

An Intervention Program: Helping Deaf Children with Hearing Parents in Acquiring Turkish Sign Language

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Abstract

Many deaf children first encounter a language in deaf schools, often experiencing adverse effects of late exposure on several aspects of language. Little is known about how late acquisition of sign language affects lexical sign acquisition and how the structural architecture of signs modulates this process. Here, we investigate the lexical development of late-signing children (N=11; MeanAge=84.7 months) through 8-week intervention using mobile-compatible web-app teaching lexical signs in Turkish Sign Language to investigate whether (1) children acquire basic signs during intervention and (2) phonological complexity influences this process. Preliminary results revealed a significant improvement in sign learning ($\beta=1.7545$, $p<0.001$) regardless of phonological complexity ($p>0.05$). Findings underline the importance of accessible platforms to support language development for this population and extend previous work on the effect of phonological complexity on articulation accuracy during learning in hearing adults by showing its lack of influence in deaf children on 2-choice recognition without articulation.