

TELSF2

Semantic and syntactic assessment of French Sign Language Developmental indicators in a test for children and teenagers aged from 4 to 14 years old

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AIMS AND ISSUES

Assessing language acquisition and development in French Sign Language (LSF) is a great challenge for researchers and clinicians. There are still few research in that field in LSF. Research on LSF acquisition and adaptation of tests have been initiated in France (Courtin & al. 2010 ; Bogliotti & al. 2018).

TELSF2 is an adaptation of Niederberger *et al* TELS (2001). It will be standardized in 2019.

INTRODUCTION

As theoretical reference, we have chosen the Semiological Model (Cuxac 2000, Garcia & Sallandre 2014) which attached particular importance to the constructions that are simultaneous and iconic, the "highly iconic structures" important for the morphosyntax and semantic of any sign language discourse.

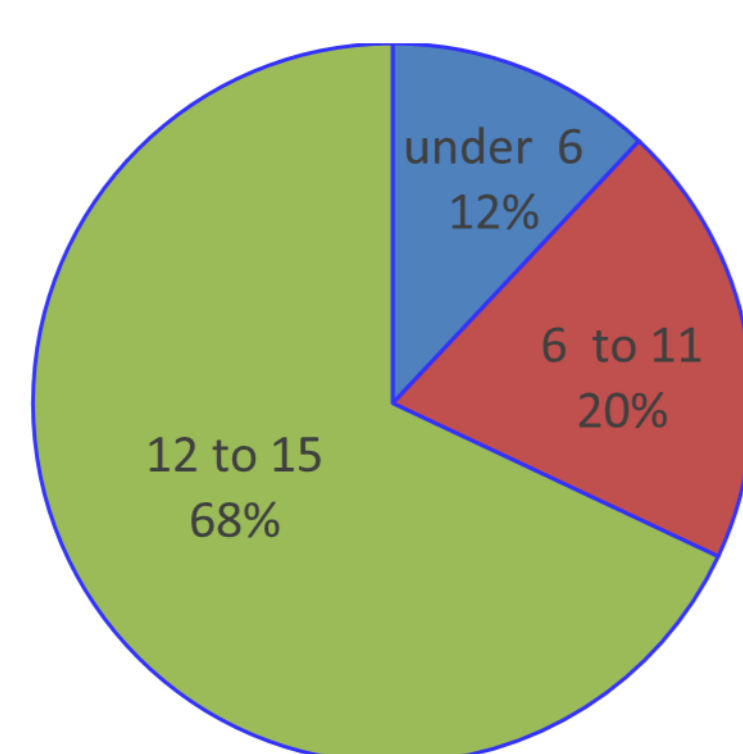
We evaluate the narrative skills of deaf children and teenagers from 4 to 14 years old, native and non-native signers, whatever their prior exposure to sign language or the conditions of its acquisition. The signers acquired sign language in different ways, as a native language or as a late acquisition, sometimes in a LSF/Spoken French bilingualism.

Research questions:

- Question 1. What are the highly iconic and lexical structures at a morphosyntactic level?
- Question 2. What are the main developmental indicators of the progressive construction of sign language in deaf children?

METHOD

We recorded a first corpus composed by 25 deaf subjects aged from 3 to 15 years old – 3 children under 6 years old, 5 children from 6 to 11, 17 teenagers from 12 to 15.



We also recorded a deaf signing adults sample.

2 subtests:

The test includes a reception task where the subjects watch a video of a story presented in LSF followed by questions, and a narrative production task, during which the subject is asked to tell a story from an image book.



We elaborated a **coding manual** and now a shorter and easy to use grid for future test users.

NEXT STEPS

- Handing over a representative sample of deaf children and teenagers
- Grid validation and standardization
- Instruction manual and grid interpretation
- TELS2 publication

