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   Autore   Goldin-Meadow Susan

   Titolo   The Resilience of Language [[electronic resource]] : What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language

   Pubbl/distr/stampa Hoboken, : Taylor and Francis, 2005

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   Descrizione fisica 1 online resource (515 p.)

   Collana   Essays in Developmental Psychology

   Disciplina   401.93
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   Soggetti   Deaf children -- Means of communication
                     Gesture
                     Language acquisition
                     Manual Communication
                     Child Development
                     Age Groups
                     Nonverbal Communication
                     Human Development
                     Persons
                     Rehabilitation of Hearing Impaired
                     Behavior and Behavior Mechanisms
                     Rehabilitation
                     Communication
                     Therapeutics
                     Information Science
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                     Languages & Literatures
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Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Half Title; Title Page; Copyright Page; Dedication; Table of Contents; Acknowledgments; Accompanying Website of Video Clips; Introduction; Part I: The Problem of Language-Learning; 1. Out of the Mouths of Babes; Discovering the Units of Sound; Starting With the Word; Learning That Words Are Made of Parts; Combining Words Into Sentences; Elaborating Sentences; In Sum; 2. How Do Children Learn Language?; Theoretical Accounts of Language-Learning; Behaviorist Accounts; Nativist Accounts; Social/Cognitive Accounts; Connectionist Accounts
	Studying Language-Learning by Manipulating EnvironmentsThe Resilient and Fragile Properties of Language; 3. Language-Learning Across the Globe; Children Learn the Particulars of Their Language; When Children Change the Input They Receive; Privileged Meanings; Privileged Forms; Taking Cross-Linguistic Universals to Another Level; 4. Language-Learning by Hand; First Signs; The Parts of Signs; Morphology of Stems; Inflectional Morphology; Combining Signs Into Sentences; Relating Signs to the World or to Other Signs; 5. Does More or Less Input Matter?
	Children Receive Special Input in All CulturesThe Natural Variation in Language Input That Children Receive Within a Culture; Enriching the Input to Children; Degrading the Input to Children; Where Are We?; Part II: Language Development without a Language Model; 6. Background on Deafness and Language-Learning; Learning Spoken Language; Learning Sign Language; The Deaf Children We Studied; Hearing Abilities and Oral Language Skills; Manual Language Skills; Our Procedures; 7. How Do We Begin?; Identifying a Gesture; Segmenting Strings of Gestures; Assigning Meaning to Gestures; 8. Words
	Pointing GesturesThe Objects Points Refer To; The Roles Points Assume in Gesture Sentences; The Capacity Points Have to Refer to the Non-Present; Iconic Gestures; Modulating Gestures; Summary: Gestures That Function as Words in a Linguistic System; 9. The Parts of Words; A Limited Number of Forms; Each Form Has a Consistent Meaning; Form-Meaning Pairings Combine Freely With Each Other; The Parts Grow Out of Wholes; Summary: A Simple Morphology; 10. Combining Words Into Simple Sentences; The Meanings Simple Sentences Convey; Underlying Predicate Frames Organize the Sentence
	Marking Semantic Roles in the SentenceMarking Roles by Producing Them at a Particular Rate in a Sentence: Syntax; Marking Roles by Placing Them in a Particular Position in a Sentence: Syntax; Marking Roles by Inflecting the Verb in a Sentence: Inflectional Morphology; Summary: A Simple Syntax; 11. Making Complex Sentences out of Simple Ones: Recursion; The Meanings Complex Sentences Convey; Combining Underlying Predicate Frames; Marking Redundant or Shared Elements in the Surface of a Sentence; Summary of Recursion; 12. Building a System; An Utterance Grows in Size and Scope
	The Utterance Grows Not Only in Size but Also in Organization: Nouns, Verbs, and Adjectives
Sommario/riassunto	Imagine a child who has never seen or heard any language at all. Would such a child be able to invent a language on her own? Despite what one might guess, the children described in this book make it clear that the answer to this question is 'yes'. The children are congenitally deaf and

cannot learn the spoken language that surrounds them. In addition, they have not yet been exposed to sign language, either by their hearing parents or their oral schools. Nevertheless, the children use their hands to communicate - they gesture - and those gestures take on many of the forms and functions of langu

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2. | Record Nr. | UNINA9910563067503321 |
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| Autore | Faulhaber Dieter Roland |
| Titolo | Christian Gottlieb Bröder in Rußland : Studien zur russischen grammatischen Terminologie in der 1. Hälfte des 19. Jahrhunderts / Dieter Roland Faulhaber |
| Pubbl/distr/stampa | Frankfurt a.M, : PH02, 1990 |
| Edizione | [1st, New ed.] |
| Descrizione fisica | 1 online resource (241 p.) : , EB00 |
| Collana | Slavistische Beitrage ; 262 |
| Soggetti | Language |
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| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Peter Lang GmbH, Internationaler Verlag der Wissenschaften |
| Nota di contenuto | I. Forschungsstand - 1. Die Frage der grammatischen Terminologie im 19. Jahrhundert - 2. Ausgangspunkt und Bedingungen fur die Beschaftigung mit - terminologiegeschichtlichen Fragen in neuerer Zeit - 3. Literaturuberblick - 4. Kritische Anmerkungen zur Methode terminologiegeschichtlicher - Darstellungen - II. Fremdsprachen und ihre Vermittlung in Rußland in der 1. Halfte des 19. Jahrhunderts - 1. Prestige und Bedeutung von Fremdsprachen in Rußland im 19. Jahrhundert - 2. Fremdsprachen- und Russischunterricht im Lehrplan der allgemeinbildenden Schulen bis zur Mitte des 19. Jahrhunderts - III. Das Problem der Lehrm ittel in Rußland in der 1. Halfte des 19. Jahrhunderts - 1. Allgemeines zur Lehrmittelsituation - 2. Die Lehrmittel des Fremdsprachenunterrichts - IV. Christian Gottlob Broder und seine Rezeption in Rußand - 1. Leben und Werk - 2. Die » Practische Grammatik der lateinischen Sprache« und »Kleine lateinische Grammatik mit leichten Lectionen fur Anfager« - Inhalt und Terminologiegebrauch - V. Textkorpus - 1. Kosanskij 1811 - 2. |

Sommario/riassunto	Als Untersuchungsgegenstand wurden funf zwischen 1811 und 1844 in Rußland erschienene Ubertragungen zweier Latein-Grammatiken des deutschen Schulbuchautors Christian Gottlob Broder (1744-1819) gewahlt, dessen Name lange Zeit nicht nur in Deutschland, sondern auch in Rußland Gattungsbegriff fur die lateinische Schulgrammatik war. Ziel der Analyse des terminologischen Inventars in den russischen Ubertragungen der Latein-Grammatiken Broders ist eine Charakterisierung des Entwicklungsstandes der russischen grammatischen Terminologie in der 1. Halfte des 19. Jahrhunderts.