

## ***Language and Literacy***

**Albertini, J.** (2002). Wie Gehörlose schreiben lernen: Die Interaktion von Sprache, Modalität, und Unterricht [Learning to write if you are deaf: The interaction of language, modality, and instruction]. *Hör Päd*, 56, 74-79. [AN 1758]\*  
*For deaf students, learning a language often occurs in parallel with learning the functions and the conventions of writing. If writing, like language, is best learned through socialinteraction, then the teacher needs to consider how best to promote interaction through the choice of language, modality, and method of instruction. Research indicates a relationship between proficiency in a sign language and writing skills.*

**Albertini, J.** (2000). Endnote: Advances in literacy research and practice. *Journal of Deaf Studies and Deaf Education*, 5(1),123-125. [AN 1747]  
*This introductory article introduces the current advances in literacy research and practiceof deaf educators and researchers in the field of deaf education.*

**Albertini, J.** (2000). Schreiben als dialogischer Prozess, eigenes Produkt und individueller Ausdruck—Ergebnisse angewandter paedagogischer Forschung [Dialogue, ownership, and voice: Results of research on writing]. In J. A. Albertini, E. Ehrhardt, & H. C. Strauss (Eds.), *Kommunikation und kreativitaet* [Communication and Creativity] (pp. 113-119). Villingen-Schwenningen: Neckar-Verlag. [AN 1759]  
*In this essay, the learning, teaching, and testing of writing are considered from the points of view of dialogue, ownership, and voice. It is argued that writing may be taught as a dialogic process, and that such an approach will encourage the emergence of the writer's voice and enhance the writer's ownership of process and product. The implications of such an approach for teaching and assessing deaf students is discussed.*

**Albertini, J., & Lang, H.** (2000). Deaf students' writing and authentic science activities. *NTID Research Bulletin*, 5(1), 1-5. [AN 1748]  
*We analyzed informal writing samples related to hands-on activities in science class. Our suggestions that teachers use informal writing and hands-on activities, is based on the assumption that learning science is a social and culturally situated activity. According to this view, children learn science be adopting the language patterns of competent users. They explore and find multiple ways of completing a task by working with experts and, given meaningful and engaging contexts, they construct new understandings of science phenomena and gradually incorporated the language patterns of science in their own discourse.*

**Albertini, J., & Schley, S.** (2003). Writing: Characteristics, instruction, and assessment. In M. Marschark & P. Spencer (Eds.), *Handbook of deaf studies, language, and education* (pp. 123-135). New York: Oxford University Press. [AN 1757]  
*Several conclusions may be drawn from recent studies in the teaching and assessment of writing with deaf studies. First, aspects of form (that is, grammar) are resistant to change even when deaf students write with purpose and focus on meaning. Grammatical and lexical performance will not improve significantly without direct instruction, and by all*

*accounts, changes in grammatical and lexical performance will occur only over periods of years and in programs where students are encouraged to write frequently and at length. However, programs that encourage students to write from personal experience and in various genres will likely foster the development of discourse organization and fluency. Analyses of organization, content, and effect of genre, revealed similarities in the writing of deaf and hearing students. For deaf students, the use of more familiar genres, those that emphasize communication, self-expression, or imagination, will be beneficial.*

**Baillargeon, M., McLeod, A., Metz, D., Schiavetti, N. & Whitehead, R. (2002).** Preservation of second formant transitions during simultaneous communication: A locus equation perspective. *Journal of Communication Disorders*, 35, 51-62. [AN 1831]  
*This study investigated the preservation of second formant transition acoustic cues to intelligibility in speech produced during simultaneous communication from a locus equation perspective. Results indicated that although longer sentence durations occurred for simultaneous communication, locus equation slopes and intercepts obtained from speech produced during simultaneous communication were virtually identical to those obtained during for speech-alone, indicating no degradation of stop consonant acoustic cues during simultaneous communication.*

