

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

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 Children with Specific Language Impairment, second edition
 Language Acquisition Across North America
 Phonological Templates in Development
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 Handbook of Phonological Development
 Biological and Behavioral Determinants of Language Development
 The Oxford Handbook of Developmental Linguistics
 Uncommon Understanding

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[The Oxford Handbook of Chinese Linguistics](#) Psychology Press

An invaluable resource for students and professionals alike with an interest in child language acquisition.

Two First Languages John Benjamins Publishing

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.

[Language and Social Disadvantage](#) Psychology Press

This book presents a current, interdisciplinary perspective on language requisites from both a biological/comparative perspective and from a developmental/learning perspective. Perspectives regarding language and language acquisition are advanced by scientists of various backgrounds -- speech, hearing, developmental psychology, comparative psychology, and language intervention. This unique volume searches for a rational interface between findings and perspectives generated by language studies with humans and with chimpanzees. Intended to render a reconsideration as to the essence of language and the requisites to its acquisition, it also provides readers with perspectives defined by various revisionists who hold that language might be other than the

consequence of a mutation unique to humans and might, fundamentally, not be limited to speech.

[An Anthology of Bilingual Child Phonology](#) Jones & Bartlett Publishers

The last 25 years have witnessed an explosion of research at the intersection of typical language development and child language disorders. A pioneer in bringing these fields of study together is Robin S. Chapman, Emerita, University of Wisconsin. This contributed volume honors her with chapters written by former students and colleagues, who track in their own research the theme of psycholinguistic contributions to our understanding of the nature and remediation of child language disorders. In this volume, such renowned researchers in child language development as Dorothy Bishop, Judith Johnston, and Ray Kent, among others, discuss their research in certain populations in the context of the significance of, limits of, and alternatives to Robin Chapman's developmental interactionist perspective. Studies of disordered language in Down's Syndrome and Specific Language Impairment, in particular, attribute much progress in our understanding of the pragmatic and comprehension skills in these populations to the developmental perspective. [Language Disorders From a Developmental Perspective](#) opens with a reprint of Robin Chapman's

seminal 2001 article from *The Journal of Child Psychiatry and Psychology*. It concludes with a new chapter from Dr. Chapman summarizing what we know and what we don't know about language disorders within the developmental framework, and pointing to future areas of research and intervention. Clinicians as well as scholars will benefit from this book, as will students in programs of developmental psycholinguistics, child language disorders, and learning disabilities.

Children's Language John Wiley & Sons

Language and Social Disadvantage critically analyses and reviews the development of language in direct relation to social disadvantage in the early years and beyond. Definitions and descriptions of social disadvantage are addressed and wider aspects discussed. Theory and practice in relation to language development and social disadvantage are explored. The book is divided into two sections: the first addresses the theoretical associations and relationships between social disadvantage and language, where cognition, literacy, behaviour, learning, socio-emotional development, intervention and outcomes are considered in depth. The second section applies the theory to practice, where real-life intervention studies in nurseries, schools and other contexts are reported. Research and practice based in the UK is a focus of all the chapters and research reports. A genuinely interdisciplinary and collaborative approach is taken using perspectives from speech and language therapy, psychology and education. The book is ideal for professionals and students interested in the study of language development and intervention in the context of social disadvantage.

Language Experience and Early Language Development Multilingual Matters

These volumes present coherent sets of papers developed along two of the thematic lines that underscored the program of the meeting of the International Association for the Study of Child Language in Istanbul in the summer of 1996. Thoroughly reviewed and updated to reflect the state of child language research and theory--particularly in the domains of discourse and interaction--they convey not only the flavor of that meeting but some of the most exciting trends in the field today. Each contribution in Volume 10, *Developing Narrative and Discourse Competence*, focuses on the differential effects of discourse genres, elicitation techniques, communicative contexts, literacy and schooling, and the oft-cited variables of age, language, and culture. Issues concerning the interrelations between social, cognitive, and affective capacities and processes in discourse are addressed. Each chapter raises theoretical questions regarding how and when representations are constructed to support new complexities. Presenting data from a cross-cultural and cross-linguistic perspective, this volume highlights both the particulars and the universals of the processes involved. The chapters in Volume 11, *Interactional Contributions to Language Development*, address issues including scaffolding of processing and learning in particular interactional sequences; linkages among interpersonal functions or relations, cognitive development, and semantic, syntactic, and pragmatic devices or forms; and models of how interactions proceed, input is selected, and learning advances across multiple rounds of interaction. Each of these volumes will be a valuable addition to the libraries of all who study the development of language.

Phonological Development and Disorders in Children Singular

The landmark reference in the field, completely updated: a comprehensive treatment of a disorder that is more prevalent than autism. 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.

Phonological Development Oxford University Press, USA

The majority of children acquire language effortlessly but approximately 10% of all children find it difficult especially in the early or preschool years with consequences for many aspects of their subsequent development and experience: literacy, social skills, educational qualifications, mental health and employment. With contributions from an international team of researchers, this book is the first to draw together a series of new analyses of data related to children's language development, primarily from large-scale nationally representative population studies, and to bring a public health perspective to the field. The book begins with a section on factors influencing the patterns of language development. A second section explores continuity and change in language development over time. The third explores the impact on individuals with developmental language disorders (DLD), the effectiveness of available interventions, and broader issues about the need for equity in the delivery of services to those with DLD.

Language Development From Birth To Three Multilingual Matters Limited

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.

