforward

	<ul style="list-style-type: none"> Describing changes of a person Expressing opinions on people's strengths 	of signing space and agreement marking of FARE-MORE-THAN <ul style="list-style-type: none"> Superlative constructions 	
Unit 12 Getting things done	<ul style="list-style-type: none"> Making requests for things or actions Asking for and give information on price Talking about colours and sizes of clothing and belongings Arranging payment and delivery Talking about daily life and regular duties 	<ul style="list-style-type: none"> Superlative constructions Modulation of agreement verbs with singular subjects/objects Modulation of agreement verbs with plural subjects/objects 	<ul style="list-style-type: none"> Natural signing vs Signed Chinese
Unit 13 I lost my belonging	<ul style="list-style-type: none"> Describing an object, including its size, shape, and colour Asking and answering factual question in an interview Saying words of comfort Discussing functions of smartphones 	<ul style="list-style-type: none"> Size-and-shape-specifier classifiers Locative constructions 	<ul style="list-style-type: none"> How to use technology in a Deaf-friendly way
Unit 14 Cooking	<ul style="list-style-type: none"> Giving steps-by-steps instructions Following instructions Explaining how to use tools 	<ul style="list-style-type: none"> Handling classifiers Lexicalized classifier predicates 	<ul style="list-style-type: none"> How to order food in a restaurant
Unit 15 What happened?	<ul style="list-style-type: none"> Telling about an unfortunate incident Describing an incident of conflicts Expressing dissatisfaction Saying words of comfort 	<ul style="list-style-type: none"> Semantic classifiers Simultaneous constructions 	<ul style="list-style-type: none"> How technology helps Deaf community connect
Unit 16 Home	<ul style="list-style-type: none"> Describing the location of different places Giving people directions to a place Describing a room and its objects Telling people how to find an object in a room 	<ul style="list-style-type: none"> Classifier predicates Simultaneous constructions 	<ul style="list-style-type: none"> Deaf space

Learning Activities				
Interactive class work* (hr) in /out class	Attending cultural events^ (hr) in /out class	Projects (hr) in /out class	Web-based teaching# (hr) in /out class	Homework / Self-study (hr) in /out class
66	12		12 30-46	84
M	M		M M/O	M/O

M = Mandatory activity in the course / O = Optional activity

* Interactive classwork focuses on student-centered activities as pair work, group work, role-playing and student-teacher interaction.

^Under online-teaching mode, instructors will recommend live-broadcasted activities, webinars, online workshops for students to attend so that they can get connected to the other deaf signers from the local deaf community.

#Web-based teaching and learning are mainly arranged on the e-learning platform of the course. Students are also encouraged to look for sign language channels available on various social media networks.

Assessment Scheme		
Task nature	Description	Weight
Participation	Punctuality and active participation in classes, teacher-recommended activities and out class exercises.	10 %
Assignments	<p>Comprehension (20%) Eight comprehension tasks will be required. In each task, students will watch a video and then answer multiple-choice questions.</p> <p>Production (10%) Students will make a signed video on an assigned topic.</p> <p>Interaction (10%) Two students will form a group and produce a signed video of a dialogue on an assigned topic.</p> <p>All signed answers must be recorded on videos and should meet the required specification. Details of the specification will be announced in class.</p>	40 %
Mid-term Exam	<p>Production Students will make a signed monologue on an assigned topic.</p>	15%
Final Exam	<p>Part 1: Interaction (15%) Each student will make a one-to-one signed conversation with the instructor / another student for 5-10 minutes.</p> <p>Part 2: Comprehension (20%) Test content will be based on the whole course. Students will watch two videos and answer multiple-choice questions.</p> <p>Remarks: Part 1 and Part 2 will be held on different dates.</p>	35%
Total		100 %

Notes:

- You are required to arrive on time (15 minutes). Students arriving after first 15 minutes are considered to be late.
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- **Should you miss more than 25% of the class, you will automatically fail the course.**
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself.

Learning Resources

Course Materials

- Hong Kong Sign Language 3 and 4 online: http://www.cslds.org/hksl_book/
- Blackboard: <https://blackboard.cuhk.edu.hk/>

IT Resources

For learning Hong Kong Sign Language

- 香港手語瀏覽器 Hong Kong Sign Language Browser: <http://www.cslds.org/hkslbrowser/>
- 手語村手冊 Sign town Handbook: <https://handbook.sign.town/zh-hk/feed?sl=HKSL>
- 香港手語性教育網站 HKSL Sex Education Website: http://www.cslds.org/sex_edu/
- 醫療手語支援平台: http://cslds.org/medical_databank/
- 精神健康手語平台 Mental Health Databank: http://cslds.org/mental_health_databank/
- 香港法律手語平台 Hong Kong Legal Sign Language Databank http://cslds.org/legal_databank/
- Asian SignBank: <http://cslds.org/asiansignbank/>

For learning about the deaf communities:

- 聾人博物館 Deaf Museum 2017: <https://www.facebook.com/deafmuseum2017/>

For learning about the deaf communities and learning Hong Kong Sign Language:

- 香港手語來自聾星 HKSL from Deaf Star:
<https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos>
- Focus Deaf: <https://www.youtube.com/user/focusdeaf/videos>

Recommended Reading Materials

- Tang, G. (Ed.). (2007). Hong Kong Sign Language: A trilingual dictionary with linguistic descriptions. Hong Kong: The Chinese University Press
- Sze, Felix, Connie Lo, Lisa Lo & Kenny Chu. 2013. Historical development of Hong Kong Sign Language. *Sign Language Studies*, 13(2), 155-185.
- 陳意軒、路駿怡、沈栢基。2013。〈我的聾人朋友〉。《圓桌精英有限公司》。

Recommended Activities

Attend local Deaf events organized by the local Deaf community, deaf organizations, etc.

