
Phonological Development In Specific Contexts Studies Of Chinese Speaking Children Child Language And Child Development

The Development of Language
Cross-linguistic Influences in Multilingual Language Acquisition
Task-Based Language Teaching in Foreign Language Contexts
Specific Language Impairment in a Bilingual Context
Foundations of Language Development
Phonological Development in Specific Contexts
Communication Disorders in Spanish Speakers
Prelinguistic Skills and Early Interactional Context as Predictors of Children's Language Development
Uncommon Understanding
Child Language Development
Language Development
The Development of Language
Language Development: Foundations, Processes, and Clinical Applications
Language Learning and Teaching as Social Inter-action
Transforming the Workforce for Children Birth Through Age 8
Language Acquisition
The Handbook of Portuguese Linguistics
An Anthology of Bilingual Child Phonology
The Oxford Handbook of Psycholinguistics
Resources in Education
Encyclopedia of Language Development
Crosslinguistic Encounters in Language Acquisition
The Oxford Handbook of Chinese Linguistics
The Acquisition of Spanish as a Second Language
Encyclopedia of Language Development
Language and Social Disadvantage
Phonological Development
Children with Specific Language Impairment
Phonological Development in Specific Contexts
Applied Psycholinguistics
Speech and Language Difficulties in the Classroom
Grammar and Context
Advances in the Sign Language Development of Deaf Children
Foundations of Language Development
Bilingual Children's Language and Literacy Development

Individual Differences in Language Development
Language Disorders in Speakers of Chinese
Phonological Development and Disorders in Children
The Crosslinguistic Study of Language Acquisition

*Phonological Development In Specific Contexts Studies Of
Chinese Speaking Children Child Language And Child
Development*

Downloaded from archive.imba.com by guest

YANG DALE

The Development of Language Phonological Development in Specific Contexts

In this final volume in the series, the contributors attempt to "expand the contexts" in which child language has been examined crosslinguistically. The chapters build on themes that have been touched on, anticipated, and promised in earlier volumes in the series. The study of child language has been situated in the disciplines of psychology and linguistics, and has been most responsive to dominant issues in those fields such as nativism and learning, comprehension and production, errors, input, and universals of morphology and syntax. The context has primarily been that of the individual child, interacting with a parent, and deciphering the linguistic code. The code has been generally treated in these volumes as a system of morphology and syntax, with little attention to phonology and prosody. Attention has been paid occasionally to the facts that the child is acquiring language in a sociocultural setting and that language is used in contexts of semantic and pragmatic communication. In addition, there has been a degree of attention paid to the interactions between language and cognition in the process of development. As for individual differences between children, they have been discussed in those studies where they could not be avoided, but such variation has rarely been the focus of systematic attention. Differences between individual languages have been of great interest, but these differences have not often been placed in a framework of systematic typological variation. And although languages and their grammars change over time, the focus of attention on the individual child learner has generally led to neglect of explanatory principles that are best found on the level of linguistic diachrony, rather than the level of innate ideas or patterns of learning and cognition in the individual child. The chapter authors seek to explore these neglected contexts in more depth.

Cross-linguistic Influences in Multilingual Language Acquisition Jones & Bartlett Publishers

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and

practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Task-Based Language Teaching in Foreign Language Contexts New York : Academic Press
Children with specific language impairment (SLI) show a significant deficit in spoken language that cannot be attributed to neurological damage, hearing impairment, or intellectual disability. More prevalent than autism and at least as prevalent as dyslexia, SLI affects approximately seven percent of all children; it is longstanding, with adverse effects on academic, social, and (eventually) economic standing. The first edition of this work established *Children with Specific Language Impairment* as the landmark reference on this condition, considering not only the disorder's history, possible origins, and treatment but also what SLI might tell us about language organization and development in general. This second edition offers a complete update of the earlier volume. Much of the second edition is completely new, reflecting findings and interpretations based on the hundreds of studies that have appeared since the publication of the first edition in 1997. Topics include linguistic details (descriptive and theoretical), word and sentence processing findings, genetics, neurobiology, treatment, and comparisons to such conditions as autism spectrum disorders, ADHD, and dyslexia. The book covers SLI in children who speak a wide range of languages, and, although the emphasis is on children, it also includes studies of adults who were diagnosed with SLI as children or are the parents of children with SLI. Written by a leading scholar in the field, *Children with Specific Language Impairment* offers the most comprehensive, balanced, and unified treatment of SLI available.

