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*Phonological Tone* - Lian-Hee Wee 2019-02-28  
Explores the concept of tone, its physical properties and intricate patterning in phonology, to unravel key 'mysteries' that have been subject to great debate in the field.

*Assessing Grammar* - Martin John Ball 2012  
This collection brings together versions of the Language Assessment Remediation and Screening Procedure (LARSP) in thirteen different languages from around the world. It will be an invaluable resource for speech-language pathologists in many different countries.

*Input Matters in SLA* - Thorsten Piske 2009  
This volume bridges the gap between theory and practice by bringing together well-known and new authors to discuss a topic of mutual interest to second language researchers and teachers alike: input. Reader-friendly chapters offer a range of existing and new perspectives on input in morphology, syntax, phonetics and phonology.

**The Crosslinguistic Study of Language Acquisition** - Dan Isaac Slobin 2014-03-05  
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.

*An Anthology of Bilingual Child Phonology* - Elena Babatsouli 2020-06-22

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.

*Multilingual Norms* - Madalena Cruz-Ferreira 2010  
Multilinguals are not multiple monolinguals. Yet multilingual assessment proceeds through monolingual norms, as if fair conclusions were possible in the absence of fair comparison. In addition, multilingualism concerns what people do with language, not what languages do to people. Yet research focus remains on multilinguals' languages, as if languages existed despite their users. This book redresses these paradoxes. Multilingual scholars, teachers and speech-language clinicians from Europe, Asia, Australia and the US contribute the first studies

dedicated to multilingual norms, those found in real-life multilingual development, assessment and use. Readership includes educators, clinicians, decision-makers and researchers interested in multilingualism.

**The Development of Language** - Jean Berko Gleason 2012-08-24

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Combining the contributions of experts and highly-respected researchers, the eighth edition of *Language Development* offers a definitive exploration of language acquisition and development from infancy through adulthood.

Taking a multi-disciplinary approach, it examines what we know about language development—addressing communication development in infancy, phonological development, semantic development, morphology and syntax. Broadening the scope of study, it puts language development into larger biological, social and cultural contexts, while investigating individual differences, atypical development, literacy and even language development in adults. This edition includes more on cross-linguistic language acquisition (emphasizing Spanish), new research on the nature and treatment of language disorders in children, and new perspectives on the impact of culture on language development and variation. *Communication Disorders in Spanish Speakers* - José G. Centeno 2007

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.

## **South and Southeast Asian**

### **Psycholinguistics** - Heather Winskel 2014

This groundbreaking volume explores the languages of South and Southeast Asia, which differ significantly from Indo-European languages in their grammar, lexicon and spoken forms. This book raises new questions in psycholinguistics and enables readers to re-evaluate previous models in light of new research.

### Children's Intonation - Bill Wells 2015-12-14

Children's Intonation is a practical guide that focuses on the nature, causes and assessment of intonation problems for children and adolescents. Highlighting the importance of intonation for everyday conversational interaction and the implications of this for teaching and therapy contexts, this book addresses the following questions: How and when do children learn to use intonation for the purposes of interaction? As children get older, does intonation become more important or less important for communication? How might intonation be used to support or compensate for other aspects of language? What are the implications for practitioners, parents and caregivers when interacting with young children? Clinically oriented, this book explores these questions through case studies that cover a range of developmental communication difficulties including autism spectrum disorders, hearing impairment and specific speech and language difficulties. It provides readers with a tool for profiling children's intonation skills, a developmental phase model to explain typical and atypical intonation development, a psycholinguistic model of intonation processing, interactional perspectives on intonation use, and consideration of intonation in relation to both written and spoken language. It also includes access to a companion website with extra resources.

