

Verbal And Signed Languages Comparing Structures Constructs And Methodologies Empirical Approaches To Language Typology

This series of HANDBOOKS OF LINGUISTICS AND COMMUNICATION SCIENCE is designed to illuminate a field which not only includes general linguistics and the study of linguistics as applied to specific languages, but also covers those more recent areas which have developed from the increasing body of research into the manifold forms of communicative action and interaction. For "classic" linguistics there appears to be a need for a review of the state of the art which will provide a reference base for the rapid advances in research undertaken from a variety of theoretical standpoints, while in the more recent branches of communication science the handbooks will give researchers both an overview and orientation. To attain these objectives, the series will aim for a standard comparable to that of the leading handbooks in other disciplines, and to this end will strive for comprehensiveness, theoretical explicitness, reliable documentation of data and findings, and up-to-date methodology. The editors, both of the series and of the individual volumes, and the individual contributors, are committed to this aim. The languages of publication are English, German, and French. The main aim of the series is to provide an appropriate account of the state of the art in the various areas of linguistics and communication science covered by each of the various handbooks; however no inflexible pre-set limits will be imposed on the scope of each volume. The series is open-ended, and can thus take account of further developments in the field. This conception, coupled with the necessity of allowing adequate time for each volume to be prepared with the necessary care, means that there is no set time-table for the publication of the whole series. Each volume will be a self-contained work, complete in itself. The order in which the handbooks are published does not imply any rank ordering, but is determined by the way in which the series is organized; the editor of the whole series enlist a competent editor for each individual volume. Once the principal editor for a volume has been found, he or she then has a completely free hand in the choice of co-editors and contributors. The editors plan each volume independently of the others, being governed only by general formal principles. The series editor only intervene where questions of delineation between individual volumes are concerned. It is felt that this (*modus operandi*) is best suited to achieving the objectives of the series, namely to give a competent account of the present state of knowledge and of the perception of the problems in the area covered by each volume.

Theory and research in aphasiology have typically concentrated on a limited population--right-handed adult monolinguals whose language uses an alphabetic code. Bilingual individuals, ideographical code users, and children (among others)

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have been separated out. This book examines the available data from these "atypical" aphasics, asking whether what makes them different has a significant effect on language representation and processing in the brain. Each chapter reviews literature pertinent to a given population and explores whether (and potentially how) these populations differ from the "typical" aphasic population. The ultimate goal is to better understand whether the model of language used in aphasiology can be extended to these "atypical" populations, or conversely, whether significant differences merit the development of a new model.

Context is what contributes to interpret a communicative act beyond the spoken words. It provides information essential to clarify the intentions of a speaker, and thus to identify the actual meaning of an utterance. A large amount of research in Pragmatics has shown how wide-ranging and multifaceted this concept can be. Context spans from the preceding words in a conversation to the general knowledge that the interlocutors supposedly share, from the perceived environment to features and traits that the participants in a dialogue attribute to each other. This last category is also very broad, since it includes mental and emotional states, together with culturally constructed knowledge, such as the reciprocal identification of social roles and positions. The assumption of a cognitive point of view brings to the foreground a number of new questions regarding how information about the context is organized in the mind and how this kind of knowledge is used in specific communicative situations. A related, very important question concerns the role played in this process by theory of mind abilities (ToM), both in typical and atypical populations. In this Research Topic, we bring together articles that address different aspects of context analysis from theoretical and empirical perspectives, integrating knowledge and methods derived from Philosophy of language, Linguistics, Cognitive Science, Cognitive Neuroscience, Developmental and Clinical Psychology.

Fascinating, wide-ranging study describes and illustrates signs used for specific words, phrases, sentences, and even dialogues. Scores of diagrams show precise movements of body and hands for signing.