Specific Language Impairment in a Bilingual Context Cambridge University Press

Now fully updated and revised in the light of recent developments in practice, this book discusses children's language development and language difficulties in the context of the classroom. The book

will help the practitioner to understand the range of language difficulties experienced by children and will assist them in planning appropriate activities with pupils, their parents and other education professionals. In particular, this second edition offers further guidance for teachers on observing children's communication skills in school; fully revised and updated chapters, in the light of recent research; advice for schools on the implications of the increased emphasis on language and communication needs in the revised SEN Code of Practice 2001; and discussion about the increasingly recognized links between communication difficulties and EBD.

SAGE Publications

This volume brings together a collection of empirical studies on phonological acquisition and disorder of monolingual children speaking different languages (English, German, Putonghua, Cantonese, Maltese, Telugu, Colloquial Egyptian Arabic and Turkish) and bilingual children speaking different language pairs (Spanish-English, Cantonese-English, Mirpuri/Punjabi/Urdu-English, Welsh-English, Arabic-English and Putonghua-Cantonese). The research findings provide much-needed baseline information for clinical assessment and diagnosis as well as valuable evidence concerning theories of language acquisition and the role of the ambient language.

Foundations of Language Development SAGE Publications

The Oxford Handbook of Chinese Linguistics offers a broad and comprehensive coverage of the entire field from a multi-disciplinary perspective. All chapters are contributed by leading scholars in their respective areas. This Handbook contains eight sections: history, languages and dialects, language contact, morphology, syntax, phonetics and phonology, socio-cultural aspects and neuro-psychological aspects. It provides not only a diachronic view of how languages evolve, but also a synchronic view of how languages in contact enrich each other by borrowing new words, calquing loan translation and even developing new syntactic structures. It also accompanies traditional linguistic studies of grammar and phonology with empirical evidence from psychology and neurocognitive sciences. In addition to research on the Chinese language and its major dialect groups, this handbook covers studies on sign languages and non-Chinese languages, such as the Austronesian languages spoken in Taiwan.

Phonological Development in Specific Contexts Routledge

Language Development: Foundations, Processes, and Clinical Applications, Second Edition provides an accessible overview of language development covering the typical course of language development within the clinical context of language assessment and intervention. The Second Edition examines the biological, developmental, and environmental systems of neurotypical children, and the role of these systems as linguistic input in the child's environment contributing to language development. This comprehensive resource, written and contributed by over 20 experts in the field, provides students with an understanding of the foundations of language development in terms of each individual child's communication needs. With case studies woven throughout the text, students are able to follow the progress of children with normal language development as well as those showing signs of problems. These cases and clinical practice applications will help students prepare for the clinical challenges they will face in their professional careers. Every year, new information, new theories, and new evidence are published about development to explain the complexities that create and facilitate the language acquisition process. The authors who have

contributed to this text provide the latest research and perspectives on language development among neurotypical children. This valuable text bridges biological, environmental, technological, and professional venues to advance the development of professionals and children alike. What's new in the Second Edition? • New chapter on syntactic development including morphology • New chapter covering school-age language • New case study highlighting school-age language • Expanded content on morphology including morphological analysis Instructor Resources: PowerPoint Presentations, Test Bank Student Resources: Companion Website Every new copy of the text includes an access code for the companion website. eBook offerings do not include an access code. *Communication Disorders in Spanish Speakers* Oxford University Press

The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous. What are the biological, cognitive, and social underpinnings of this miracle? What major language development milestones occur in infancy? What methodologies do researchers employ in studying this progression? Why do some become adept at multiple languages while others face a lifelong struggle with just one? What accounts for declines in language proficiency, and how might such declines be moderated? Despite an abundance of textbooks, specialized monographs, and a couple of academic handbooks, there has been no encyclopedic reference work in this area--until now. The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood, as well as their practical application. Features: This affordable A-to-Z reference includes 200 articles that address such topic areas as theories and research tradition; biological perspectives; cognitive perspectives; family, peer, and social influences; bilingualism; special populations and disorders; and more. All articles (signed and authored by key figures in the field) conclude with cross reference links and suggestions for further reading. Appendices include a Resource Guide with annotated lists of classic books and articles, journals, associations, and web sites; a Glossary of specialized terms; and a Chronology offering an overview and history of the field. A thematic Reader's Guide groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which includes a comprehensive index of search terms. Available in both print and electronic formats, Encyclopedia of Language Development is a must-have reference for researchers and is ideal for library reference or circulating collections.