### A Portrait of the Young in the New Multilingual Spain - Carmen Pérez Vidal 2008

This book examines the main issues in bilingual and multilingual language acquisition through children and youngsters growing up in today's multicultural Spain, where four official languages and other new languages are used. The studies cover phonetics, g

### **Selected Proceedings of the Romance Turn IV Workshop on the Acquisition of Romance Languages** - Sandrine Ferré 2011-11-15

This edited collection contains 13 selected papers presented at the Romance Turn IV conference, which was held at Université François Rabelais, Tours, France, in 2010. The volume reflects the diversity of interests of the contributors, not only in the learning contexts investigated (first language acquisition, typical or impaired, and bilingualism), but also in the linguistic properties being explored, in both syntax and phonology, and the languages under examination (work not only on Romance languages such as French, Italian, Brazilian Portuguese, European Portuguese, Romanian, and Spanish, but also comparative studies involving Basque, Modern Greek, and Cypriot Greek). Such a variety allows for multiple comparisons, which corresponds to the objective of the Romance Turn: providing an interactive platform for exchanges between researchers on the acquisition of Romance languages from a generative perspective. The volume is divided into two parts: the first part includes two papers presented as plenaries, one on L1 acquisition of morphophonology in European Portuguese (by M. João Freitas) and one on L1 acquisition of relative clauses in Italian (by Adriana Belletti), while the second part comprises 11 papers by Nikos Amvrazis, Isabel García del Real and Maria José Ezeizabarrena, Giuliana Giusti, Kleantes Grohmann, Elaine Grolla, Virginia Hill and Mihaela Pirvulescu, Tihana Kraš, Juana Liceras, Anca Sevcenco and Larisa Avram, Katérina Palasis, and Francesca Volpato.

### Cognition, Intelligence, and Achievement -

#### Timothy Papadopoulos 2014-07-19

Cognition, Intelligence, and Achievement is motivated by the work of the renowned Professor J. P. Das on the PASS (Planning, Attention, Simultaneous and Successive Processing) theory of intelligence and CAS measures (Cognitive Assessment System) of cognitive processes. This book reviews current research using this and other frameworks in understanding the relationships among cognition, intelligence, and achievement. The assessment and diagnosis of learning disabilities, mental retardation, and ADHD are addressed, and the interrelationships among cognition, culture, neuropsychology, academic achievement, instruction, and remediation are examined. No other book has presented such an integrated view across these

domains, from such a diverse array of internationally known and respected experts from psychology, education, and neuroscience. Summarizes decades of research on PASS theory and use of CAS Discusses how findings in the neuropsychology of intelligence speak to PASS theory use and application Covers use of PASS and CAS for assessing and treating a variety of learning disabilities Outlines use of PASS and CAS for enhancing learning and cognitive processes

The Acquisition of Spanish as a Second Language

- Kimberly L. Geeslin 2021-04-23

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.

International Handbook of Language Acquisition -

Jessica Horst 2019-05-01

How do children acquire language? How does real life language acquisition differ from results found in controlled environments? And how is modern life challenging established theories? Going far beyond laboratory experiments, the International Handbook of Language Acquisition examines a wide range of topics surrounding language development to shed light on how children acquire language in the real world. The foremost experts in the field cover a variety of issues, from the underlying cognitive processes and role of language input to development of key language dimensions as well as both typical and atypical language development. Horst and Torkildsen balance a theoretical foundation with data acquired from applied settings to offer a truly comprehensive reference book with an international outlook. The International Handbook of Language Acquisition is essential reading for graduate students and researchers in language

acquisition across developmental psychology, developmental neuropsychology, linguistics, early childhood education, and communication disorders.

**Childhood Bilingualism** - Peggy D. McCardle 2006-01-01

This book contains reports of research on bilingualism in infants and children as well as perspectives from those involved in cross-linguistic research on language development, literacy development in bilingual children, and psycholinguistic research on bilingualism in adults. It offers a fresh multidisciplinary perspective and next steps for research on childhood bilingualism.

Phonological Awareness in English Meets Phonological Awareness in Chinese - 2019-06-01

Phonological awareness is a key component of reading development in alphabetic languages. However, the concept of phonological awareness is not directly applicable to Chinese, which is a tonal language. This book explores the differences between phonological awareness in English and Chinese, and discusses the implications for reading development in Chinese. The book is written for researchers and students in the field of second language acquisition and reading development.