Of the more than 400 studies presented at the 18th International Congress on Education of the Deaf, the 20 most incisive papers were selected, rewritten, and edited to construct the trenchant volume *Issues Unresolved: New Perspectives on Language and Deaf Education*. The resulting book provocatively challenges the invested reader in four critical areas of deaf education worldwide. Part 1, *Communication: Signed and Spoken Languages*, addresses matters that range from considering critical periods for language acquisition, researched by Susan D. Fischer, to assessing the impact of immigration policies on the ethnic composition of Australia's deaf community, intriguing work by Jan Branson and Don Miller. Part 2, *Communication: Accessibility to Speech*, continues the debate with works on the perception of speech by deaf and hard of hearing children, contributed by Arthur Boothroyd, and automatic speech recognition and its

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applications, delineated by Harry Levitt. Educational issues are brought to the forefront in Part 3 in such engrossing studies as Lea Lurie and Alex Kozulin's discourse on the application of an instrumental-enrichment cognitive intervention program with deaf immigrant children from Ethiopia. Stephen Powers offers another perspective in this section with his retrospective evaluation of a distance education training course for teachers of the deaf. Part 4, Psychological and Social Adjustment reviews progress in this area, with Anne de Klerk's exposition on the Rotterdam Deaf Awareness Program, and Corinne J. Lewkowitz and Lynn S. Liben's research on the development of deaf and hearing children's sex-role attitudes and self-endorsements. These and the many other contributions by renowned international scholars in the field make *Issues Unresolved* a compelling new standard for all involved in deaf education.

This multidisciplinary volume offers insights on oral and written language development and how it takes place in literate societies. The volume covers topics from early to late language development, its interaction with literacy practices, including several languages, monolingual and multilingual contexts, different scripts, as well as typical and atypical development. Inspired by the work of Liliana Tolchinsky, a leading expert in language and literacy development, a group of internationally renowned scholars offers a state-of-the-art overview of current thinking in language development in literate societies in its broadest sense. Contributors offer a personal tribute to Liliana Tolchinsky in the opening section. This comprehensive study of the psychology of language explores how we speak, read, remember, learn and understand language. The author examines each of these aspects in detail.

This work presents the structure, distribution and semantic interpretation of quantificational expressions in languages from diverse language families and typological profiles. The current volume pays special attention to underrepresented languages of different status and endangerment level. Languages covered include American and Russian Sign Languages, and sixteen spoken languages from Africa, Australia, Papua, the Americas, and different parts of Asia. The articles respond to a questionnaire the editors constructed to enable detailed crosslinguistic comparison of numerous features. They offer comparable information on semantic classes of quantifiers (generalized existential, generalized universal, proportional, partitive), syntactically complex quantifiers (intensive modification, Boolean compounds, exception phrases, etc.), and several more specific issues such as quantifier scope ambiguities, floating quantifiers, and binary (type 2) quantifiers. The book is intended for semanticists, logicians interested in quantification in natural language, and general linguists as articles are meant to be descriptive and theory independent. The book continues and expands the coverage of the *Handbook of Quantifiers in Natural Language* (2012) by the same editors, and extends the earlier work in Matthewson (2008), Gil et al. (2013) and Bach et al (1995).

Seminar paper from the year 2012 in the subject American Studies - Linguistics, grade: 2,3, University of Bonn,

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language: English, abstract: Giving a first impression of how the system of sign language works, this term paper starts off with the formal and grammatical structure of American Sign Language. Subsequently, a comparison with the structure of British Sign Language gives insights into similarities and differences between those two sign languages. In its main part, the term paper focuses on the acquisition of sign language in the deaf child. The development of "speech" is presented chronologically and compared to the linguistic development of hearing children. The vocabulary of hearing and deaf children is compared and different scientific opinions on the issue are being discussed. The last chapter tries to answer the central questions of this term paper: How does the acquisition of sign language differ from language acquisition of hearing children? Are deaf children therefore handicapped? And if yes, to what extent?

