

Language Development in Children



Language And Literacy In Bilingual Children Child Language And Child Development

PT Brinkman



Language And Literacy In Bilingual Children Child Language And Child Development:

Language and Literacy in Bilingual Children D. Kimbrough Oller, Rebecca E. Eilers, 2002-01-01 This book sets a high standard for rigor and scientific approach to the study of bilingualism and provides new insights regarding the critical issues of theory and practice including the interdependence of linguistic knowledge in bilinguals the role of socioeconomic status the effect of different language usage patterns in the home and the role of schooling by single language immersion as opposed to systematic training in both home and target languages The rich landscape of outcomes reported in the volume will provide a frame for interpretation and understanding of effects of bilingualism for years to come 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 **Bilingualism in Development** Ellen Bialystok, 2001-04-16 Bilingualism in Development is an examination of the language and cognitive development of bilingual children focusing primarily on the preschool years It begins by defining the territory for what is included in bilingualism and how language proficiency can be conceptualized Using these constraints the discussion proceeds to review the research relevant to various aspects of children's development and assesses the role that bilingualism has in each The areas covered include language acquisition metalinguistic ability literacy skill and problem solving ability In each case the performance of bilingual children is compared to that of similar monolinguals and differences are interpreted in terms of a theoretical framework for cognitive development and processing The studies show that bilingualism significantly accelerates children's ability to selectively attend to relevant information and inhibit attention to misleading information or competing responses This conclusion is used as the basis for examining a set of related issues regarding the education and social circumstances of bilingual children **Bilingual Language Development and Disorders in Spanish-English Speakers** Brian Goldstein, 2004 Both SLPs and researchers must understand speech and language developments in children and SLPs also need reliable assessment and intervention approaches for serving bilingual children with language disorders This comprehensive text is one of the few to offer readers in depth theoretical and practical information on these timely topics brings together more than a dozen top researchers to present developmental data best assessment practices and appropriate intervention approaches in the following areas language processing skills lexical development morpho syntactic development first language loss grammatical impairments semantic development phonological development and disorders narrative development and disorders fluency language intervention for bilingual speakers The chapter outlines the major purposes of intervention for bilingual children with speech and language disorders explores the debate over which language SLPs should use with bilingual children and examines ways to promote gains in both languages With this research based text SLPs will understand the complexity of language development in bilingual children and learn appropriate assessment and intervention approaches **Language, Learning, and Disability in the Education of Young Bilingual Children** Dina C. Castro, Alfredo J. Artiles, 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 Bilingual Children's Language and Literacy Development Roger Barnard,Ted Glynn,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 *Emergent Literacy Spectrum of Bilingual Children in India* Prema K. S. Rao,2020-12-04 Literacy is an individual s ability to read and write The complexities of skills required to be literate raise an intriguing question how does one become literate Literacy skills emerge during early childhood known as emergent literacy and lead a child towards the path of reading Many precursors such as oral language skills phonological awareness skills and written language print awareness skills facilitate the development of emergent literacy The subcomponents within each of these precursors have a very intricate relationship with one another The attempts made over the last few decades to understand the components of literacy the stages of literacy acquisition in children and literacy failure in school children are evident in research reports but the focus appears to be skewed towards monolingual children As a result a void exists when one encounters a bilingual child for assessment However studies from linguistically diverse countries in recent years highlight the differences in early literacy behaviors of monolingual children and bilingual children As a consequence the knowledge gap is slowly narrowing to recognize the emergent literacy spectrum in bilingual children who are known to have cognitive advantages Since cognition language and literacy fall on a continuum there are bound to be advantages for bilingual multilingual children in the development of early literacy behaviors The available information supports the idea of cognitive benefits derived through exposure to languages emphasizing that communication is more important than the specific linguistic units used by the teachers *Emergent Literacy Spectrum of Bilingual Children in India* describes the concepts components and dimensions of literacy and emergent literacy bilingualism language and script diaspora in the Indian context the continuum of language and literacy language policy for education in India challenges for identification assessment and promotion of emergent literacy skills in India and typical examples in Indian languages with

research evidence for understanding the spectrum of emergent literacy in bilingual children A theoretical rationale is given for each of the concepts followed by simple descriptions examples and illustrations The book provides crucial knowledge and useful tips for professionals teachers and informed parents in their teaching learning activities with children Researchers may explore the ideas discussed in the monograph by pursuing studies to augment our knowledge of the acquisition of literacy in bilingual children The author s many years of experience as a speech language pathologist in the Indian subcontinent suggests that there is scanty information on emergent literacy in Indian bilingual children Several interactions held with professionals and preschool teachers during workshops and seminars have indicated that there is a great need to enhance the knowledge base on emergent early literacy its development and the likelihood of failures in literacy acquisition in children The publication is useful to all professionals working with young children educational administrators as well as policymakers