**Berent, G. (2004).** Input-enhancement in teaching English to deaf and hard-of-hearing students. In D. Janáková (Ed.), *Proceedings: Teaching English to Deaf and Hard-of-Hearing Students at Secondary and Tertiary Levels of Education in the Czech Republic* (pp. 73-85). Prague, Czech Republic: Charles University, The Karolinum Press. [AN 1850]  
*In this article the author reviews the role of input in language acquisition, comparing input processing by deaf and hearing learners of English. He discusses the “Focus-on-Form” teaching methodology known as “input enhancement” and illustrates his use of a coding system for focusing deaf students’ attention on their production of specific English language formations. This “implicit corrective feedback” serves to enhance the English input available to deaf students. The presenter advocates the use of visual input enhancement with deaf students, especially in view of their reliance on visual processing.*

**Berent, G. (2004).** Sign language-spoken language bilingualism: Code-mixing and mode-mixing by ASL-English bilinguals. In T. K. Bhatia & W. C. Ritchie (Eds.), *The handbook of bilingualism* (pp. 312-335). Malden, MA: Blackwell Publishers. [AN 1761]  
*This chapter focuses on a largely unexplored area of sign language/spoken language bilingualism that relates to the unique variable – modality – that distinguishes sign languages from spoken languages. Whereas spoken languages are communicated through the auditory-vocal modality, sign languages are communicated through the visual-spacial modality. When a sign language and a spoken language are in contact, the two distinct modalities allow extraordinary options for language mixing. The author explores ASL-English bilingualism and contact signing and simultaneous communication as bilingual phenomena.*

**Berent, G. (2001).** English for deaf students: Assessing and addressing learners’ grammar development. In D. Janakova (Ed.), *International seminar on teaching English*

to deaf and hard-of-hearing students at secondary and tertiary levels of education: Proceedings (pp. 124-134). Prague, Czech Republic: Charles University, The Karolinum Press. [AN 1729]

*Deaf learners generally experience tremendous difficulty in acquiring spoken languages in contrast to their natural and effortless acquisition of signed language. Without full access to the sounds and intonations of a spoken language, the acquisition process for deaf learners is often labored and unnatural and occurs at a much slower rate than for hearing learners. This paper provides guidelines for teachers of deaf students on classroom methods for assessing and addressing students' English grammar development.*

**Berent, G.** (2001). Review of C. Neidle, J. Kegl, D. MacLaughlin, B. Bahan, & R. G. Lee, *The syntax of American sign language: Functional categories and hierarchical structure* (Cambridge, MA: The MIT Press, 2000). *Language*, 77, 839-842. [AN 1740]  
*The reviewer critiques this book on the syntax of American Sign Language (ASL), the visual-gestural language of the Deaf community in the United States and much of Canada. The book provides broad theoretical coverage of ASL syntax, orienting information concerning the sociolinguistic context in which ASL is used, and a discussion of methodological considerations for eliciting and analyzing sign language data. The reviewer challenges some of the theoretical analyses that the authors propose.*

**Berent, G., & Clymer, E.** (2001). A Web-based initiative to infuse English across the curriculum for deaf and hard-of-hearing students. In *Papers from Instructional Technology and Education of the Deaf: Supporting Learners, K-College* [On-Line]. Available: <http://ww.rit.edu/~techsym/2001/proceedings.html>. [AN 1734]  
*This paper describes the "Supporting English Acquisition" (SEA) web site and outlines a collaborative, web-based effort to infuse English teaching principles and methods into technical, math, science, social science, and humanities courses taken by students at the National Technical School for the Deaf (NTID). This broad-based effort involves NTID technical and arts and sciences faculty, as well as peer tutors in the NTID Learning Center.*

**Berent, G., & Clymer, E.** (2000). Supporting English acquisition: A professional development web site for professionals serving deaf and hard-of-hearing students. *NTID Research Bulletin*, 5(3), 1, 3-5. [AN 1746]  
*The SEA Web site (<http://www.rit.edu/~seawww>) is an online professional development tool for English teachers, content teachers, and other professionals serving deaf and hard-of-hearing students. Its goal is to help educators promote students' English acquisition and literacy development by explaining the challenges that English poses for deaf and hard-of-hearing students, summarizing the characteristics of specific English structures and processes, translating English language research findings into everyday language, and discussing research implications and suggesting applications to the teaching/learning process.*

**Berent, G., Samar, V., & Parasnis, I.** (2000). College teachers' perceptions of English language characteristics that identify English language learning disabled deaf students.

