Research group Sign Language Grammar & Typology
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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.

**Grammar & Description**

**ENoch ABoH, VadIm KImmElMAn, UlRiKa KlOmp, VaNjA De LiNT, MARLoES OOMEN, ROlAnD PFAu**

- **Project**: Descriptive grammar of Sign Language of the Netherlands (NGT). Implementing previous research & conducting original research, e.g. on conditional clauses:
  - **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.

**Sign Language Acquisition**

**EVeLinE BoErS-ViSKeR, BePPiE VaN DeN BoGaERDe**

- **Results**: 1. Fully signed and fully spoken signs: **YOU WALK TO CAMP** (**NGT** or **NL** word order) words: you walk to campfire
  2. Mainly signed, with words produced simultaneously signs: **YOU WALK TO CAMP** (**usually** **NGT** word order) words: fire
  3. Mainly spoken, with signs produced simultaneously signs: **WALK** CAMP **fire** (**usually** **NL** word order) words: you walk to campfire

- **Body-anchored verbs**
  - **How does iconicity** (form-meaning relation) affect sign language structure?
  - **Body-anchored verbs**: (examples from NGT)
  - **Result**: only first person subject (‘I’) can be dropped due to iconic associations:

- **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**

**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?

**Bimodal Bilingualism**

- **How do deaf mothers and their deaf and hearing children combine spoken and signed language?**
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  - **Mixed signs and words are produced simultaneously, but content differs, e.g.:**
    - **Signed**: HUGGING……….. words: you sweet rabbit
    - Both signs and words are necessary for complete message.

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