Hong Kong Sign Language Elicitation Tool











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Background

- Child sign language data has been drawn from independent studies on individual grammatical phenomena (Newport & Meier, 1985; Lillo-Martin, 1999, 2008; Emmorey, 2002; a.o.) as well as assessment tools (Enns & Herman, 2011; Haug, 2005; Herman & Roy, 2006; Hermans et al., 2010; a.o.).
- While the number of Hong Kong Sign Language (HKSL) acquisition studies focusing on specific linguistic structures is growing (Lam, 2009; Tang et al., 2006; Tang et al., 2007; Tang, 2009; a.o.), no assessment tool has been designed that aims at getting a broader picture of deaf children's overall HKSL development. The development of the Hong Kong Sign Language Elicitation Tool (HKSL-ET) attempts to fill this gap and provide language profiles for further researches on language acquisition and teaching of HKSL.

Components of the HKSL-ET

The HKSL-ET consists of both expressive and receptive skills tests to investigate children's syntactic and morphological knowledge of seven linguistic structures in HKSL. A grammaticality judgment task is designed to assess children's receptive skills. Their production of HKSL is elicited by three different tasks, a picture description task, a question elicitation task, and a story retelling task.

Structures	Subcategories	Expressive skills test	Receptive skills test
Classifier constructions	two-handed classifier constructions encoding locative, motion/directional, & transitive predicates	Picture description	N.A.
Nonmanual adverbials	SLOWLY, QUICKLY, CAREFULLY, HAPHAZARDLY, EASILY, WITH-DIFFICULT	N.A.	Grammaticality judgment
Negation	NOT-HAVE	Picture description	
Verb agreement	GIVE with obligatory and optional person agreement markings	Story retelling	N.A.
Yes-no questions	N.A.	Question elicitation	
Wh-questions	Argument questions: WHO, WHATAdjunct questions: WHERE, HOW-MANY		Grammaticality judgment
Modal	CAN	Story retelling	

Coding Scheme

. Sign order of the sentence

Structures

Verb

Coding scheme for the expressive skills tests

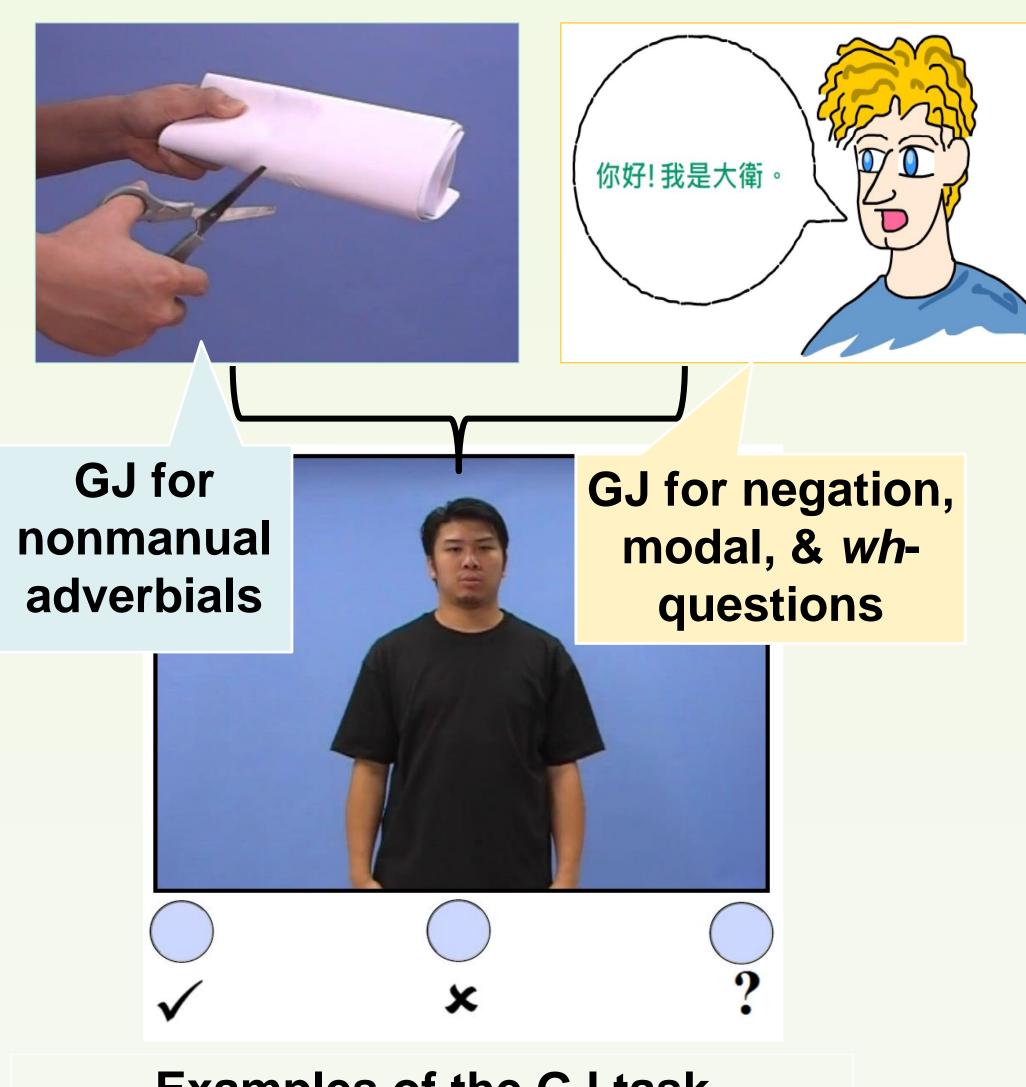
	2. Configuring each of CLs to encode its thematic
	meaning by using of space
	3. Configuring two hands to encode the thematic
	relation between two arguments
	4. Phonological properties of the dominant hand
Classifier	which is used to encode an entity concerned
	5. A movement segment is initiated to encode an
	event by using a CL in the dominant hand
	6. Phonological properties of the non-dominant
	hand which is used to encode an entity concerned
	7. A movement segment is initiated to encode an
	event by using a CL in the non-dominant hand
	1. Sign order of the sentence
	2. Form of the grammatical nonmanual markings
	for <i>yes-no</i> questions
	3. Scope of the grammatical nonmanual markings
Yes-no	for <i>yes-no</i> questions
questions	4. Form of the functional sign YES-NO-YES
	5. Syntactic position of the functional sign YES-NO-
	YES
	6. Nonmanual markings of the functional sign YES-
	6. Nonmanual markings of the functional sign YES- NO-YES
	NO-YES
	NO-YES 1. Form of the wh-signs
Wh-	NO-YES 1. Form of the wh-signs 2. Syntactic position of the wh-signs
<i>Wh</i> -questions	NO-YES1. Form of the wh-signs2. Syntactic position of the wh-signs3. Sign order of the sentence
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1. Directionality of the agreement verb **GIVE**