Prelinguistic Skills and Early Interactional Context as Predictors of Children's Language Development John Wiley & Sons

This edited book is a collection of studies on protolanguage phonology, referring to the development of children's autonomous linguistic systems from their first meaningful forms to complete cognitive and articulatory acquisition of language. The volume comprises chapters on child bilingual phonological development, understood as the acquisition or use of more than one linguistic code, whether actual languages, dialects, or communication modes, in an array of contexts. Such contexts include endogenous and exogenous bilingualism, heritage language, bilingualism, trilingualism, and typical and atypical use. The contributed works here will be of interest to researchers and postgraduate students investigating language acquisition in bi-/multilingual settings, as well as those working on child phonological development across a variety of languages.

Uncommon Understanding National Academies Press

"Research interest in Chinese language impairments can be traced back to the 1930s. Despite the significant advances made in this field over the past two decades, this body of work has not received the attention it deserves. This book fills a gap in the field and represents the latest research in Chinese language disorders in children and adults. The work presented in this volume addresses theoretical and clinical issues relevant to specific language impairment in children, developmental dyslexia, phonological impairment in children and adults, and acquired dyslexia and dysgraphia. The book will appeal to interdisciplinary researchers from cognitive psychology, linguistics, and neurology with interests in the Chinese language, speech-language therapists working with Chinese-speaking clients, educationists, in particular language teachers of children learning to read and write Chinese, as well as neuroscientists. It will serve as a good reference book for advanced level undergraduate courses or graduate courses in speech/language pathologies and psycholinguistics."-Jacket.

Child Language Development MIT Press

This text contains case studies relating the experience of bilingual children in various settings in New Zealand primary schools. The contexts include a Maori immersion school, a Samoan bilingual unit, and mainstream classrooms which cater for immigrant and deaf children. Suggestions for educational policy, teacher development and research are made.

Language Development Multilingual Matters

This book presents a general overview of our current knowledge of language development in children. All the principal strands of language development are covered, including phonological, lexical, syntactic and pragmatic development; bilingualism; precursors to language development in infancy; and the language development of children with developmental disabilities, including children with specific language impairment. Written by leading international authorities, each chapter summarises clearly and lucidly our current state of knowledge, and carefully explains and evaluates the theories which have been proposed to account for children's development in that area.

The Development of Language Psychology Press

Do all children learn language in the same way? Is the apparent 'fast' versus 'slow' learning rate among children a reflection of the individual child's approach to language acquisition? This volume explores the importance that individual differences have in language acquisition and challenges some widely held theories of linguistic development. Focusing on one- to three-year-old children, Cecilia Shore describes characteristic differences in terms of vocabulary, grammatical and phonological development. She considers whether distinctive 'styles' of language development can be defined and also examines social and cognitive influences that may explain individual differences. In conclusion, she discusses new language theories

Language Development: Foundations, Processes, and Clinical Applications Multilingual Matters

This book presents diverse, original research studies on typical and atypical child language acquisition in monolingual, bilingual and bi-dialectal settings, with a focus on development, assessment and research methodology. Languages investigated in the studies include underrepresented languages, such as Farsi, Greek, Icelandic, isiXhosa, Maltese, Mandarin and

Slovene, without excluding representative work in major languages like English and Spanish. The language areas of focus are phonology, lexicon, morphology and syntax and the book incorporates studies in under-researched language impairment, such as Obstructive Sleep Apnea Syndrome and language impairment in 22q11.2 Deletion Syndrome. The book has practical significance in that it proposes tools and assessment practices that are of universal crosslinguistic relevance while also dealing with language-specific complications. The studies presented enhance existing knowledge and stimulate answers on what the acquisition of disparate languages in different contexts can teach us about language/communication development in the presence or absence of disorder. *Language Learning and Teaching as Social Inter-action* Springer Science & Business Media This is the first book-length study of phonological development and impairment of Chinese-speaking children. It provides the first normative data on this population, which will be of value to speech and language therapists and other professionals. It also advances the notion of 'phonological saliency' which explains the cross-linguistic similarities and differences in children's phonological development.

