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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 M. Müller 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 --
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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.