agreement 2. Sign order of the sentence

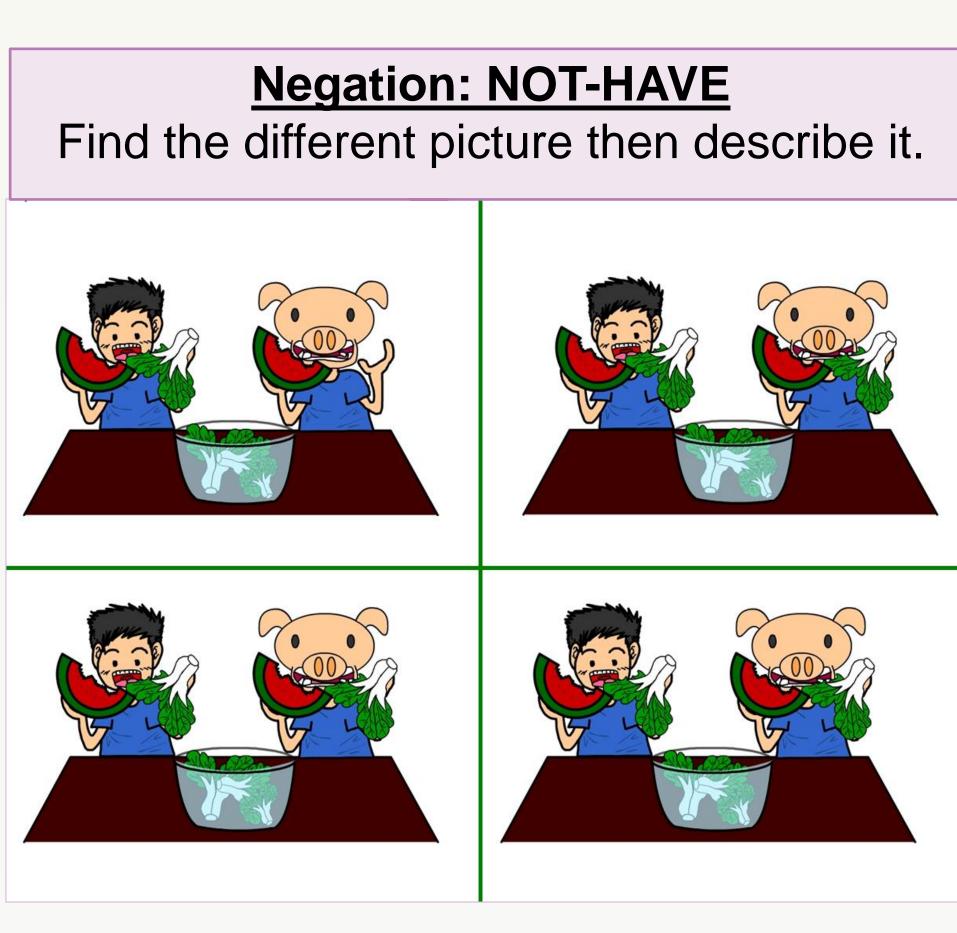
Test Design

1. Grammaticality Judgment (GJ):



Examples of the GJ task

2. Picture Description:

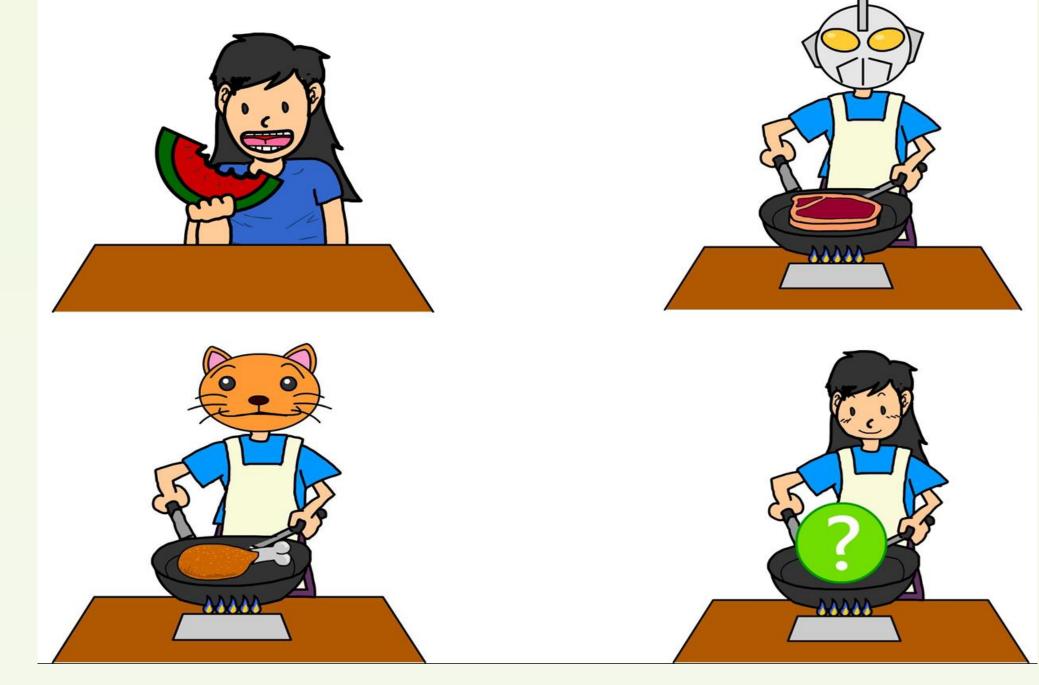


Classifier constructions:

