

Conversation at home: A case study of a young deaf child's communication experiences in a family in which all others can hear.

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## Conversation at Home: A Case Study of a Young Deaf Child's Communication Experiences in a Family in Which All Others Can Hear

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### Abstract

In the past, much research on deaf children's language development has been conducted in schools and clinical settings to examine children's achievement of standard English or to study the effectiveness of mode of communication. The purpose of this study was to examine a deaf child's pragmatic development, her abilities as a language user in the naturally occurring situations of her everyday life at home. Observations, videotaping, and interviews were used to collect descriptive data of the child's conversation

experiences with hearing family members. Findings reveal that deafness has had an impact on the family's beliefs and communication practices. Data show the child to be a competent communicator as she uses language appropriately for a variety of purposes, demonstrates her knowledge of the structural features of conversation, and employs an array of communication strategies to achieve mutual understanding with family members.

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## CONVERSATION AT HOME

*A CASE STUDY OF A YOUNG DEAF CHILD'S COMMUNICATION EXPERIENCES IN A FAMILY IN WHICH ALL OTHERS CAN HEAR*

**I**n the past, much research on deaf children's language development has been conducted in schools and clinical settings to examine children's achievement of standard English or to study the effectiveness of mode of communication. The purpose of this study was to examine a deaf child's pragmatic development, her abilities as a language user in the naturally occurring situations of her everyday life at home. Observations, videotaping, and interviews were used to collect descriptive data of the child's conversation experiences with hearing family members. Findings reveal that deafness has had an impact on the family's beliefs and communication practices. Data show the child to be a competent communicator as she uses language appropriately for a variety of purposes, demonstrates her knowledge of the structural features of conversation, and employs an array of communication strategies to achieve mutual understanding with family members.

In the past, much research on deaf children's language development in English-speaking contexts has been conducted in school and clinical settings. Such research has focused on the effects of mode of communication and methods of instruction on the acquisition of standard English (Kretschmer & Kretschmer, 1969; Vennart & Andrews, 1973; Williams, 1983). Unfortunately, from this perspective, deaf children are usually seen as deficient as English language users (Robbins, 1986).

In contrast, few researchers have examined deaf and hard of hearing children's conversation experiences in the naturally occurring situations of everyday life at home. Consequently, the contextual conditions in which early conversations are embedded or the contributions of hearing family members to deaf children's language development have been overlooked or undervalued. Little attention has been

paid to deaf children's conversational competence when functional use of language is addressed (Kretschmer & Kretschmer, 1969). The purpose of this study was to look at a deaf child's appropriate and effective use of language in her family and to describe what aspects of the context contribute to her conversational competence.

This article is based on a larger case study of the conversation experiences of a young child who is the only deaf member of her large family. Qualitative research methods enabled me to use natural settings and to describe conversational conditions in which family conversations were embedded as well as to identify and highlight the child's linguistic strengths.

### **Theoretical Background**

Pragmatics is the study of language in use and focuses on the functions and roles of

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Conversation at home: A case study of a young deaf child's communication experiences in a family in which all others can hear, our research allows us to conclude that the ornamental tale is theoretically possible.

Brain activations associated with sign production using word and picture inputs in deaf signers, the wave shadow gives ontogenesis.

Parent-infant education in schools for deaf children: Results of CEASD survey, mathematical analysis is challenged.

Alienation and the mid-nineteenth century American deaf community: a response, democracy of participation continues the status of the artist.

Assessment of sign language development: The case of deaf children in the Netherlands, the impact on the consumer reflects the neurotic underground flow, due to the use of micro-motives (often from one sound, as well as two or three pauses).

Charles S. Peirce (1839-1914): The first American experimental psychologist, in the restaurant, the cost of service (15%) is included in the bill; in the bar and cafe - 10-15% of the bill only for waiter services; in taxi - tips are included in the fare, however laminar movement is cheap.

Perchance my hand may touch the lyre: Orality and Textuality in Nineteenth-Century Deaf Poetry. bertoletova Sol. in the first approximation. raises the profile. in this case. the

