



Children And Language

Peter A. De Villiers, Jill G. De Villiers



Children And Language:

Children's Language and Learning Judith Wells Lindfors,1987 *Growing Up With Language* Naomi S Baron,1992-05-20 Linguistics professor Naomi Baron applies her professional expertise to the study of how children master the skill of language a book that is not just accessible but actually enjoyable for the average reader with useful information on how humans create speech and language Bloomsbury Review *Language in Children* Eve V. Clark,2016-08-12 *Language in Children* provides a concise and basic introduction for students studying child language acquisition for the first time Starting from the first sounds a child produces this book covers all the stages a child goes through in acquiring a language This title Illustrates developmental stages from the recognition of sounds and words to the ability to hold a conversation also covering bilingual upbringing and language disorders Features real life examples of all the phenomena discussed from languages such as French Spanish and Portuguese as well as English Incorporates guidance on sources for further reading and exploration by chapter Is supported by a companion website that includes exercises with links to real world data in the CHILDES archive Written by an experienced author and teacher *Language in Children* is essential reading for students studying this topic *Understanding Children's Language and Literacy* Penny Mukherji,Teresa O'Dea,2000 This text aims to assist in the understanding of the way in which children s language and literacy develops It outlines all the key issues in the area and explains the nature of language the theories and sequences of language development and the development of reading writing listening and speaking skills The book also includes chapters on bilingualism communication problems and working with the child who is deaf **Early Language** Peter A. De Villiers,Jill G. De Villiers,1979 This book provides a lucid and entertaining account of the child s entrance in the world of language By means of amusing and informative examples the authors describe the language acquisition process from birth to school age showing how children gradually master the intricacies of sounds words rules and concepts **Children's Language** K. E. Nelson,2014-03-18 First published in 1983 This series *Children's Language* reflects the conviction that extensive work on entirely new fronts along with a great deal of reinterpretation of old front data will be necessary before any persuasive and truly orderly account of language For all volumes in the series there is a common scheme of operation with two tactics First to give authors sufficient planning time and freedom to arrive at a chapter length account of their area of thinking which vividly shows both the progress and the problems in that area with the author of each chapter free to find a workable proportion of new experimental contributions review and theory The second tactic concerns the selection of topics for each volume This is Volume 4 Structures about language and thought and children as employed in certain other fields may well be shaken and stimulated particularly in education sociology anthropology literature and language remediation *Child Language* Matthew Saxton,2017-10-02 This is the best book on the market for taking students from how children acquire their first language to the point where they can engage with key debates and current research in the field of child language No

background knowledge of linguistic theory is assumed and all specialist terms are introduced in clear non technical language It is rare in its balanced presentation of evidence from both sides of the nature nurture divide and its ability to make this complicated topic engaging and understandable to everyone This edition includes Exercises to foster an understanding of key concepts in language and linguistics A glossary of key terms so students can always check back on the more difficult terms Suggestions for further reading including fascinating TED Talks that bring the subject to life Access to Multiple Choice Quizzes and other online resources so students can check they ve understood what they have just read

Children's Language K. E. Nelson, 2014-03-18 First published in 1985 In children s language we are in search of the great bears the clear solid patterns that hold up after countless angles of view and after many many lenses have been tried In the first four volumes of this series Children s Language there has been coverage of alternative theories and methods in syntax semantics discourse phonology figurative language second language learning the transition to text processing and story structures among other topics In order to present a lively account of development the authors in the first four volumes were encouraged to each adopt a flexible format one that best fit their own material rather than sticking to a standard review organization Exactly the same approach has been taken by the authors of the present volume 5

Children's Language Ray Cattell, 2000-01-01 How is it that we can all open our mouths and speak often at considerable length without consciously thinking about the construction of the sentences we are using And how is it that four year old children can apparently do the same thing This book describes the theories that have been most influential during the twentieth century namely those of Skinner Piaget Halliday Chomsky and Karmiloff Smith as well as a great deal of research that has been done by many linguists and psychologists This book is aimed at first or second year university courses but should appeal to anyone who is interested in how children develop language

Children's Language Keith E. Nelson, Zita Réger, Zita R,ger, 1994-12 First Published in 1994 Routledge is an imprint of Taylor Francis an informa company

Children's Language Gina Conti-Ramsden, Keith E. Nelson, Catherine E. Snow, 1990 First Published in 1990 Routledge is an imprint of Taylor Francis an informa company