American Annals of the Deaf, 145(4), 342-358. [AN 1705]

*A survey solicited the intuitions of experienced teachers and tutors of English to deaf college students regarding the degree of difficulty deaf students with and without learning disabilities might be expected to have in dealing with 30 specific English language phenomena. Results identified spelling and a variety of discourse, lexical, and grammatical phenomena as potential markers of learning disability in the deaf population.*

**Cuculick, J., & Kelly, R.** (2003). Deaf students' reading and language scores at entry to college related to their degree completion. American Annals for the Deaf, 148(4), 279-286. [AN 1723]

*Graduation patterns were examined for 905 deaf students (1990-1998) at the National Technical Institute for the Deaf. Students with higher reading and language skills had the best overall graduation percentage. Comparison of recipients of different degrees-bachelor of science (BS) versus fine arts (BFA); associate of applied science (AAS) versus occupational studies (AOS)-showed 92% of BS and 82% of AAS graduates reading at the 9th-grade level or above, versus 65% of BFA and 47% of AOS graduates. Interestingly, 80% of non-degree-earning students read at the 9th-12th grade levels; in absolute terms, they outnumbered graduates with similar reading skills in the AAS and BFA programs combined, and in the BS program. This indicates a need for improved counseling, placement, and retention strategies. Students performed similarly across degree categories, regardless of curriculum requirements and difficulty. Only non-degree-earning students had significantly lower grade averages.*

**De Filippo, C.** (2003). Student/faculty communication survey: A process and a tool to obtain student ratings of instructors' classroom communication. NTID Research Bulletin, 9(1), 6-7. [AN 1840]

*Do instructors communicate effectively with their students? Instructors ask this question to guide their professional development and to document their skills for annual performance appraisals, tenure review, and promotion. One way to answer the question is to survey students. A team at NTID is developing a new tool for this purpose.*

**De Filippo, C., & Lansing, C.** (2002, Nov.). Eye gaze during reception of simultaneous signed and spoken English. Paper presented at the Convention of the American Speech, Language, and Hearing Association, Atlanta, GA. [AN 1839]

*Eye gaze during simultaneous communication was monitored in adults with normal hearing or early onset deafness. Generally, perceivers looked toward the mouth, regardless of whether signs or speech disambiguated the message. Gazes were shorter for sign-critical items compared to speech-critical items. These results confirm that direct overt attention, as indicated by gaze direction, is not necessary to apprehend critical information from the mouth or the hands during simultaneous communication. In addition, it was found that experienced deaf users of simultaneous communication made more frequent gaze shifts than perceivers who had normal hearing. This finding, together with evidence from other investigators' studies of brain imaging, supports the hypothesis that "jitter" in the eye gaze of deaf perceivers may enhance activation of brain centers responsible for processing motion.*

**Fischer, S.** (2003). The cross-linguistic study of sign languages. *TCT Education of Disabilities*, 2, 1-17. [AN 1847]

*Limiting ourselves to the study of only one sign language can be dangerous linguistically as well as politically. The study and comparison of sign languages around the world can give us insights into how language is structured, how the channel of communication affects language structure, and what is possible in the signing modality. Data from American Sign Language, NihonSyuwa, and Chinese Sign Language are discussed to illustrate these points.*

**Fischer, S.** (2000). More than just handwaving: The relationship between sign language and linguistic theory. Lane, H., & Emmorey, K., eds. (in press), *The signs of language revisited: An anthology to honor Ursula Bellugi and Edward Klima* (pp. 195-213). Mahwah, NJ: Lawrence Erlbaum Associates. [AN 1592]

