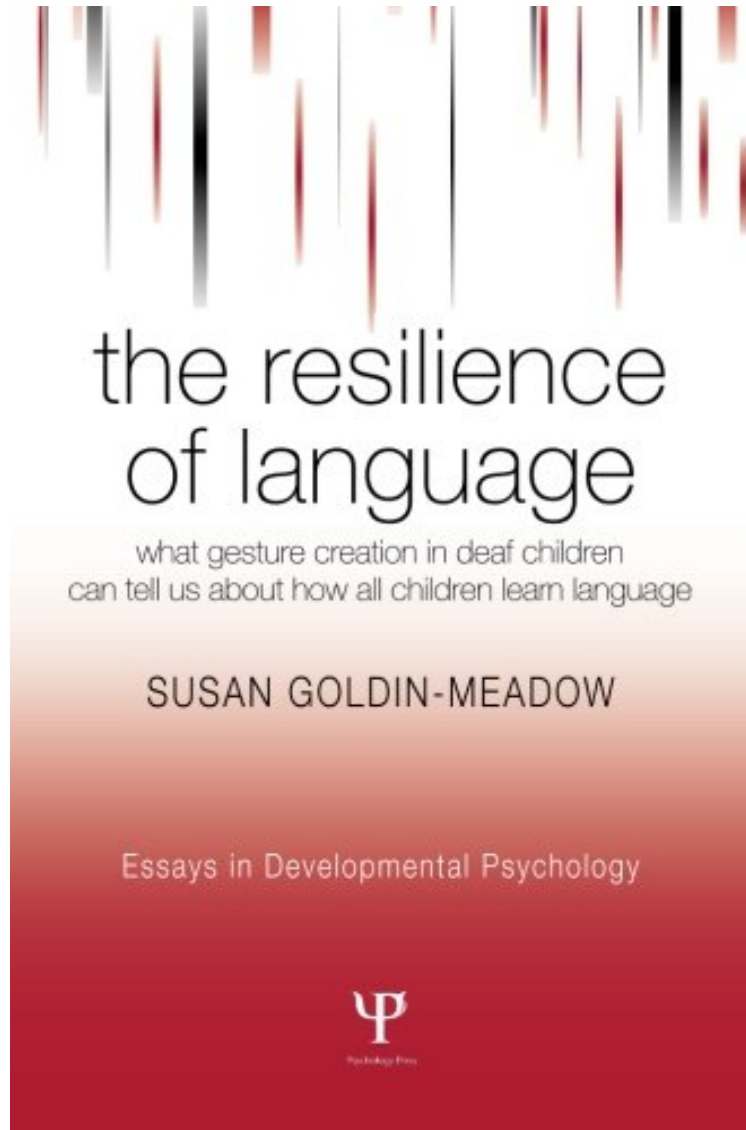


[Pdf free] The Resilience of Language: What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language (Essays in Developmental Psychology)

The Resilience of Language: What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language (Essays in Developmental Psychology)

Susan Goldin-Meadow

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Susan Goldin-Meadow : The Resilience of Language: What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language (Essays in Developmental Psychology) before purchasing it in order to gage whether or not it would be worth my time, and all praised The Resilience of Language: What Gesture Creation in

Deaf Children Can Tell Us About How All Children Learn Language (Essays in Developmental Psychology):

1 of 1 people found the following review helpful. Interesting perspective on language learning in an environment without linguistic input
By KSGI've taken two of Susan's classes at the University of Chicago. Her research, much of which has been the foundation for this book, sheds light on how deaf children develop linguistic gesture systems without any input from their hearing parents (i.e. parents who do not use sign language). Susan takes things one step further to draw conclusions about which aspects of language seem to be resilient, even in this kind of input-deprived learning environment. The book is very well-written and clearly organized, and presents a really compelling case for certain resilient properties. Top-notch, informative reading for anyone interested in linguistics, early childhood development, language acquisition, etc.
0 of 0 people found the following review helpful. Five Stars
By Marla Crews
It is nice to have research into how the deaf learn language so literacy can improve.

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 language. The properties of language that we find in the deaf children's gestures are just those properties that do not need to be handed down from generation to generation, but can be reinvented by a child *de novo* - the resilient properties of language. This book suggests that all children, deaf or hearing, come to language-learning ready to develop precisely these language properties. In this way, studies of gesture creation in deaf children can show us the way that children themselves have a large hand in shaping how language is learned.

"this book is interesting, well written and easy to read. I recommend it highly to all students and researchers who are interested in gesture. -- Sandra Smith."-Deafness Educational International