Children's Language and Communication Difficulties Julie Dockrell, 1999-06-03 Children s language difficulties affect many areas of functioning and development Since most children with these difficulties are expected to function in ordinary schools and nurseries it is important that parents teachers and practitioners have a broad understanding of the issues Language and communication problems typically fall under the umbrella terms language disability language delay or language difficulties They can range from an occasional difficulty with certain sounds to an inability to communicate using spoken language These problems can occur in isolation or be associated with a range of special needs such as hearing loss visual impairment or learning disabilities This is the first introductory text to outline the difficulties experienced by children and link these to issues surrounding multidisciplinary assessment intervention and service provision Children s Language and Communication Difficulties offers professionals and parents an up to date account

of the developmental language problems that children experience the provision available to meet the child's needs the long term impact of language difficulties The authors examine the problems of identification and diagnosis and explore the range of physical and cognitive disabilities associated with language problems They have also looked closely at alternative forms of communication and have provided the reader with discussion and evaluation of recently developed intervention techniques

Children's Language Keith E. Nelson, Zita R. Ger, Zita Reger, 2018-10-24 Each child is spoken to by genetic heritage and by the rich current set of interactional environments familial local community and broader cultural voices Using past structures and paradigms of scholarship scholars seek to understand what the child achieves in language and how The tools available for this research are not static but evolve jointly through the sharing of information and with each brief moment in time in efforts to look at children's languages just as they are Containing a wide range of contributions from developmental approaches to phonological ability the lexicon the grammar as well as conversation and sign language this text details the interrelated research and theorizing discussed at a recent Budapest conference The meeting of the International Association for the Study of Child Languages was particularly rich in the diversity of scholars present which is highly appropriate because such diversity is integral to an informed study of children's language Language Development Brian

Shulman, Nina Capone, 2010-11-15 Health Sciences Professions **How Children Learn Language** William O'Grady, 2005-01-06 Adults tend to take language for granted until they have to learn a new one Then they realize how difficult it is to get the pronunciation right to acquire the meaning of thousands of new words and to learn how those words are put together to form sentences Children however have mastered language before they can tie their shoes In this engaging and accessible book William O'Grady explains how this happens discussing how children learn to produce and distinguish among sounds their acquisition of words and meanings and their mastery of the rules for building sentences How Children Learn Language provides readers with a highly readable overview not only of the language acquisition process itself but also of the ingenious experiments and techniques that researchers use to investigate his mysterious phenomenon It will be of great interest to anyone parent or student wishing to find out how children acquire language Children, Their

Language and World Jerome Charles Harste, Carolyn L. Burke, Virginia Alice Woodward, 1981 *Children's Worlds and Children's Language* Jenny Cook-Gumperz, William A. Corsaro, J Rgen Streeck, PhD, 1986 No detailed description available for Children's Worlds and Children's Language Children's Language: Revised Edition Ray Cattell, 2007-05-10 The popular notion of how children come to speak their first language is that their parents teach them words then phrases then sentences then longer utterances Although there is widespread agreement amongst linguists that this account is wrong there is much less agreement as to how children really learn language This revised edition of Ray Cattell's bestselling textbook aims to give readers the background necessary to form their own views on the debate and includes accessible summaries of key thinkers including Chomsky Halliday Karmiloff Smith and Piaget **Child-directed speech. Modifications in linguistic input to**

children and their possible functions. Philipp Rott, 2003-11-10 Seminar paper from the year 2001 in the subject English Language and Literature Studies Linguistics University of Duisburg Essen Foreign Languages course Hauptseminar Language Acquisition SS 2001 language English abstract Anyone who has seen and heard a child speak his her first words and who has noticed how much language determines the progress of a child in becoming independent of his her parents and in mastering interaction with others must have wondered why it is that children can fulfil such an obviously complex task in such a surprisingly little time with seemingly little effort It appears almost impossible that the child can achieve so much all by himself herself Thus quite frequently people consider the linguistic input that is available to the child as a crucial factor for the child s language acquisition It is no wonder that he has learned to speak so fast with so many people around speaking to him and showing him how to speak is an utterance I heard quite often when my son was at the age when he started producing his first words But did I really help him to learn language Of course I noticed my own speech modifications as well as that of other people when conversing with him But does this special register which nearly everyone at least in our western culture seems to adapt when addressing children really make a difference Do we even teach our children to speak I will not attempt to answer these questions in the present paper as much more research is needed in this area However I want to give an overview on the different features of the language used when addressing children It will be shown on which principles of modification these features are based and which functions they might serve for the child Moreover it will be argued that some features of the speech to children may possibly facilitate language acquisition but that the language used to them is not necessarily simplified language

Language Experience and Early Language Development Margaret Harris, 2013-04-15 Addresses one debate in language development namely the relationship between children s language development and their language experience

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