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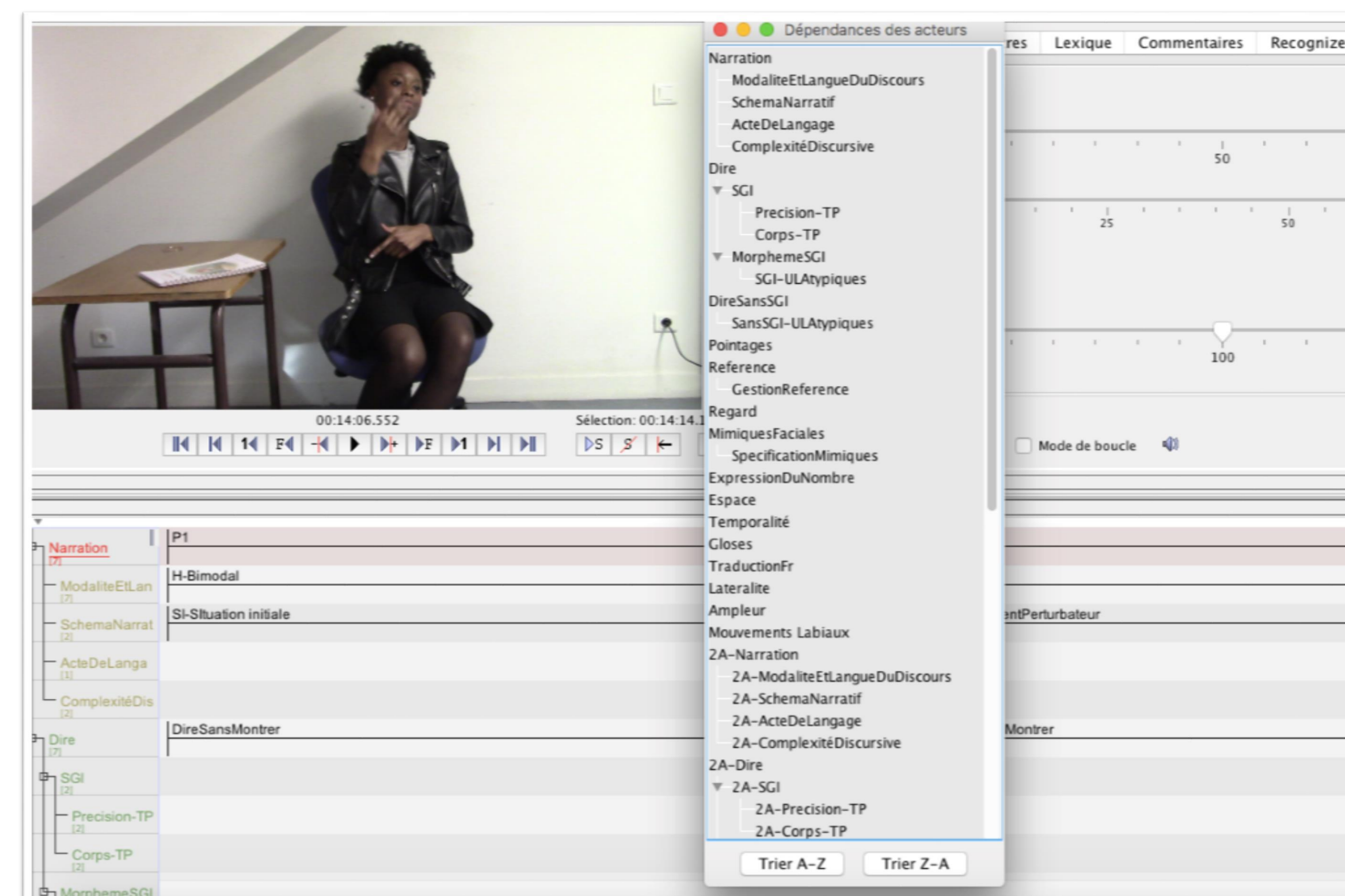
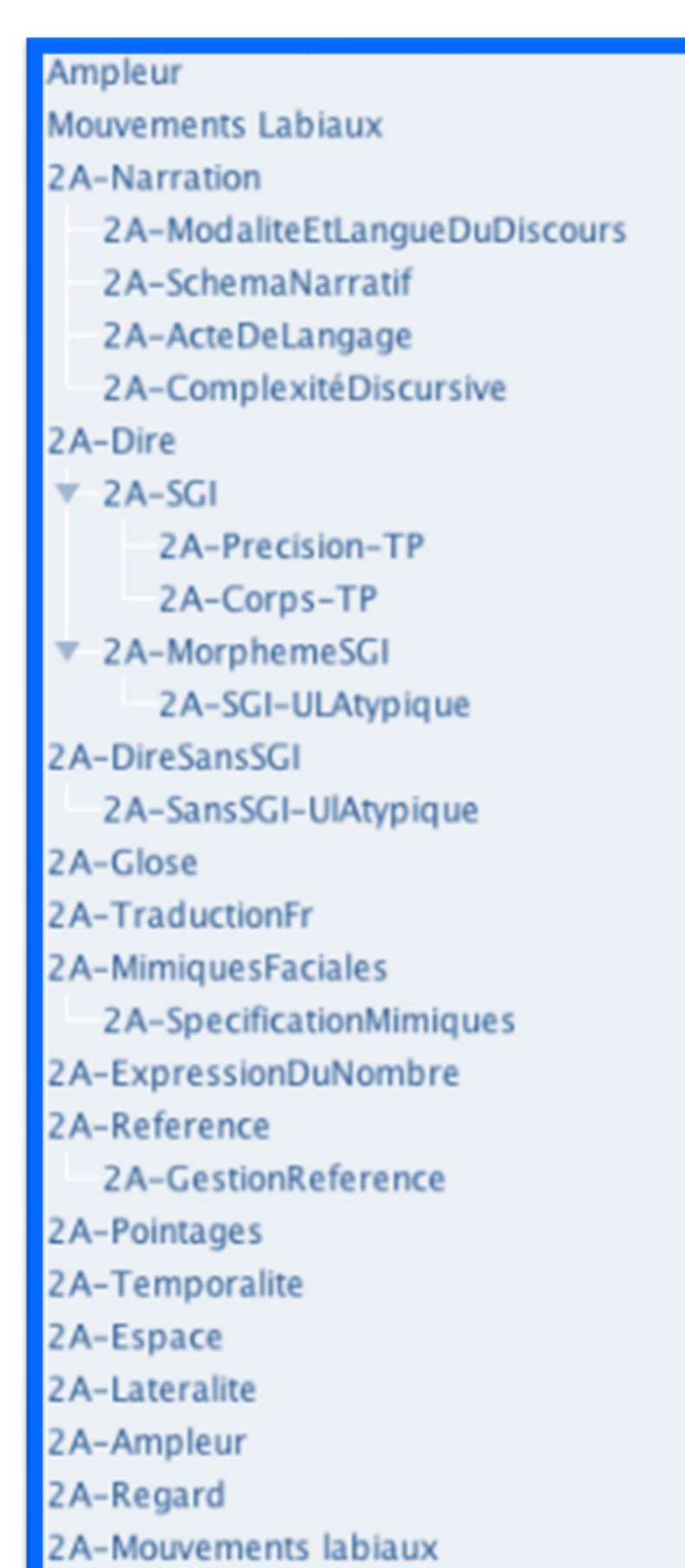
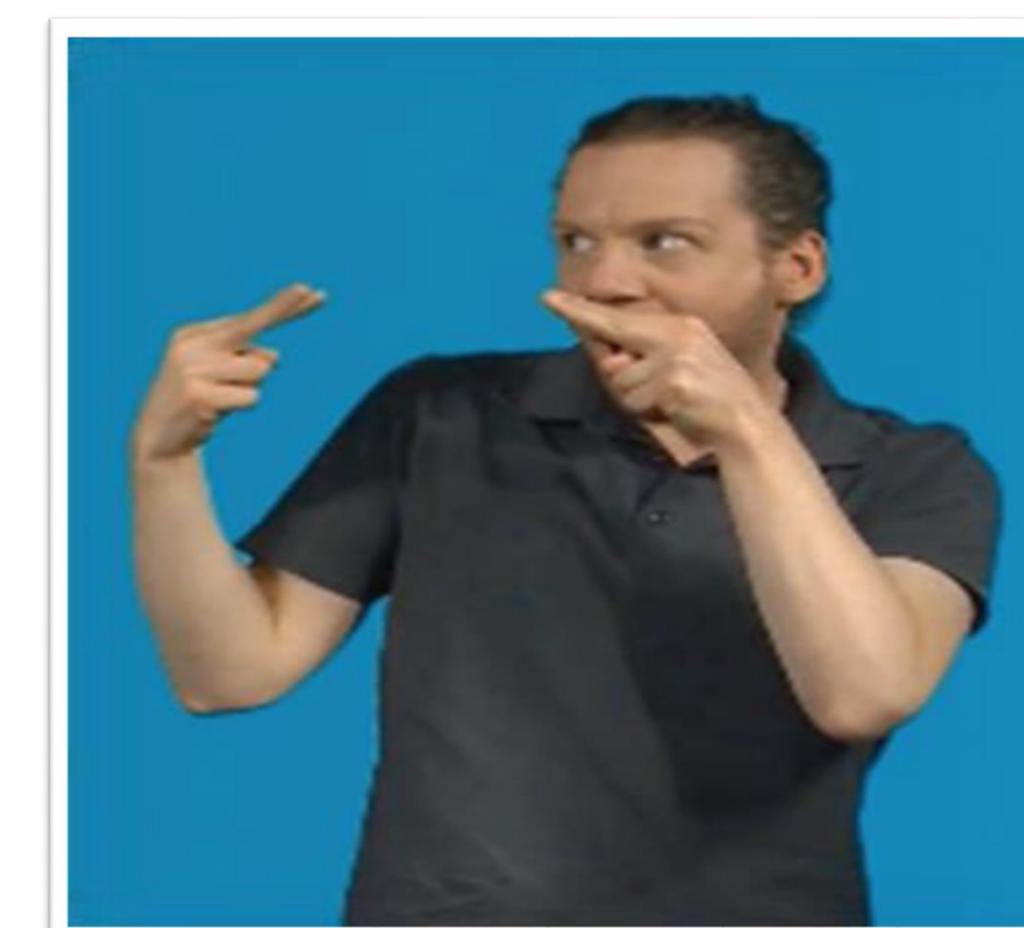
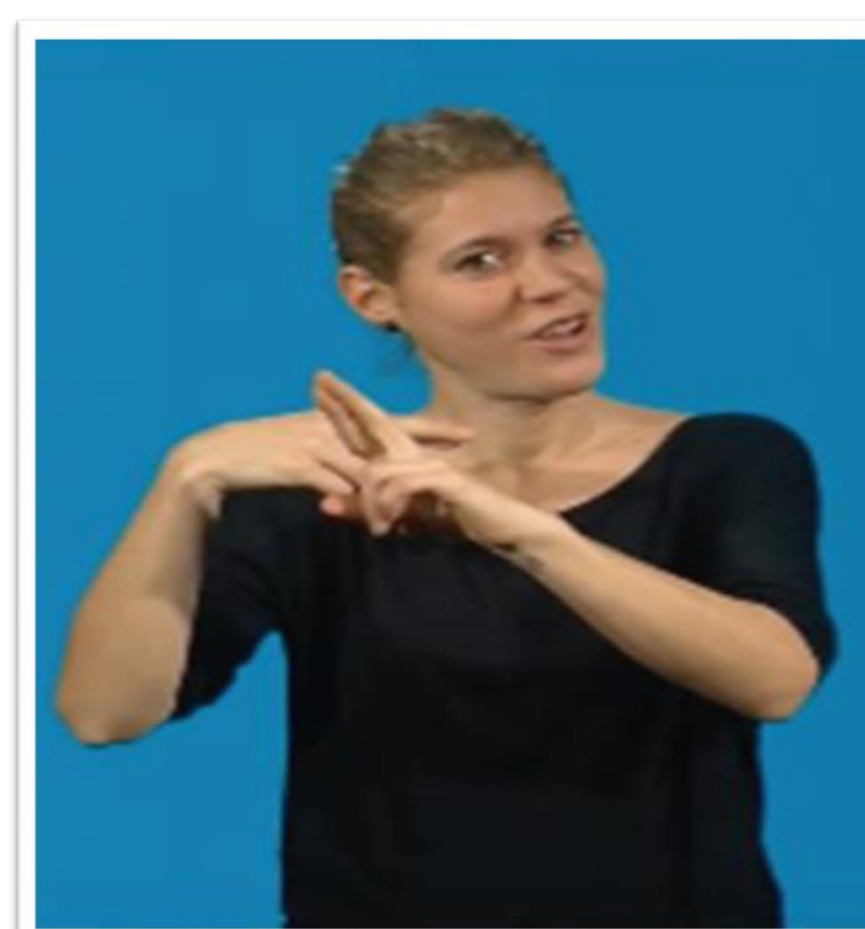
The Semiological Model

- ❖ A theoretical model, led by **Christian Cuxac** since 1980, and his group (Cuxac, 2000; Garcia & Sallandre, 2014, etc.)
- ❖ Try to explain the birth and evolution of sign languages from both a diachronic and a synchronic standpoint.
- ❖ Exploitation of the SL **iconicity** (imagistic, 'dormant' and diagrammatic)
- ❖ Parameters used to analyze a unit of meaning in a signed discourse:
 - 4 manual parameters for each hand : *handshape / proform, orientation, location, movement*
 - 4 non manual parameters : *eye gaze, facial expression, mouth pattern, body posture*

International Terminology	Semiological Model	
Classifier	Transfer of size & form	External Perspective
Classifier predicate	Situational Transfer (ST)	
Polycomponential sign	Situational Transfer	Internal Perspective
Role shift	Personal Transfer (PT)	
Constructed action	Personal Transfer with reported speech	External+Internal Perspectives (Simultaneous construction)
Constructed dialogue	Double Transfer (PT+ST)	
Multiple references	Double Transfer (PT+ST)	

in Sallandre & L'Huillier (2015)
Acquisition of perspectives and transfers in French Sign Language

EXPLORATORY TESTING AND ANALYSIS



Our ELAN template

Annotation with ELAN

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