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Childrens Language And Learning

Dorris May Lee, Joseph B. Rubin



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Children's Language and Learning Judith Wells Lindfors, 1980

Children's Language Judith Wells Lindfors, 2019-09-06 The more teachers understand about how children learn to talk the more they can help children become avid joyful readers and writers Drawing on a large body of research and her own volunteer work at a family shelter Lindfors concisely identifies several important commonalities across oral and written language Taking the compelling perspective that it's all language she traces children's emergent literacy from infancy through the early school years The book incorporates abundant examples from a diverse range of children engaged in authentic literacy experiences Lindfors describes a set of principles that teachers can build on as they help young students learn to read and write using the oral language processes they already know A valuable resource for teacher educators Gail Perry New Books Editor Young Children Children's Language offers a return to sanity in children's early literacy development an appeal for joy in a literate community with logic and evidence to support it Peter Johnston the University at Albany SUNY Once again with her unique insights Judith Lindfors describes and updates children's oral and written language development to inform those of us who work with young children Yetta M Goodman Regents Professor Emerita University of Arizona College of Education Children's Language gives us a front row seat at a spectacular show This book should appeal to anyone who has ever been intrigued by young children's language learning Carole Edelsky Arizona State University

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 *Children and Language* Dorris May Lee, Joseph B. Rubin, 1979 This is a text about language about how children learn language and how teachers can help children build their communication skills Teachers need and understanding of how language and communication develop naturally in children and this book provides teachers with guidelines and strategies for helping children develop those natural skills even further

Language, Learning, and Disability in the Education of Young Bilingual Children Dina C. Castro, Alfredo J.

Artilles, 2021-04-27 Using an interdisciplinary perspective to discuss the intersection of language development and learning processes this book summarizes current knowledge and represents the most critical issues regarding early childhood research policy and practice related to young bilingual children with disabilities The book begins with a conceptual framework focusing on the intersection between the fields of early childhood education bilingual education and special education It goes on to review and discuss the role of bilingualism in young children's development and the experiences of young bilingual children with disabilities in early care and education settings including issues of eligibility and access to care instruction and assessment The book explores family experiences teacher preparation accountability and policy ending with recommendations for future research which will inform both policies and practices for the education of young bilingual

children with disabilities This timely volume provides valuable guidance for teachers administrators policymakers and researchers

Language and Learning Terry Piper,2007 Once again this comprehensive easy to read book explores the way in which children learn language the way language is taught to children and how these two roads to language sometimes diverge always giving equal treatment to first and second language learning KEY TOPICS Piper tracks language acquisition from birth through the school years presenting numerous cases studies of children s experiences as a means of illustrating stages of language development and the sequence of skills attainment In addition she thoroughly covers bilingualism paying particular attention to the differences between second language learning at home and in a school setting MARKET For ESL and elementary school speech teachers

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

One Child, Two Languages Patton O. Tabors,2008 Practical engaging guide to helping early childhood educators understand and address the needs of English language learners

An Introduction to Child Language Development Susan H.Foster- Cohen,2014-06-17 This volume introduces the field of child language development studies and presents hypotheses in an accessible largely non technical language aiming to demonstrate the relationship between these hypotheses and interpretations of data It makes the assumption that having a theory of language development is as important as having reliable data about what children say and understand and it advocates a combination of both rationalist and more empiricist traditions In fact the author overtly argues that different traditions provide different pieces of the picture and that taking any single approach is unlikely to lead to productive understanding Susan Foster Cohen explores a range of issues including the nature of prelinguistic communication and its possible relationship to linguistic development early stages of language development and how they can be viewed in the light of later developments the nature and role of children s experience with the language s around them variations in language development due to both pathological and non pathological differences between children and in the latter case between the languages they learn later oral language development and literacy The approach is distinctly psycholinguistic and linguistic rather than sociolinguistic although there is significant treatment of issues which intersect with more sociolinguistic concerns e g literacy language play and bilingualism There are exercises and discussion questions throughout designed to reinforce the ideas being presented as well as to offer the student the opportunity to think beyond the text to

ideas at the cutting edge of research The accessible presentation of key issues will appeal to the intended undergraduate readership and will be of interest to those taking courses in language development linguistics developmental psychology educational linguistics and speech pathology The book will also serve as a useful introduction to students wishing to pursue post graduate courses which deal with child language development

Children's Language and Learning Judith Wells Lindfors,1980

Children's Language Keith E. Nelson,Anne Van Kleeck,1987 First Published in 1987 Routledge is an imprint of Taylor Francis an informa company

Children's Additional Language Learning in Instructional Settings Yuko Goto Butler,2025-06-10 This book provides the first comprehensive overview of young children s language learning in pre primary and primary education It collates research to date on language development and pedagogy among children learning a language in addition to their home language s in instructional settings providing readers with a thorough understanding of the topic and directions for further study The book promotes a learner centered approach to research and teaching and encourages critical reflection on how best to conduct research among children It recognizes the substantial diversity of young language learning experiences and pays attention to individual differences and variability in children s language development embracing an ecological perspective sensitive to contextual factors Closing the gap between research and practice each chapter opens with pedagogical or policy related questions explores relevant theories and research findings from instructed second language acquisition and offers discussion questions and recommended reading for further reflection and study This will be invaluable reading for all those who are undertaking research and working with young language learners

Guiding Children's Language Learning Pose Lamb,1967

Guiding Children's Language Learning Pose Lamb,1969

The Meaning Makers Gordon Wells,1987 This text focuses on children s language literacy and learning Based on the Bristol study Language at Home and at School which the author directed it follows the development of a representative sample of children from their first words to the end of primary education

The Role of Experience in Children's Language Development: A Cultural Perspective Priya Shimpi,Eliana Colunga,He Sun,Douglas Sperry,Lulu Song,2022-12-02

[The Development of Language](#) Jean Berko Gleason,2001 The fifth edition of *The Development of Language* is written and contributed by leading researchers and covers language acquisition and development from infancy through adulthood With its organization based on developmental stages of language this book is especially well suited for courses that take a developmental approach It covers every aspect of language acquisition and development from a lifespan perspective beginning with the earliest attempts to communicate and ending with the language and communication concerns of the aged The book thoroughly explores syntax morphology semantics phonology and pragmatics It examines atypical development presents strong coverage of individual differences how and why they occur and provides contemporary references and the most recent research findings The panel of expert authors provides readers with cutting edge research knowledge in an interesting and highly readable format For anyone interested in language development across the age span

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 this mysterious phenomenon. It will be of great interest to anyone, parent or student, wishing to find out how children acquire language.

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 problems of identification and diagnosis, and explores 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.

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