The verbal categories of tense and aspect have been studied traditionally from the point of view of their reference to the timing and time-perspective of the speaker's reported experience. They are universal categories both in terms of the semantic-functional domain they cover as well as in terms of their syntactic and morphological realization. Nevertheless, their treatment in contemporary linguistics is often restricted and narrow based, often involving mere recapitulation of traditional semantic and morphotactic studies. The present volume arises out of a symposium held at UCLA in May 1979, in which a group of linguists gathered to re-open the subject of tense-and-aspect from a variety of perspectives, including in addition to the traditional semantics also discourse-pragmatics, psycholinguistics, child language, Creolization and diachronic change. The languages discussed in this volume include Russian, Turkish, English, Indonesian, Ameslan, Eskimo, various Creoles, Mandari, Hebrew, Bantu and others. The emphasis throughout is not only on the description of language-specific tense-aspect phenomenon, but more on the search for universal categories and principles which underlie the cross-language variety of tense and aspect. In particular, many of the participants address themselves to the relationship between propositional-semantics and discourse-pragmatics, in so far as these two functional domains interact within tense-aspect systems.

The volume explores key convergences between cognitive and discourse approaches to language and language learning, both first and second. The emphasis is on the role of language as it is used in everyday interaction and as it reflects everyday cognition. The contributors share a usage-based perspective on language - whether they are examining grammar or metaphor or interactional dynamics - which situates language as part of a broader range of systems which underlie the organization of social life and human thought. While sharing fundamental assumptions about language, the particulars of the areas of inquiry and emphases of those engaged in discourse analysis versus cognitive linguistics are diverse enough that, historically, many have tended to remain unaware of the interrelations among these approaches. Thus, researchers have also largely overlooked the possibilities of how work from each perspective can challenge, inform, and enrich the other. The papers in the volume make a

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unique contribution by more consciously searching for connections between the two broad approaches. The results are a set of dynamic, thought-provoking analyses that add considerably to our understanding of language and language learning. The papers represent a rich range of frameworks within a usage-based approach to language. Cognitive Grammar, Mental Space and Blending Theory, Construction Grammar, ethnomethodology, and interactional sociolinguistics are just some of the frameworks used by the researchers in this volume. The particular subjects of inquiry are also quite varied and include first and second language learning, signed language, syntactic phenomena, interactional regulation and dynamics, discourse markers, metaphor theory, polysemy, language processing and humor. The volum

This book presents a first comprehensive overview of existing research on information structure in sign languages. Furthermore, it is combined with novel in-depth studies of Russian Sign Language and Sign Language of the Netherlands. The book discusses how topic, focus, and contrast are marked in the visual modality and what implications this has for theoretical and typological study of information structure. Such issues as syntactic and prosodic markers of information structure and their interactions, relations between different notions of information structure, and grammaticalization of markers of information structure are highlighted. Empirical studies of the two sign languages also showcase different methodologies that are used in such research and discuss their advantages and disadvantages. The book contains a general introduction to the field of information structure and thus can be used by linguists new to the field.

New edition of a pioneering work on word order, which originally appeared in French in 1844 (3rd ed., 1879), with an index. The authors provide cogent summaries of what is known about early gestural development, interactive processes adapted to visual communication, & the processes of semantic, syntactic, & pragmatic development in sign.

We now know that natural signed languages such as American Sign Language, French Sign Language, British Sign Language and others are fully independent languages. But natural signed languages are only one way of conveying language in the visual/gestural modality. Signed languages also have mechanisms for representing the material of oral languages. Fingerspelling is one example of such a representational system. This book examines fingerspelling from a phonetic perspective. Several studies of the kinematics of fingerspelling articulators are reported. From these detailed analyses of articulator timings and velocities, conclusions are drawn which suggest that, like speech, fingerspelling may be explained in terms of coordinative structures and task dynamics. The thrust of the book is to explore the notion that signed and spoken languages can be compared not only as abstract linguistic systems but also at the physical level as dynamically structured articulations. An implication of these studies is that a common basis in gesture can be found for the production, perception, and neural organization of signed and spoken languages.

This eBook has been formatted to the highest digital standards and adjusted for readability on all devices. Over the period of two years author has devoted the intervals between official duties to collecting and collating materials for the study of sign language. As the few publications on the general subject, possessing more than historic interest, are

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meager in details and vague in expression, original investigation has been necessary. The high development of communication by gesture among the tribes of North America, and its continued extensive use by many of them, naturally directed the first researches to that continent, with the result that a large body of facts procured from collaborators and by personal examination has now been gathered and classified.