*Thirty years ago, sign language was generally considered as an oddity, a marginalized and messy system of communication with little or no autonomous grammar and little or nothing to teach linguists or linguistics. Over the last generation, sign languages all over the world have been recognized as full-fledged languages with much to teach us about the human capacity for language and the nature of language itself. I hope that Nihonsyuwa will also earn its rightful place as one of those languages.*

**Fischer, S., Foster, S., Gustina, D., & Senior, G.** (2002). Correlates of Success in Learning to Sign. NTID Internal Report. [AN 1771]

*NTID communication policy states that all faculty must demonstrate certain levels of sign language competence in order to achieve tenure and promotion. While it is clear that many faculty can achieve that competence within 6 years, it is not clear that all faculty can do so. Our goal has been to find out what factors are important for success in achieving sign competency. We hope that our findings will contribute to the improved signing competence of our faculty and thereby enhance students' access to information in the NTID environment.*

**Gaustad, M., & Kelly, R.** (in press). The relationship between reading achievement and morphological word analysis in deaf and hearing students matched for reading level. *Journal of Deaf Studies and Deaf Education*, 9(3), 269-285. [AN 1826]

*This study extends the findings of Gaustad, Kelly, Payne, and Lylak (2002), which showed that deaf college students and hearing middle school students appeared to have approximately the same morphological knowledge and word segmentation skills. Because the average grade level reading abilities for the two groups of students were also similar, those research findings suggested that deaf students' morphological development was progressing as might be expected relative to reading level. This study further examined the specific relationship between morphologically based word identification skills and reading achievement levels, as well as differences in the error patterns of deaf and hearing readers. Comparison of performance between pairs of deaf college students and hearing middle school students matched for reading achievement level shows significant superiority of younger hearing participants for skills relating especially to the meaning of derivational morphemes and roots, and the segmentation of words containing multiple*

*types of morphemes. Group subtest comparisons and item analysis comparisons of specific morpheme knowledge and word segmentation show clear differences in the morpho-graphic skills of hearing middle school readers over deaf college students, even though they were matched and appear to read at the same grade levels, as measured by standardized tests.*

**Gaustad, M., Kelly, R., Payne, J., & Lylak, E.** (2002). Deaf and hearing students' morphological knowledge applied to printed English. *American Annals of the Deaf*, 147(5), 5-21. [AN 1745]

*The study examined the ability of deaf and hearing students at the college and middle school levels to discern and apply knowledge of printed word morphology. There were 70 deaf and 58 hearing participants. A two-part paper-and-pencil test of morphological knowledge examined subjects' ability to (a) perceive segmentation of morphemes within printed words and (b) recognize meanings associated with various printed morphemes. The hearing college students performed best on every dependent measure of the two-part test. The deaf college students scored significantly lower than the hearing college students but similarly to the hearing middle school students. Deaf middle school students consistently scored the lowest on both parts of the test. While all students' performance declined as the difficulty of the morphemic content increased within both tasks, the decline was greatest among middle school deaf students. Although segmentation and semantic analysis skills necessary to morphographic decoding were apparent in the deaf students, their mastery levels fell significantly below those of the hearing subjects.*

**Kardach, J., Wincowski, R., Metz, D., Schiavetti, N., Whitehead, R., & Hillenbrand, J.** (2002). Preservation of place and manner cues during simultaneous communication: a spectral moments perspective. *Journal of Communication Disorders*, 35, 533-542. [AN 1837]

*Spectral moments, which describe the distribution of frequencies in a spectrum, were used to investigate the preservation of acoustic cues to intelligibility of speech produced during simultaneous communication (SC) in relation to acoustic cues produced when speaking alone. The spectral moment data obtained from speech alone (SA) were comparable to those spectral moment data reported by Jongman, Wayland, and Wong (2000) and Nittrouer (1995). The spectral moments obtained from speech produced during SC were statistically indistinguishable from those obtained during SA, indicating no measurable degradation of obstruent spectral acoustic cues during SC.*