**Lexical Tone Perception in Infants and Young Children: Empirical studies and theoretical perspectives** - Leher Singh 2019-11-20

In psycholinguistic research there has traditionally been a strong emphasis on understanding how particular language types are processed and learned. In particular, Romance and Germanic languages (e.g. English, French, German) have, until recently, received more attention than other types, such as Chinese languages. This has led to selective emphasis on the phonological building blocks of European languages, consonants and vowels, to the exclusion of lexical tones which, like consonants and vowels, determine lexical meaning, but unlike consonants and vowels are based on pitch variations. Lexical tone is pervasive; it is used in at least half of the world's languages (Maddieson, 2013), e.g., most Asian and some African, Central American, and European languages. This Research Topic brings together a collection of recent empirical research on the processing and representation of lexical tones across the lifespan with an emphasis on advancing knowledge on how tone systems are acquired. The articles

focus on various aspects of tone: early perception of tones, influences of tone on word learning, the acquisition of new tone systems, and production of tones. One set of articles report on tone perception at the earliest stage of development, in infants learning either tone or non-tone languages. Tsao and Chen et al. demonstrate that infants' sensitivity to Mandarin lexical tones, as well as pitch, improves over the first year of life in native and non-native learners in contrast to traditional accounts of perceptual narrowing for consonants and vowels. Götz et al. report a different pattern of perception for Cantonese tones and further demonstrate influences of methodological approaches on infants' tone sensitivity. Fan et al. demonstrate that sensitivity to less well-studied properties of tone languages, such as neutral tone, may develop after the first year of life. Cheng and Lee ask a similar question in an electrophysiological study and report effects of stimulus salience on infants' neural response to native tones. In a complementary set of studies focused on tone sensitivity in word learning, Burnham et al. demonstrate that infants bind tones to newly-learned words if they are learning a tone language, either monolingually or bilingually; although it was also found that object-word binding was influenced by the properties of individual tones. Liu and Kager chart a developmental trajectory over the second year of life in which infants narrow in their interpretation of non-native tones. Choi et al. investigate how learning a tone language can influence uptake of other suprasegmental properties of language, such as stress, and demonstrate that native tone sensitivity in children can facilitate stress sensitivity when learning a stress-based language. Finally, two studies focus on sensitivity to pitch in a sub-class tone languages: pitch accent languages. In a study on Japanese children's abilities to recognise words they know, Ota et al. demonstrate a limited sensitivity to native pitch contrasts in toddlers. In contrast, Ramachers et al. demonstrate comparatively strong sensitivity to pitch in native and non-native speakers of a different pitch accent system (Limburghian) when learning new words. Several studies focus on learning new tone systems. In a training study with school-aged children, Kasisopa et al. demonstrate that tone

language experience increases children's abilities to learn new tone contrasts. Poltrock et al. demonstrate similar advantages of tone experience in learning new tone systems in adults. And in an electrophysiological study, Liu et al. demonstrate order effects in adults' neural responses to new tones, discussing implications for learning tone languages as an adult. Finally, Hannah et al. demonstrate that extralinguistic cues, such as facial expression, can support adults' learning of new tone systems. In three studies investigating tone production, Rattansone et al. report the results of a study demonstrating kindergartners' asynchronous mastery of tones - delayed acquisition of tone sandhi forms relative to base forms. In a study interrogating a corpus of adult tone production, Han et al. demonstrate that mothers produce tones in a distinct manner when speaking to infants; tone differences are emphasised more when speaking to infants than to adults. Combining perception and production of tones, Wong et al. report asynchronous development of tone perception and tone production in children. The Research Topic also includes a series of Opinion pieces and Commentaries addressing the broader relevance of tone and pitch to the study of language acquisition. Curtin and Werker discuss ways in which tone can be integrated into their model of infant language development (PRIMIR). Best discusses the phonological status of lexical tones and considers how recent empirical research on tone perception bears on this question. Kager focuses on how language learners distinguish lexical tones from other sources of pitch variation (e.g., affective and pragmatic) that also inform language comprehension. Finally, Antoniou and Chin unite evidence of tone sensitivity from children and adults and discuss how these areas of research can be mutually informative. Psycholinguistic studies of lexical tone acquisition have burgeoned over the past 13 years. This collection of empirical studies and opinion pieces provides a state-of-the-art panoply of the psycholinguistic study of lexical tones, and demonstrate its coming of age. The articles in this Research Topic will help address the hitherto Eurocentric non-tone language research emphasis, and will contribute to an expanding narrative of speech perception, speech production, and language acquisition that

