

Learning American Sign Language Humphries Padden

Sign Language in Action Sign Languages in Village Communities Sign Language Ideologies in Practice Learning American Sign Language: Levels I & II--Beginning & Intermediate, with DVD (Text & DVD Package) Taboo in Sign Languages Deaf Gain Learning American Sign Language A Basic Course in American Sign Language, Student Study Guide /Tom Humphries, Carol Padden, Terrence J. O'Rourke ; Illustrated by Frank A. Paul. --. Deaf Education and Challenges for Bilingual/Multilingual Students Prosodic Markers and Utterance Boundaries in American Sign Language Interpretation Critical Perspectives on Plurilingualism in Deaf Education Multilingualism and Sign Languages Sign Language Studies Person and Deixis in Brazilian Sign Language Facing the Features of ASL Gallaudet Encyclopedia of Deaf People and Deafness Beliefs about Deafness and Sign Language in the United States The Foreign Language Teacher Learning American Sign Language: Beginning & Intermediate (Levels 1-2) Jordanian Sign Language Jemina Napier Ulrike Zeshan Annelies Kusters Associate Professor Department of Communication and the Teacher Education Program Tom L. Humphries Donna Jo Napoli H-Dirksen L. Bauman Tom L. Humphries Tom Humphries Musyoka, Millicent Malinda Brenda Nicodemus Kristin Snoddon Ceil Lucas Norine Frances Berenz Jodi L. Mowrey John V. Van Cleve Mira-Lisa Katz Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, VT. Tom L. Humphries Bernadet Hendriks

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(Levels 1-2) Jordanian Sign Language *Jemina Napier Ulrike Zeshan Annelies Kusters Associate Professor Department of Communication and the Teacher Education Program Tom L. Humphries Donna Jo Napoli H-Dirksen L. Bauman Tom L. Humphries Tom Humphries Musyoka, Millicent Malinda Brenda Nicodemus Kristin Snoddon Ceil Lucas Norine Frances Berenz Jodi L. Mowrey John V. Van Cleve Mira-Lisa Katz Northeast Conference on the Teaching of Foreign Languages, Inc., Middlebury, VT. Tom L. Humphries Bernadet Hendriks*

this book defines the notion of applied sign linguistics by drawing on data from projects that have explored sign language in action in various domains the book gives professionals working with sign languages signed language teachers and students research students and their supervisors authoritative access to current ideas and practice

the book is a unique collection of research on sign languages that have emerged in rural communities with a high incidence of often hereditary deafness these sign languages represent the latest addition to the comparative investigation of languages in the gestural modality and the book is the first compilation of a substantial number of different village sign languages written by leading experts in the field the volume uniquely combines anthropological and linguistic insights looking at both the social dynamics and the linguistic structures in these village communities the book includes primary data from eleven different signing communities across the world including results from jamaica india turkey thailand and bali all known village sign languages are endangered usually because of pressure from larger urban sign languages and some have died out already ironically it is often the success of the larger sign language communities in urban centres their recognition and subsequent spread which leads to the endangerment of these small minority sign languages the book addresses this specific type of language endangerment documentation strategies and other ethical issues pertaining to these sign languages on the basis of first hand experiences by deaf fieldworkers

this book focuses on how sign language ideologies influence manifest in and are challenged by communicative practices sign languages are minority languages using the visual gestural and tactile modalities whose affordances are very different from those of spoken languages using the auditory oral modality

taboo topics in deaf communities include the usual ones found in spoken languages as well as ones particular to deaf experiences both in how deaf people relate to hearing people and how deaf people interact with other deaf people attention to these topics can help linguists understand better the consequences of field method choices and

lead them to adopt better ones taboo expressions in american sign language are innovative regarding the linguistic structures they play with this creativity is evident across the grammar in non taboo expressions but seems to revel in profane ones when it comes to the syntax however certain types of structures occur in taboo expressions that are all but absent elsewhere showing grammatical possibilities that might have gone unnoticed without attention to taboo taboo expressions are innovative as well in how they respond to changing culture where lexical items that are incoherent with community sensibilities are corrected

