

Sign Language Acquisition by Deaf and Hearing Children: A Bilingual Introduction

Table of Contents

Preface

- 1 Introduction
 - 1.1 Universal and Specific Properties of Language Acquisition
 - 1.2 Various Contexts for Sign Language Acquisition
 - 1.3 Research Questions Addressed by Sign Language Acquisition Studies
- 2 L1 Development: Input
 - 2.1 Language Acquisition and Input
 - 2.2 Varying Circumstances of SL Acquisition
 - 2.3 Optimal Input
 - 2.4 Child-directed Speech or Sign
 - 2.5 Conditions for Facilitating Child Language Acquisition
- 3 L1 Development: 0–12 Months
 - 3.1 Infant Studies
 - 3.2 Babbling
 - 3.3 Early Phonology
- 4 L1 Development: 12–18 Months
 - 4.1 Continued Phonological Development
 - 4.2 Lexical Development
 - 4.3 Iconicity and Gesture
- 5 L1 Development: 18–36 Months
 - 5.1 Later Lexical Development
 - 5.2 Development of Syntax
 - 5.3 Spatial Syntax
- 6 L1 Development Beyond 36 Months
 - 6.1 Nonmanual Signals
 - 6.2 Classifiers

- 6.3 Narrative and Discourse
- 7 Critical Period and Late Exposure
 - 7.1 Evidence for a Critical Period in Language Acquisition
 - 7.2 Degraded and Absent Input
 - 7.3 Cognitive Effects of Late Exposure
- 8 Deaf Bilingualism
 - 8.1 Basic Concepts of Bilingualism
 - 8.2 Development of Bilingualism
 - 8.3 Deaf Bilinguals
 - 8.4 Implications for Education
- 9 Bimodal Bilingualism: Sign Language + Spoken Language
 - 9.1 Kodas (Coda Children)
 - 9.2 Codas (Adults)
 - 9.3 SL Interpreters
- 10 L2 Acquisition of SL
 - 10.1 Introduction
 - 10.2 Studies on M2-L2 Sign Phonology
 - 10.3 Studies on M2-L2 Sign NMS and Syntax
- 11 Atypical Sign Language Acquisition

Glossary

Bibliography