**IV. Sign, homesign and gestures**

**What did children in the Nicaraguan school for the deaf actually invent? Why were they sent there, in the first place?**

**What indicates that the children’s age difference was significant for the speed and manner of language acquisition?**

**On what sort of code did they settle?** In what ways did the language code become further conventionalized when they got an opportunity to socialize? What could explain the conventionalization?

Birth of a language documentary (Nicaragua sign language)

<https://www.youtube.com/watch?v=pjtioIFuNf8>

To what characteristics of the deaf community should we pay attention when comparing **the Nicaraguan school and Israel Bedouin** community? In what specific ways were the „communicative pressures“ there different?

In what ways are homesigns different from conceptualized signing in a linguistic code?

What suggests that gestures could have been the precursor of conceptualized signs?

How good in signing can chimps (vs. monkeys) become? What does the difference between them imply about our evolution?

At what evolutionary stage did the „cognitive pathway“ of vocalizations come in place?

What is the role of cultural transmission of language?

What is the other way of language acquisition and how has it been proven?

Children using homesing <https://learninglink.oup.com/access/content/sedivy-2e-student-resources/sedivy2e-chapter-2-web-activity-3?previousFilter=tag_chapter-02>

Gestures supporting or replacing speech <https://learninglink.oup.com/access/content/sedivy-2e-student-resources/sedivy2e-chapter-2-web-activity-4?previousFilter=tag_chapter-02>

**Inventing a sign language** <https://learninglink.oup.com/access/content/sedivy-2e-student-resources/sedivy2e-chapter-2-web-activity-5?previousFilter=tag_chapter-02>