How do people use sign languages in different situations around the world? How are sign languages distributed globally? What happens when they come in contact with spoken and written languages? These and other questions are explored in this new introduction to the sociolinguistics of sign languages and deaf communities. An international team brings insights and data from a wide range of sign languages, from the USA, Canada, England, Spain, Brazil and Australia. Topics covered include multilingualism in the global deaf community, sociolinguistic variation and change in sign languages, bilingualism and language contact between signed and spoken languages, attitudes towards sign languages, sign language planning and policy, and sign language discourse. Sociolinguistics and Deaf Communities will be welcomed by students of sign language and interpreting, teachers of sign language, and students and academics working in linguistics.

Verbal and Signed Languages Comparing Structures, Constructs and Methodologies De Gruyter Mouton

The articles in this volume examine a number of critical issues in grammaticalization studies, including the relationship between grammaticalization and pragmaticalization, subjectification and intersubjectification, and grammaticalization and language contact. The contributions consider data from a broad range of spoken and signed languages, including Greek, Japanese, Nigerian Pidgin, Swedish, and Turkish Sign Language. The authors work in a variety of theoretical frameworks, and draw on a number of research traditions. The volume will be of primary interest to historical linguists, though the diversity of approaches and sources of data mean that the volume is also likely have considerable general appeal.

In Ten Lectures on Cognitive Linguistics and the Unification of Spoken and Signed Languages Sherman Wilcox suggests that rather than abstracting away from the material substance of language, linguists can discover the deep connections between signed and spoken languages by taking an embodied view.

Landmark study on the role of gestures in relation to speech and thought.

This book is the first to explore how much of knowledge based on research on spoken languages needs to be refined in the light of the growing field of sign linguistics. Drawing upon a broad cross-linguistic perspective, the contributors focus on topics of general theoretical interest: linearity and arbitrariness principles, definition of units and levels of analysis, expression of grammatical categories, semantic relations, and cohesion mechanisms. The book is of interest to language typologists, theoretical and descriptive linguists, scholars in the fields of semiotics, anthropology, gesture studies, and cognitive sciences at large.

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This volume explores various hitherto under-researched relationships between languages and their discourse-cultural settings. The first two sections analyze the complex interplay between lexico-grammatical organization and communicative contexts. Part I focuses on structural options in syntax, deepening the analysis of information-packaging strategies. Part II turns to lexical studies, covering such matters as human perception and emotion, the psychological understanding of 'home' and 'abroad', the development of children's emotional life and the relation between lexical choice and sexual orientation. The final chapters consider how new techniques of contrastive linguistics and pragmatics are contributing to the primary field of application for contrastive analysis, language teaching and learning. The book will be of special interest to scholars and students of linguistics, discourse analysis and cultural studies and to those entrusted with teaching European languages and cultures. The major languages covered are Akan, Dutch, English, Finnish, French, German, Italian, Norwegian, Spanish and Swedish. We gratefully acknowledge the financial support of COST (European Cooperation in Science and Technology), funded by the Horizon 2020 Framework Programme of the European Union. Current grammatical knowledge about particular sign languages is fragmentary and of varying reliability, and it appears scattered in scientific publications where the description is often intertwined with the analysis. In general, comprehensive grammars are a rarity. The SignGram Blueprint is an innovative tool for the grammar writer: a full-fledged guide to describing all components of the grammars of sign languages in a thorough and systematic way, and with the highest scientific standards. The work builds on the existing knowledge in Descriptive Linguistics, but also on the insights from Theoretical Linguistics. It consists of two main parts running in parallel: the Checklist with all the grammatical features and phenomena the grammar writer can address, and the accompanying Manual with the relevant background information (definitions, methodological caveats, representative examples, tests, pointers to elicitation materials and bibliographical references). The areas covered are Phonology, Morphology, Lexicon, Syntax and Meaning. The Manual is endowed with hyperlinks that connect information across the work and with a pop-up glossary. The SignGram Blueprint will be a landmark for the description of sign language grammars in terms of quality and quantity.

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