

1. Record Nr.	UNINA9910815831403321
Titolo	The Oxford handbook of deaf studies in language / / edited by Marc Marschark and Patricia Elizabeth Spencer [[electronic resource]]
Pubbl/distr/stampa	New York, NY : , : Oxford University Press, , 2016
ISBN	0-19-024143-8 0-19-029729-8 0-19-024142-X
Descrizione fisica	1 online resource (481 p.)
Collana	Oxford library of psychology Oxford handbooks online
Disciplina	401/.930872
Soggetti	Deaf - Means of communication Deaf - Education Sign language
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Previously issued in print: 2015.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	It Seems Like Only Yesterday ... / Patricia Elizabeth Spencer -- Foundations for Language Development in Deaf Children and the Consequences for Communication Choices / Harry Knoors -- Rethinking Total Communication: Looking Back, Moving Forward / Connie Mayer -- From Erasure to Recognition (and Back Again?): The Case of Flemish Sign Language / Mieke Van Herreweghe, Maartje De Meulder, Myriam Vermeerbergen -- The Role of Language in Deaf and Hard-of-Hearing Children's Social-Emotional Development / Manfred Hintermair -- Perception of the Prosodic Characteristics of Spoken Language by Individuals with Hearing Loss / Tova Most -- The Fine Art of Conversation: The Pragmatic Skills of School-Aged Children with Hearing Loss / Louise Paatsch, Dianne Toe -- Grammatical Competence after Early Cochlear Implantation / Louise Duchesne -- Spoken Vocabulary Development in Deaf Children with and without Cochlear Implants / Mary K. Fagan -- Fingerspelling*: Beyond Handshape Sequences / Jonathan Keane, Diane Brentari -- Vocabulary Acquisition in Deaf and Hard-of-Hearing Children: Research and Interventions / Daan Hermans, Loes Wauters, Margot Willemsen, Harry Knoors --

Bimodal Bilingualism: Sign Language and Spoken Language / Ronice MAÌÂ"ller de Quadros, Diane Lillo-Martin, Deborah Chen Pichler -- Developing Sign Bilingualism in a Co-Enrollment School Environment: A Hong Kong Case Study / Gladys Tang, Chris Kun-Man Yiu -- Acquisition of Sign Language as a Second Language / Deborah Chen Pichler, Elena Koulidobrova -- Teaching English as a Second Language to Deaf and Hard-of-Hearing Students / Ewa DomagaÌÂ±a-ZysÌk -- A Biolinguistic Approach to Sign Languages / Antonio Benítez-Burraco -- Neurocognitive Function in Deaf Children with Cochlear Implants: Early Development and Long-Term Outcomes / Irina Castellanos, David B. Pisoni, William G. Kronenberger, Jessica Beer -- Neurolinguistic Studies of Sign Language Bilingualism / David P. Corina -- What the Illiterate Brain Tells the Deaf Brain / Alexandre Castro-Caldas -- New Directions in Signed Language Assessment / Wolfgang Mann, Tobias Haug -- Investigating Sign Language Development, Delay, and Disorder in Deaf Children / ChloÌÂ"e Marshall, Gary Morgan -- Language and Communication in People Who Are Deafblind / Mathijs P. J. Vervloed, Saskia Damen -- Dyslexia and Deafness / Rosalind Herman, Penny Roy -- Cued Speech and Cochlear Implants: A Powerful Combination for Natural Spoken Language Acquisition and the Development of Reading / Jacqueline Leybaert, CIAÌÂçemence Bayard, CAÌÂçecile Colin, Carol LaSasso -- Encouraging Emergent Reading in Deaf and Hard-of-Hearing Children / Susan R. Easterbrooks, Jessica W. Trussell -- Phonological Knowledge and the Development of Language and Literacy Skills in Deaf Learners / Joseph H. Bochner, Aaron Kelstone -- The Impact of Cochlear Implants on Deaf Children's Literacy / Margaret Harris -- Scaffolding Learning through Classroom Talk: The Role of Translanguaging / Ruth Swanwick -- Understanding Language in the Real World / Marc Marschark, Elizabeth Jackson Machmer, Carol Convertino.

Sommario/riassunto

Language development, and the challenges it can present for individuals who are deaf or hard-of-hearing, have long been a focus of research, theory, and practice in D/deaf studies and deaf education. Over the past 150 years, but most especially near the end of the 20th and beginning of the 21st century, advances in the acquisition and development of language competencies and skills have been increasing rapidly. This volume addresses many of those accomplishments as well as remaining challenges and new questions that have arisen from multiple perspectives: theoretical, linguistic, social-emotional, neurobiological, and socio-cultural.