includes all of the world's languages. Importantly, these studies underline the scientific promise of drawing from tone languages in psycholinguistic research; the research questions raised by lexical tone are unique and distinct from those typically applied to more widely studied languages and populations. The comprehensive study of language acquisition can only benefit from this expanded focus.

Sources of Variation in First Language Acquisition - Maya Hickmann 2018-02-22

Developmental research has long focused on regularities in language acquisition, minimizing factors that might be responsible for variation. Although researchers are now increasingly concerned with one or another of these factors, this volume brings together research on three different sources of variation: language-specific properties, the nature of the input to children across contexts, and several aspects of the learners themselves. Chapters explore these sources of variation within an interdisciplinary and comparative approach allying theories and methodologies stemming from linguistics, psycholinguistics, developmental psychology, and neuroscience. The comparative perspective involves different languages, contexts of use, types of learners (first/second language acquisition, monolingual/bilingual learners, autism, language impairment), as well as vocal and visuo-gestural communicative modalities (co-verbal gestures, sign language acquisition). The volume points to the need to enhance interdisciplinary research using complementary methodologies to further examine sources of variation and to integrate variation into a more general developmental theory.

**Bilingual Children's Language and Literacy Development** - Roger Barnard 2003-01-01

This book contains case studies relating the experience of bilingual children in various settings in New Zealand primary schools. The contexts include a Maori bilingual 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 Learning and Teaching as Social Interaction - Z. Hua 2007-07-31

This volume brings together contributions by leading researchers of the social interactional

and socio-cultural approaches to language learning and teaching. It provides both an introduction to this important growth point and also an overview of cutting edge research, covering a wide range of language learning and teaching contexts.

The Blackwell Guide to Research Methods in Bilingualism and Multilingualism - Li Wei 2017-11-27

As globalization has increased awareness of the extent of language contact and linguistic diversity, questions concerning bilingualism and multilingualism have taken on an increasing importance from both practical and scholarly points of view. Written by leading experts and practitioners in the field, *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*: Highlights the interdisciplinary nature of research on bilingualism and multilingualism and offers a practical guide to the procedures and tools for collecting and analyzing data. Specifically addresses methodological issues, discussing research topics, core concepts and approaches, and the methods and techniques available. Links theory to method, and to data, and answers a real need for a know-how volume on bilingualism and multilingualism that deals with its methodology in a systematic and coherent way.

**Phonological Development in Specific Contexts** - Zhu Hua 2002-01-01

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.

*The Oxford Handbook of Language Prosody* - Carlos Gussenhoven 2021-01-07

This handbook presents detailed accounts of current research in all aspects of language prosody, written by leading experts from different disciplines. The volume's comprehensive coverage and multidisciplinary approach will make it an invaluable resource for all researchers, students, and practitioners interested in prosody.

*Three Plays of Maureen Hunter* - Hunter, Maureen

2003

Book is clean and tight. No writing in text. Like New

**Language Disorders in Speakers of Chinese**

- Sam-po Law 2009

"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.

*Motor Speech Disorders* - Nick Miller 2014-08-04

This book investigates cross-language aspects of motor speech disorders, including their assessment and treatment as well as the underlying neurophysiological and neuropsychological disruptions that bring about disorders of speech motor control.

