We study aspects of the grammar of natural sign languages, their acquisition and diachronic change, and in how far sign languages differ from each other in various grammatical domains.

**NGT GRAMMAR**

- **Project:** Descriptive grammar of Sign Language of the Netherlands (NGT). Implementing previous research & conducting original research, e.g. on conditional clauses:
  - What are *nonmanual markers* of conditionals in NGT?
  - **Results:**
    1. Raised eyebrows seem optional (unlike in other sign languages);
    2. Head movement and/or tilt seems obligatory;
    3. When a manual marker is present, nonmanual markers are used less frequently.

- **Graph:**
  - [Graph showing head movement/tilt and raised eyebrows during conditional clauses]

**BIMODAL BILINGUALISM**

- How do deaf mothers and their deaf and hearing children combine spoken and signed language?
- **Results:** utterances can consist of following combinations:
  - Fully signed and fully spoken
    - signs: YOU WALK TO CAMP\(^{\text{Fire}}\) (NGT or NL word order)
    - words: you walk to campfire
  - Mainly signed, with words produced simultaneously
    - signs: YOU WALK TO CAMP\(^{\text{Fire}}\) (usually NGT word order)
    - words: fire
  - Mainly spoken, with signs produced simultaneously
    - signs: WALK CAMP \(^{\text{Fire}}\) (usually NL word order)
    - words: you walk to campfire

- **Mixed** signs and words are produced simultaneously, but content differs, e.g.
  - signs: HUGGING...........
  - words: you sweet rabbit

**CLASSIFIER PREDICATES**

- Classifier predicates: verbs of movement/location; the handshape *classifies an argument*
- Research on ASL: systematic connection between argument structure and classifier type
- **Results:** classifier predicates in Russian Sign Language & 4 other sign languages have complex event/argument structures

**SECOND LANGUAGE ACQUISITION**

- How do adults who acquire a sign language as a second language learn to use the signing space to express grammatical relations?
  1. Case studies (n=2, longitudinal)
  2. Elicitation study (n=14, longitudinal) into classifiers and agreement verbs
  3. Intervention study (2018) - does explicit instruction help?

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