The past few years has seen major improvements in early diagnosis of hearing loss, early intervention, and device improvements. Much of the assessment of language development has focused on these early years, with assessment of hearing levels, intelligibility, vocabulary size, and other standardized measures showing good to excellent attainment levels by many children fitted with both hearing aids and cochlear implants. However, many still experience challenges making themselves understood, understanding others, and fully engaging in social interaction. This talk discusses several ongoing research projects which begin to shed further light on some of the phonological, grammatical and discourse challenges faced by children with hearing loss, identifying areas for much-needed further research.