**Lang, H., & Albertini, J.** (2001). Construction of meaning in the authentic science writing of deaf students. *Journal of Deaf Studies and Deaf Education*, 6, 258-284. [AN 1730]

*This study examines how students construct meaning through writing during authentic science activities. To determine how well students understood science concepts, we analyzed 228 writing samples from deaf students in grades 6 through 11 as well as the explanatory and reflective comments of their factors.*

**Marschark, M.** (2004). Metaphors in sign language and sign language users: A window into relations of language and thought. In H. Colston and A. N. Katz (Eds.), *Figurative*

language comprehension: Social and cultural influences (pp. 309-334). Mahwah, NJ: Lawrence Erlbaum Associates. [AN 1778]

*As its title suggests, this chapter is about the metaphoric aspects of sign language and the use of such figurative devices by sign language user. Distinguishing and then integrating these domains requires consideration of three primary areas of investigation, each of which will be described here to only a limited extent-albeit for different reasons.*

**Marschark, M.** (2003). Interactions of language and cognition in deaf learners: From research to practice. *International Journal of Audiology*, 42, S41-S48. [AN 1777]

*It is well-established that deaf children begin school lagging in general language skills relative to hearing peers, and that deaf and hearing students differ with regard to literacy and other academic skills. These domains typically are treated separately, by different groups of researchers, with little consideration to common factors that might underlie them. It appears, however, that both of these situations might reflect differences in conceptual and content knowledge, as well as linguistic knowledge, between and among deaf and hearing learners.*

**Marschark, M.** (2002). Foundations of communication and the emergence of language in deaf children. In G. Morgan & B. Woll (Eds.), *Current developments in child signed language research* (pp. 1-28). Amsterdam: John Benjamins. [AN 1779]

*This chapter focuses on what it is that children bring to language acquisition and the ways in which the contexts of language learning influence what the child learns and how. The foundations of communication and the emergence of language in deaf children will be seen to reside in and reflect the nexus of early social and cognitive development, with healthy doses of genetic and environmental influence (Akamatsu, Musselman & Zweibel 2000; Marschark & Everhart 1997).*

**Marschark, M.** (2001). *Language development in children who are deaf: A research synthesis*. Alexandria, VA: National Association of State Directors of Special Education. [AN 1774]

*This document is designed to provide educators with an objective synthesis of the current research regarding language development in children who are deaf. Unfortunately, many of the research findings are contradictory or inconclusive, and numerous questions remain unanswered. What is clear from the research is that intervention plans and educational programming decisions should be made based on the needs, capabilities, and circumstances of the individual child. The child who has hearing aids, the child who has cochlear implant and use oral-auditory strategies, and the child with a cochlear implant for whom using sign language in addition to oral-auditory training has been recommended, and the child who uses sign only, will all need different support strategies.*

**Marschark, M., Convertino, C., McEvoy, C., & Masteller, A.** (2005). Organization and use of the mental lexicon by deaf and hearing individuals. *American Annals of the Deaf*, 150. [AN 1857]

*Two experiments explored the taxonomic organization of mental lexicons in deaf and hearing college students. Experiment 1 used a single-word association task to examine relations between categories and their members. Results indicated that both groups'*

*lexical knowledge is similar in terms of overall organization, with associations between category names and exemplars stronger for hearing students; only the deaf students showed asymmetrical exemplar-category relations. Experiment 2 used verbal analogies to explore the application of taxonomic knowledge in an academically relevant task. Significant differences between deaf and hearing students were obtained for six types of analogies, although deaf students who were better readers displayed response patterns more like hearing students'. Hearing students' responses reflected their lexical organization; deaf students' did not. These findings implicate the interaction of word knowledge, world knowledge, and literacy skills, emphasizing the need to adapt instructional methods to student knowledge in educational contexts.*

**Marschark, M., & Lukomski, J.** (2001). Understanding language and learning in deaf children. In MD Clark, M. Marschark, & M. Karchmer (Eds.), *Cognition, context, and deafness* (pp. 71-86). Washington, DC: Gallaudet University Press. [AN 1688]  
*This chapter examines the cognitive functioning of deaf learners and the extent to which any reliable differences between them and hearing peers might explain other observed differences in academic achievement.*