Studies of Child Language Development Psychology Press

In this handbook, renowned scholars from a range of backgrounds provide a state of the art review of key developmental findings in language acquisition. The book places language acquisition phenomena in a richly linguistic and comparative context, highlighting the link between linguistic theory, language development, and theories of learning. The book is divided into six parts. Parts I and II examine the acquisition of phonology and morphology respectively, with chapters covering topics such as phonotactics and syllable structure, prosodic phenomena, compound word formation, and processing continuous speech. Part III moves on to the acquisition of syntax, including argument structure, questions, mood alternations, and possessives. In Part IV, chapters consider semantic aspects of language acquisition, including the expression of genericity, quantification, and scalar implicature. Finally, Parts V and VI look at theories of learning and aspects of atypical language development respectively.

The Development of Language Walter de Gruyter

A great deal has been written on how children learn to speak, but development of language comprehension has been a relatively neglected topic. This book is unique in integrating research in language acquisition, psycholinguistics and neuropsychology to give a comprehensive picture of the process we call "comprehension", right from the reception of an acoustic stimulus at the ear, up to the point where we interpret the message the speaker intended to convey by the utterance. A major theme of the book is that "comprehension" is not a unitary skill: to understand spoken language, one needs the ability to classify incoming speech sounds, to relate them to a "mental lexicon", to interpret the propositions encoded by word order and grammatical inflections, and to use information from the environmental and social context to select, from a wide range of possible interpretations, the one that was intended by the speaker. Furthermore, although neuropsychological and experimental research on adult comprehension can provide useful concepts and methods for assessing comprehension, they should be applied with caution, because a sequential, bottom-up information processing model of comprehension is ill-suited to the developmental context. The emphasis of the book is on children with specific language impairments, but normal development is also given extensive coverage. The focus is on research and theory, rather than practical matters of assessment and intervention. Nevertheless, while this book is not intended as a clinical guide to assessment, it does aim to provide a theoretical framework that can help clinicians develop a clearer understanding of what comprehension involves, and how different types of difficulty may be pinpointed.

New Directions In Language Development And Disorders John Wiley & Sons

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.

The Development of Language Psychology Press

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.

Learning to Talk Cambridge University Press

Provides new empirical study data that explores the influence of linguistic variables within developmental contexts on theory of mind development and functioning Establishes context for usage, including personal, social, and business interactions Offers a comprehensive overview on the most current studies that address the relationship between language and theory of mind

Communication Disorders in Spanish Speakers Multilingual Matters

With selections of philosophers from Plotinus to Bruno, this new anthology provides significant learning support and historical context for the readings along with a wide variety of pedagogical assists. Featuring biographical headnotes, reading introductions, study questions, as well as special Prologues and Philosophical Overviews, this anthology offers a unique set of critical thinking prompts to help students understand and appreciate the philosophical concepts under discussion. Philosophical Bridges discuss how the work of earlier thinkers would influence philosophers to come and place major movements in a contemporary context, showing students how the schools of philosophy interrelate and how the various philosophies apply to the world today. In addition to this volume of *Medieval Philosophy*, a comprehensive survey of the whole of Western philosophical history and other individual volumes for each of the major historical eras are also available for specialized courses.

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

Hua (speech, U. of Newcastle upon Tyne) presents the first book-length study of phonological development and impairment of Chinese-speaking children, adding to the fast expanding body of literature on cross-linguistic studies of language acquisition. The text contains a series of six studies of Putonghua- (Modern Standard Chinese) speaking children in four specific contexts--normally developing children, children with speech disorders, children with hearing impairments, and twins--examining the influence of universal tendencies and language-specific features in phonological acquisition in this language population. For linguists, speech and language therapists, and other related professionals. Annotation copyrighted by Book News, Inc., Portland, OR

Sources of Variation in First Language Acquisition Pearson Higher Ed

This book bridges the gap in the literature on Hispanic individuals for student clinicians and professionals in Speech-Language Pathology/Speech Therapy. It links empirical and theoretical bases to evidence-based practices for child and adult Spanish users. This volume provides both students and licensed professionals in speech-language pathology much-needed multidisciplinary bases to implement clinical services with Spanish speakers. Researchers and practitioners from Speech-Language Pathology, Neurolinguistics, Neuropsychology, Education, and Clinical Psychology provide theoretical and empirical grounds to develop evidence-based clinical procedures for monolingual Spanish and bilingual Spanish-English children and adults with communication disorders.

Language Acquisition Psychology Press

Research into child language development is being conducted more extensively, by more people, and in more countries throughout the world than at any point in the past. We now know more than we ever did before about the linguistic, cognitive, neurobiological, and social capacities that children bring to their language learning task, as well as the ways in which these capacities interact with a whole range of factors present in the child's environment throughout the learning process, not least the particular characteristics of the language or languages to which the child is exposed. Far from inducing a sense of complacency, this new knowledge seems instead to create

an even stronger impetus to know more. This is partly because of the new and unforeseen questions it raises and partly because of competition between different theories to provide the best explanation of the phenomenon, and which in turn engender different methods of enquiry. This volume addresses many of the key issues which are currently exercising the minds of child language researchers, and which are likely to motivate research for some years to come. The chapters included here—all previously unpublished—present a great deal of new data and address a range of theoretical issues from a variety of perspectives.

Language Disorders From a Developmental Perspective Springer Science & Business Media Using the rich linguistic and cultural diversity of North America as a context, this well-written text provides excellent examples of how unique cultural and linguistic attributes influence the language acquisition process in children. The editors discuss the fact that although acquisition of language is universal among the world's children, the precise developmental sequence is influenced by the socio-cultural context in which language is acquired. Emphasis is placed on the importance of

studying different cultural groups and language to arrive at a better understanding of language development.

The Development of Oral and Written Language in Social Contexts Walter de Gruyter GmbH & Co KG

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.

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