

DEAF & HEARING CHILDREN IN A MULTILINGUAL WORLD

CONFERENCE: 10 AUGUST 2019, ACCRA, GHANA

KEYNOTE SPEAKER:

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TOPIC: THE LANGUAGE SOCIALIZATION & ACQUISITION OF
SIGNING, SPEAKING, READING & WRITING IN CHILDREN GROWING
UP IN MULTILINGUAL ENVIRONMENTS AROUND THE WORLD

This conference is part of the Language Socialization in Deaf Families in Africa project. This 2 year project involved the creation of a longitudinal video corpus of interactions between Deaf parents and their young children, in Côte d'Ivoire (Tano Angoua Jean-Jacques), Ethiopia (Kidane Admasu), Ghana (Marco Nyarko), Kenya (Evans Namasaka Burichani), and Mali (Moustapha Magassouba & Dieydi Sylla).

Conference on Deaf and Hearing Children in Multilingual Settings

August 10, 2019

University of Ghana, Legon

To become a competent language user, a child needs to learn the linguistic system of a language as well as the social system governing its use. Both systems are subtle and complex, even more so when a child is growing up in a multilingual environment. Families with deaf members are often bimodally bilingual, i.e. using both a sign and a spoken language. This obviously affects the process of language acquisition and socialization. Growing up in highly multilingual environments, with three or more languages, appears to be more common in some parts of the world, including parts of Africa, than is reflected in the current literature on language acquisition and socialization. Like bimodal bilingualism, trilingualism importantly affects the process of language acquisition and socialization.

Over the past two years, the project [*Language Socialization in Deaf families in Africa*](#), funded by the Leiden University Fund, took place. A corpus was compiled of interactions in families with deaf parents in five countries in Africa, including monomodal (i.e. uniquely signing or uniquely speaking) families and bimodal trilingual families. The children in the corpus are growing up in a variety of family settings, including nuclear, single parent families as well as extended families with a relatively large number of deaf and hearing adults and children living together in one household. This variation enables to study the influence of social setting on the language development of children acquiring a sign language.

On Saturday August 10, 2019, the closing conference of this project will be held at the University of Ghana, Legon. The program will consist of presentations on language acquisition and socialization in deaf and hearing families in Africa, as well as in deaf families worldwide.

Organizing committee:

George Akanlig-Pare, University of Ghana, Dept. of Linguistics

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Program

9:30 Opening by officials

9:45-10:45 Lynn Hou (University of Santa Barbara) *The case study of “making hands” in one extended signing family*

10:45-11:15 Erin Wilkinson (University of New Mexico) *A study on cross-lexical activation of American Sign Language and English in young deaf signers: Deaf children connect English print words with ASL signs in a monolingual semantic judgement task*

11:15-11:45 Tea break + Poster presentations

11:45-12:15 Marta Morgado (Leiden University) *Bilingual Deaf education in Portugal from a teacher’s perspective*

12:15-12:45 Tano Angoua (Université Houphouët Boigny) *Deaf parents and their hearing children gestures and signs in expression of negation: case of rural and urban deaf families of Côte d’Ivoire*

12:45-13:45 Lunch break

13:45-14:15 Kidane Admasu (Addis Ababa University) *Caregiver’s Sensitivity and Lexical Development Patterns of Hearing Children of Deaf Adults in Ethiopia*

14:15-14:45 Yves Beosso (Mission Chrétienne des Sourds au Tchad) *Ngambaye home signing : a preliminary analysis of the lexicon of three deaf children and their hearing families in N’Djamena, Chad*