Transforming the Workforce for Children Birth Through Age 8 Multilingual Matters Limited

The progression from newborn to sophisticated language user in just a few short years is often described as wonderful and miraculous. What are the biological, cognitive, and social underpinnings of this miracle? What major language development milestones occur in infancy? What methodologies do researchers employ in studying this progression? Why do some become adept at multiple languages while others face a lifelong struggle with just one? What accounts for declines in language proficiency, and how might such declines be moderated? Despite an abundance of textbooks, specialized monographs, and a couple of academic handbooks, there has been no encyclopedic reference work in this area--until now. The Encyclopedia of Language Development covers the breadth of theory and research on language development from birth through adulthood, as well as their practical application. Features: This affordable A-to-Z reference includes 200 articles that address such topic areas as theories and research tradition; biological perspectives; cognitive perspectives; family, peer, and social influences; bilingualism; special populations and disorders; and more. All articles (signed and authored by key figures in the field) conclude with cross reference links and suggestions for further reading. Appendices include a Resource Guide with annotated lists of classic books and articles, journals, associations, and web sites; a Glossary of specialized terms; and a Chronology offering an overview and history of the field. A thematic Reader's Guide groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which includes a comprehensive index of search terms. Available in both print and electronic formats, Encyclopedia of Language Development is a must-have reference for researchers and is ideal for library reference or circulating collections.

Language Acquisition Pearson Higher Ed

This volume offers an introduction to the field of second language acquisition with a particular focus on second language Spanish. It connects key issues in the acquisition of Spanish as a second language to theoretical and empirical issues in the field of second language acquisition more generally by exemplifying central concepts in second language acquisition through the exploration of the most widely researched structures and most recent developments in the field of second

language Spanish. It is written for a non-specialist audience, making it suitable for advanced undergraduate and graduate courses and readers, while its treatment of recent empirical developments also makes it of interest to researchers in second language Spanish as well as allied fields.

The Handbook of Portuguese Linguistics Routledge

This volume provides much-needed multidisciplinary bases to provide clinical services to Spanish speakers. Researchers and practitioners provide theoretical and empirical grounds to develop evidence-based clinical procedures for monolingual Spanish and bilingual Spanish-English children and adults with communication disorders.

An Anthology of Bilingual Child Phonology John Wiley & Sons

The use of sign language has a long history. Indeed, humans' first languages may have been expressed through sign. Sign languages have been found around the world, even in communities without access to formal education. In addition to serving as a primary means of communication for Deaf communities, sign languages have become one of hearing students' most popular choices for second-language study. Sign languages are now accepted as complex and complete languages that are the linguistic equals of spoken languages. Sign-language research is a relatively young field, having begun fewer than 50 years ago. Since then, interest in the field has blossomed and research has become much more rigorous as demand for empirically verifiable results have increased. In the same way that cross-linguistic research has led to a better understanding of how language affects development, cross-modal research has led to a better understanding of how language is acquired.

It has also provided valuable evidence on the cognitive and social development of both deaf and hearing children, excellent theoretical insights into how the human brain acquires and structures sign and spoken languages, and important information on how to promote the development of deaf children. This volume brings together the leading scholars on the acquisition and development of sign languages to present the latest theory and research on these topics. They address theoretical as well as applied questions and provide cogent summaries of what is known about early gestural development, interactive processes adapted to visual communication, linguistic structures, modality effects, and semantic, syntactic, and pragmatic development in sign. Along with its companion volume, *Advances in the Spoken Language Development of Deaf and Hard-of-Hearing Children*, this book will provide a deep and broad picture about what is known about deaf children's language development in a variety of situations and contexts. From this base of information, progress in research and its application will accelerate, and barriers to deaf children's full participation in the world around them will continue to be overcome.

The Oxford Handbook of Psycholinguistics Delmar Pub

Ideal for speech-language pathologists working with children from a wide variety of language backgrounds, this comprehensive resource guide will allow them to identify children who are having speech difficulties, and provide age-appropriate prevention and intervention targets. The text has been carefully compiled to provide a description of many major English dialects, comparing them with General American English. It also contains comprehensive information about typical speech acquisition for over 20 other languages. This resource guide was written by over 70 recognized authorities from around the world.

Related with Phonological Development In Specific Contexts Studies Of Chinese Speaking Children Child Language And Child Development:

- Solving Algebraic Equations Worksheets : [click here](#)