**MacKenzie, D., Schiavetti, N., Whitehead, R. & Metz, D.** (2004). Effects of noise and filtering on the intelligibility of speech produced during simultaneous communication. *Journal of Communication Disorders*, 37, 505-515. [AN 1834]  
*This study investigated the effects of noise and filtering on the intelligibility of speech produced during simultaneous communication. Although results indicated longer sentence durations for simultaneous communication, the data showed no difference in the intelligibility of speech produced during simultaneous communication versus speech produced alone, under either noise or filtered listening conditions, nor any difference in pattern of phonetic contrast recognition errors between speech-alone and simultaneous communication.*

**McLeod, A., Baillargeon, M., Metz, D., Schiavetti, N. & Whitehead, R.** (2001). Locus equations as a source of relational invariance for stop place categorization: A direct replication of Sussman, McCaffrey, and Matthews. *Contemporary Issues in Communication Science and Disorders*, 28, 98-103. [AN 1836]  
*This study is a direct replication of the study conducted by Sussman, McCaffrey, and Matthews (1991) which sought to confirm findings that locus equation slope and y intercept terms vary systematically as a function of place of articulation. The findings indicated that with the exception of gender differences regarding slope, the results are generally consistent with those of Sussman et al., lending support to the notion that locus equations may serve as a source of relational invariance for stop place categorization.*

**Samar, V., Parasnis, I., & Berent, G.** (2002). Deaf poor readers' pattern reversal visual evoked potentials suggest magnocellular system deficits: Implications for diagnostic neuroimaging of dyslexia in deaf individuals. *Brain and Language*, 80, 21-44. [AN 1713]  
*This article presents the visual evoked response evidence that deaf adult poor readers, compared with deaf adult good readers, have a characteristic pattern of deficient occipital lobe and frontal lobe responses to very low-contrast visual patterns, that*

*implies the presence of hidden dyslexia among deaf poor readers.*

**Schley, S., & Albertini, J.** (2005). Endnote: Assessing the writing of deaf students: Reevaluating a direct assessment of writing. *Journal of Deaf Studies and Deaf Education*, 10(1). [AN 1848]

*The NTID Writing Test was developed to assess the writing ability of postsecondary deaf students entering the National Technical Institute for the Deaf and do determine their appropriate placement into developmental writing courses. While previous research has shown the test to be reliable between multiple test raters and as a valid measure of writing ability for placement into these courses, changes in curriculum and the rater pool necessitated a new look at interrater reliability and concurrent validity. We evaluated the rating scores for 236 samples from students who entered the college during the fall 2001. Using a multiprong approach, we confirmed the interrater reliability and the validity of this direct measure of assessment. The implications of continued use of this and similar tests in light of definitions of validity, local control, and the nature of writing are discussed.*

**Schley, S., & Wellbrock, G.** (2003). Incorporating phonics-based instruction into a dual-language program: A discussion. *Odyssey: New Directions in Deaf Education*, 5(1), 56-57. [AN 1807]

*Two educators explore the incorporation of phonics into the American Sign Language and English school for deaf and hard-of-hearing students in New York City.*

**Schiavetti, N., Metz, D., Whitehead, R., Brown, S., Borges, J., Rivera, S. & Schultz, C.** (2004). Acoustic and perceptual characteristics of vowels produced during simultaneous communication. *Journal of Communication Disorders*, 37, 275-294. [AN 1833]

*This study investigated the acoustical and perceptual characteristics of vowels in speech produced during simultaneous communication. Although results indicated longer sentence and vowel durations for simultaneous communication, the data showed no difference in spectral characteristics of vowels produced during simultaneous communication compared with speech-alone, indicating no degradation of the vowel spectrum by rate alteration during simultaneous communication. Further, no difference was found in listeners' ability to identify vowels produced during simultaneous communication, indicating no degradation of vowel perceptual cues during simultaneous communication.*