deaf people are usually regarded by the hearing world as having a lack as missing a sense yet a definition of deaf people based on hearing loss obscures a wealth of ways in which societies have benefited from the significant contributions of deaf people in this bold intervention into ongoing debates about disability and what it means to be human experts from a variety of disciplines neuroscience linguistics bioethics history cultural studies education public policy art and architecture advance the concept of deaf gain and challenge assumptions about what is normal through their in depth articulation of deaf gain the editors and authors of this pathbreaking volume approach deafness as a distinct way of being in the world one which opens up perceptions perspectives and insights that are less common to the majority of hearing persons for example deaf individuals tend to have unique capabilities in spatial and facial recognition peripheral processing and the detection of images and users of sign language which neuroscientists have shown to be biologically equivalent to speech contribute toward a robust range of creative expression and understanding by framing deafness in terms of its intellectual creative and cultural benefits deaf gain recognizes physical and cognitive difference as a vital aspect of human diversity contributors david armstrong benjamin bahan gallaudet u hansel bauman gallaudet u john d bonvillian u of virginia alison bryan teresa blankmeyer burke gallaudet u cindee calton debra cole matthew dye u of illinois at urbana champaign steve emery ofelia garcía cuny peter c hauser rochester institute of technology geo kartheiser caroline kobek pezzarossi christopher krentz u of virginia annelies kusters irene w leigh gallaudet u elizabeth m lockwood u of arizona summer loeffler mara lúcia massuti instituto federal de santa catarina brazil donna a morere gallaudet u kati morton ronice müller de quadros u federal de santa catarina brazil donna jo napoli swarthmore college jennifer nelson gallaudet u laura ann petitto gallaudet u suvi pylvänen kymenlaakso u of applied sciences antti raike aalto u päivi rain u of applied sciences humak katherine d rogers clara sherley appel kristin snoddon u of alberta karin strobels u federal de santa catarina brazil hilary sutherland rachel sutton spence u of bristol england james tabery u of utah jennifer grinder witteborg mark zaurov

this video along with the text teaches basic sign language in an uncomplicated format

intended for adult second language learners has explanations and basic structures of american sign language and practice exercises uses illustrations and scripts for signed sequences

biliteracy or the development of reading writing speaking listening and thinking competencies in more than one language is a complex and dynamic process the process is even more challenging when the languages used in the literacy process differ in modality biliteracy development among deaf students involves the use of visual languages i e sign languages and auditory languages spoken languages deaf students sign language proficiency is strongly related to their literacy abilities the distinction between bilingualism and multilingualism is critical to our understanding of the underserved the linguistic deficit and the underachievement of deaf and hard of hearing d hh immigrant students thus bringing the multilingual and immigrant aspect into the research on deaf education multilingual and immigrant students may face unique challenges in the course of their education hence in the education of d hh students the intersection of issues such as biculturalism multiculturalism bilingualism multilingualism and immigration can create a dilemma for teachers and other stakeholders working with them deaf education and challenges for bilingual multilingual students is an essential reference book that provides knowledge skills and dispositions for teaching multicultural multilingual and immigrant deaf and hard of hearing students globally and identifies the challenges facing the inclusion needs of this population this book fills a current gap in educational resources for teaching immigrant multilingual and multicultural deaf students in learning institutions all over the world covering topics such as universal design for learning inclusion literacy and language acquisition this text is crucial for classroom teachers of deaf or hard of hearing students faculty in deaf education programs language instructors students pre service teachers researchers and academicians

this new volume discusses the prosodic features of spoken and signed languages that indicate rhythm stress and phrase length as conveyors of emotion in conjunction with nicodemus s groundbreaking research on prosodic markers in asl

this book is the first edited international volume focused on critical perspectives on plurilingualism in deaf education which encompasses education in and out of schools and across the lifespan the book provides a critical overview and snapshot of the use of sign languages in education for deaf children today and explores contemporary issues in education for deaf children such as bimodal bilingualism translanguaging teacher education sign language interpreting and parent sign language learning the

research presented in this book marks a significant development in understanding deaf children's language use and provides insights into the flexibility and pragmatism of young deaf people and their families' communicative practices. It incorporates the views of young deaf people and their parents regarding their language use that are rarely visible in the research to date.

The 12th volume in the Sociolinguistics in Deaf Communities series features the varied work of 16 linguistic experts on North American Indian sign language, Australian sign language, Italian sign language, Langue des signes québécoise, and American sign language.

Contains 273 entries of information derived from the sciences, the social sciences, and the humanities. Comprehensive coverage including biographical subject and historical information. Many entries contain sub-topics. Articles are signed and include references. Index in last volume.

The articles and presentations in this publication relate to the general theme of the 1982 Northeast Conference: The Foreign Language Teacher as a Lifelong Learner. The concept that in the best teachers learning and teaching form a progressive continuum and that learning and teaching occur simultaneously is the basic assumption underlying all the presentations, workshops, and seminars. This report is divided into four sections. The first section deals with the less commonly taught languages as well as ideas for intensive training in them. The second section treats contemporary cultures, specifically French, German, Italian, and Spanish. Part three concerns teaching and testing, with articles on merging teaching methods and textbooks and proficiency testing in second language classrooms. The final section deals with technology and the foreign language classroom, with special attention to the use of audiovisual materials and techniques and microcomputers. AMH

Learning American Sign Language Levels I-II: Beginning/Intermediate, Second Edition, is a major revision of the first edition designed to help learners successfully interact with deaf American Sign Language (ASL) users. Written by two leading authorities in the field, the text is used as the basic text for a one-semester or full-year course in ASL. Lessons are structured around language needed for common life situations, and examples are presented in the form of dialogues coupled with grammar and vocabulary instruction. Information is also included about the culture of deaf people in the United States. The book is supported by a new videotape and an instructor's manual.

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