Grade descriptors

Skills	A / A-	B+ / B	B- / C+ / C	C- / D	F
Reference	Excellent	Good	Adequate	Unsatisfactory	Fail
Comprehension	Student demonstrates effortless understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates that he/she can, with little effort, understand the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates minimal understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates less than satisfactory understanding of the main points even when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student fails to demonstrate minimally adequate understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.
Production	Student demonstrates excellent ability to produce simple connected text on topics, which are familiar, or of	Student demonstrates ability to produce simple connected text on topics, which are familiar, or of	Student demonstrates just adequate ability to produce simple connected text on topics, which are familiar, or of	Student demonstrates less than satisfactory ability to produce simple connected text on topics, which are	Student fails to demonstrate minimally adequate ability to produce simple connected text on topics, which are

	personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and plans.	familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and plans.
Interaction	Student demonstrates excellent ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates just adequate ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates less than satisfactory ability to deal with most situations likely to arise where the sign language is used.	Student fails to demonstrate minimally adequate ability to deal with most situations likely to arise where the sign language is used.

Course Schedule (Subject to changes):

Day	Date	Content	Hand in Assignments	Room
Lesson 1	11/5 (Mon)	Introduction		ARC G02
Lesson 2	12/5 (Tue)	Unit 17		ARC G02
Lesson 3	18/5 (Mon)	Unit 17		ARC G02
Lesson 4	19/5 (Tue)	Unit 17 & 18		ARC G02
Lesson 5	20/5 (Wed)	Unit 18	Comprehension (Unit 17)	ARC G02
Lesson 6	21/5 (Thu)	Unit 18		ARC G02
Lesson 7	22/5 (Fri)	Unit 19	Comprehension (Unit 18)	
	25/5 (Mon)	<i>Public holiday – The Birthday of the Buddha</i>		
Lesson 8	26/5 (Tue)	Unit 19		ARC G02
Lesson 9	27/5 (Wed)	Unit 19 & 20		ARC G02
Lesson 10	28/5 (Thu)	Unit 20	Comprehension (Unit 19)	ARC G02
Lesson 11	29/5 (Fri)	Unit 20		ARC G02
Lesson 12	1/6 (Mon)	Review	Comprehension (Unit 20)	ARC G02
Lesson 13	2/6 (Tue)	Feedback (Interaction)	Interaction	ARC G02
Lesson 14	3/6 (Wed)	Mid-term Exam		ARC G02
Lesson 15	4/6 (Thu)	Unit 21		ARC G02
Lesson 16	5/6 (Fri)	Unit 21		ARC G02
Lesson 17	8/6 (Mon)	Unit 21 & 22		ARC G02
Lesson 18	9/6 (Tue)	Unit 22	Comprehension (Unit 21)	ARC G02
Lesson 19	10/6 (Wed)	Unit 22		ARC G02
Lesson 20	11/6 (Thu)	Unit 23	Comprehension (Unit 22)	ARC G02
Lesson 21	12/6 (Fri)	Unit 23		ARC G02
Lesson 22	15/6 (Mon)	Unit 23 & 24		ARC G02
Lesson 23	16/6 (Tue)	Unit 24	Comprehension (Unit 23)	ARC G02
Lesson 24	17/6 (Wed)	Unit 24		ARC G02
Lesson 25	18/6 (Thu)	Review	Comprehension (Unit 24)	ARC G02
	19/6 (Fri)	<i>Public holiday – Tuen Ng Festival</i>		
Lesson 26	22/6 (Mon)	Feedback (Production)	Production	ARC G02
Lesson 27	23/6 (Tue)	Final Exam (Comprehension)		ARC G02
Lesson 28	24/6 (Wed)	Final Exam (Signed Interaction)		ARC G02

Class sections and teachers' contact details

Class	Time	Classroom	No of days	Teacher	Email
HKSL2003 C01	9:30-12:15	ARC G02	28	Yu On Lam Anita	anita_cslds@cuhk.edu.hk

For further information and inquiries you are welcome to contact

Contact	Telephone	Email	Office
Yu On Lam Anita		anita_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building No. 2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
Lee Yin Fai Jafi (Course Coordinator)		jafi_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building No. 2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, Leung Kau Kui Building Office Hours: Monday to Thursday: 8:45am to 1:00pm and 2:00pm to 5:30pm Friday: 8:45am to 1:00pm and 2:00pm to 5:45pm

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. For group projects, all students of the same group should be asked to sign 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.

Feedback for Evaluation

Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedbacks will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedbacks in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedbacks will be used for future course planning and teaching.