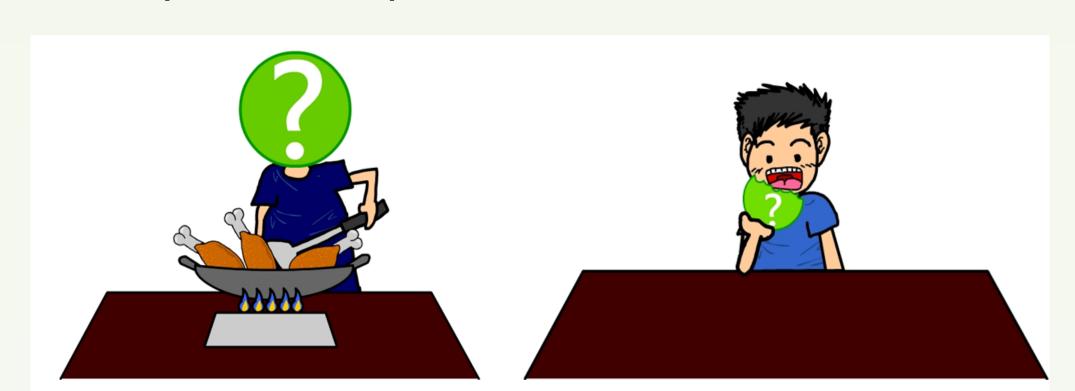
Look at the picture and describe it.



Question Elicitation:



Example of wh-questions elicitation task: WHAT



Example of *yes-no* questions elicitation task

Story Retelling:



Retell the story to a Deaf investigator