**Studies on Speech Production** - Qiang Fang

2018-09-10

This book constitutes the refereed post-conference proceedings of the 11th International Seminar on Speech Production, ISSP 2017, held in Tianjin, China, in October 2017. The 20 revised full papers included in this volume were carefully reviewed and selected from 68 submissions. They cover a wide range of speech science fields including phonology, phonetics, prosody, mechanics, acoustics, physiology, motor control, neuroscience, computer science and human interaction. The papers are organized in the following topical sections: emotional speech analysis and recognition; articulatory speech

synthesis; speech acquisition; phonetics; speech planning and comprehension, and speech disorder.

*Three is a Crowd?* - Madalena Cruz-Ferreira 2006

The book describes three siblings' apportioning of linguistic and cultural space among three languages: Portuguese, Swedish and English. Parallel strategies accounting for monolingual and multilingual language management shape a truly illuminating picture of child linguistic competence. Written by a multilingual parent, educator and linguist, this book is for parents, educators and linguists in our predominantly, increasingly multilingual world.

**Language Acquisition in Study Abroad and Formal Instruction Contexts** - Carmen Pérez-Vidal 2014-07-15

This publication constitutes essential reading for academics, teachers and language policy makers wanting to understand, plan, and implement an educational language program involving learner mobility. The book provides data and analyses from a long-term program of research on study abroad (the SALA Project), which looked into the short and long-term effects of instructional and mobility contexts on language and cultural development from two perspectives: the participants' language acquisition development over 2,5 years, and the practitioners' perspective in relation to the design and implementation of a mobility program. The book is innovative in the longitudinal data it offers, the light it sheds on (i) an array of language skills, both productive and receptive, oral and written, tapping into phonology, lexis, grammar and discourse, (ii) the role of individual differences (including attitudes, motivation, beliefs, and intercultural awareness), and (iii) the insights on the effects of length of stay. In sum, this book represents a welcome addition to previous research on the outcomes of mobility policies to promote L2 learners' linguistic development and the individual and educational conditions that appear to facilitate success in study abroad programs.

**The Oxford Handbook of Chinese Linguistics**

- William S-Y Wang 2015-02-26

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.

*Research in Logopedics* - Anu Klippi 2008

The authors link theoretical approaches to clinical practices in the context of speech & language therapy in Finland. They offer readers examples of communication challenges that are particular to Finnish.

Children with Specific Language Impairment - Laurence B. Leonard 2014-06-13

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.

Crosslinguistic Encounters in Language Acquisition - Elena Babatsouli 2017-11-20

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.

**Growing Up with Three Languages** - Xiao-Lei Wang 2008

This book is for parents who live in a foreign country and intend to raise their children in their own heritage language(s). It offers helpful suggestions for this challenging situation and provides useful strategies in the daily interactions between parents and children.

*Speech Perception, Production and Acquisition* - Huei-Mei Liu 2020-09-14

This book addresses important issues of speech processing and language learning in Chinese. It highlights perception and production of speech in healthy and clinical populations and in children and adults. This book provides diverse



perspectives and reviews of cutting-edge research in past decades on how Chinese speech is processed and learned. Along with each chapter, future research directions have been discussed. With these unique features and the broad coverage of topics, this book appeals to not only scholars and students who study speech perception in preverbal infants and in children and adults learning Chinese, but also to teachers with interests in pedagogical applications in teaching Chinese as Second Language.

**Language and Social Disadvantage** - Judy Clegg 2006-08-04

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.

*The Handbook of Psycholinguistic and Cognitive*

*Processes* - Jackie Guendouzi 2011

This book includes a basic overview of areas of cognition and language processing relevant to the field of communication disorders and provides examples of theoretical approaches to problems and issues in communication disorders.

Phonological Development and Disorders in Children - Zhu Hua 2006-01-01

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.

**Learning to Talk** - Gee Macrory 2021-04-28

There is a pressing need for new teachers to understand the wider context of language development and to know how best to support children in learning to talk. This accessible text introduces you to the numerous contexts of language development. It helps you understand the many ways in which children acquire language skills. Importantly, it provides a breadth of learning about language not offered by other texts exploring typical language development, atypical language development and learning more than one language. The book also explores the current literature and research on language development for primary aged children, supporting trainee teachers with their academic study.