**Schiavetti, N., Whitehead, R. & Metz, D.** (2004). The effects of simultaneous communication on production and perception of speech. *Journal of Deaf Studies and Deaf Education*, 9, 286-304. [AN 1835]

*This article reviews experiments completed over the past decade at the National Technical Institute for the Deaf and at the State University of New York at Geneseo concerning speech produced during simultaneous communication and synthesizes the empirical evidence concerning the acoustical and perceptual characteristics of speech in simultaneous communication. Comparisons are drawn between simultaneous communication and other modes of rate-altered speech that have been used successfully*

*to enhance communication effectiveness. Of particular importance are conclusions regarding the appropriateness of speech produced during simultaneous communication for communication between hearing and hearing-impaired speakers and listeners and the appropriateness of simultaneous communication use by parents and teachers for speech development of children with hearing impairment.*

**Toscano, R., McKee B., & Lepoutre, D.** (2002). Success with academic English: Reflections of D/deaf college students. *American Annals of the Deaf*, 147(1), 5-23. [AN 1755]

*The study identified social, educational, and demographic characteristics of deaf postsecondary students who demonstrated strong reading and writing skills. Questionnaire information, information from institutional databases, and in depth personal interviews were used to identify factors and characteristics that positively influenced the attainment of strong academic literacy skills.*

**Whitehead, R., Schiavetti, N., Metz, D. & Whitehead, B.** (2000). Sentence intonation and syllable stress in speech produced during simultaneous communication. *Journal of Communication Disorders*, 33, 429-442. [AN 1720]

*This study investigated prosodic variables of syllable stress and intonation contours in contextual speech produced during simultaneous communication. It was found that prosodic rules were not violated in simultaneous communication although the overall rate of speech decreased. These findings are consistent with previous research which indicates that temporal alterations produced by simultaneous communication do not involve violations of other temporal rules of spoken English.*

**Whitehead, R., Schiavetti, N., MacKenzie, D. & Metz, D.E.** (2004). Intelligibility of speech produced during simultaneous communication. *Journal of Communication Disorders*, 37, 241-253. [AN 1832]

*This study investigated the overall intelligibility of speech produced during simultaneous communication. Although results indicated longer sentence durations for simultaneous communication, than for speech-alone, results showed no difference in overall intelligibility of speech produced during simultaneous communication, nor any difference in pattern of phonetic contrast recognition errors. This conclusion is consistent with previous research indicating that temporal alterations produced during simultaneous communication do not produce degradation of temporal or spectral cues in speech or disruption of the perception of specific English phoneme segments.*

**Whitehead, R., Weglarski, A., Sewall, A., Schiavetti, N., & Metz, D.** (2000). Effect of vowel environment on consonant duration: An extension of normative data to adult contextual speech. *Journal of Communication Disorders*, 33, 1-10. [AN 1663]

*This study investigates the effect of vowel environment on fricative consonant duration in contextual speech, produced by adults. Results indicated significant effects of vowel context on consonant duration in contextual speech and revealed anticipatory scanning effects that are similar to those seen with nonsense syllables in previous studies.*

**Yang, J., & Fischer, S.** (2002). Expressing of negation in Chinese Sign Language. *Sign*

Language & Linguistics, 5, 167-202. [AN 1805]

*This paper presents observations and analyses of the expression of negation in Chinese Sign Language (CSL), based on interviews with 15 Chinese Deaf adults in Beijing, China. Findings show that while some aspects of negation in CSL (e.g. nonmanual signals, negative signs, and structures of negative sentences) are similar to those found in other sign languages, CSL displays some unique features. One is a negative handshape, phonetically equivalent to the fingerspelled letter - in ASL. It also seems that a horizontal handwave and a side-to-side headshake have equivalent negative force, but the two cannot be used simultaneously. The structures of negative words and sentences show that CSL has a unique grammatical system that forces us to rethink some of our assumptions about sign language negation.*