Literacy Success for Emergent Bilinguals Theresa Roberts,2017-02-17 This practical book will help early childhood teachers preK 2 understand and respond to the multiple influences school home and societal that affect emergent bilingual children s academic achievement The author explains the foundations of first and second language development and then provides teaching and curriculum practices specific to reading and English language arts Chapters address incorporating first language strengths acquiring a second language learning to read building vocabulary comprehending and thinking with text and language helping children persevere and more Approaches for collaborating with families accompany each chapter This book is designed to help teachers understand the underlying principles so they can modify develop and adjust their practice to be most effective for the emergent bilingual children they teach It is a valuable resource for developing bilingual programs teacher preparation and professional development Book Features Teaching practices aligned with Preschool Learning Frameworks and the Common Core and other state standards Summaries of teaching strategies and educational principles for easy reference Broad coverage that includes language literacy motivation and family collaboration Key concepts illustrated with detailed lesson examples Seamless integration of research findings and practical applications Apply Your Knowledge sections to support ongoing dialogue for courses coaching and professional development

Heritage and School Language Literacy Development in Migrant Children Raphael Berthele,Amelia Lambelet,2017-11-15 This book discusses literacy development in heritage language speakers and presents the results of four different quantitative studies that investigate the transfer of literacy skills in bi and multilingual language development The empirical studies focus on different populations of pupils most of them located in various parts of Switzerland and emphasise the potential residing in shared or transferred resources between their heritage languages and the languages spoken in the region to which their family has immigrated The goal of all studies was to gain an understanding of the factors both linguistic and non linguistic in nature that contribute to the development of language skills in both the heritage and school languages Theoretical assumptions are put to the test via hypothesis testing and the generally shared assumptions on bilingual education are

questioned based on the data Furthermore methodological problems in the investigation of linguistic interdependence are discussed This book contributes to the scholarly investigation of potential beneficial effects in academic proficiency across languages in migrant children

Childhood Bilingualism Peggy D. McCardle,Erika Hoff,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

Language Development Alejandro E. Brice,Roanne G. Brice,2009 This book addresses the topics of language acquisition among monolingual and bilingual populations It makes use of real classroom strategies along with the use of numerous case studies per chapter which will be helpful to classroom teachers as well as speech language pathologists and special education teachers

The Handbook of Bilingualism and Multilingualism Tej K. Bhatia,William C. Ritchie,2014-09-15 Honored as a 2013 Choice Outstanding Academic Title Comprising state of the art research this substantially expanded and revised Handbook discusses the latest global and interdisciplinary issues across bilingualism and multilingualism Includes the addition of ten new authors to the contributor team and coverage of seven new topics ranging from global media to heritage language learning Provides extensively revised coverage of bilingual and multilingual communities polyglot aphasia creolization indigenization linguistic ecology and endangered languages multilingualism and forensic linguistics Brings together a global team of internationally renowned researchers from different disciplines Covers a wide variety of topics ranging from neuro and psycho linguistic research to studies of media and psychological counseling Assesses the latest issues in worldwide linguistics including the phenomena and the conceptualization of hyperglobalization and emphasizes geographical centers of global conflict and commerce

Advances in the Study of Bilingualism Enlli Môn Thomas,Ineke Mennen,2014-05-08 This book provides a contemporary approach to the study of bilingualism Drawing on contributions from leading experts in the field this book brings together in a single volume a selection of the exciting work conducted as part of the programme of the ESRC Centre for Research on Bilingualism in Theory and Practice at Bangor University Wales Each chapter has as its main focus an exploration of the relationship between the two languages of a bilingual Section by section the authors draw on current findings and methodologies to explore the ways in which their research can address this question from a number of different perspectives

Child Bilingualism and Second Language Learning Fangfang Li,Karen E. Pollock,Robbin Gibb,2020-11-15 This book focuses exclusively on child bilinguals or children exposed to a second language in various learning contexts Through the presentation of research on how children learn the sound systems or lexicon in two languages and via different routes the book aims to paint a comprehensive picture of child bilingualism and second language learning In addition the book features contributions focused on theoretical overviews and methodological approaches Researchers from diverse disciplines such as linguistics psychology and speech language pathology contributed

to the book that thus represents an effort to integrate multiple views and perspectives The book is useful for researchers clinicians and educators who work with children acquiring or learning a second language in different settings It should also be of interest to university students studying bilingualism and or second language acquisition or parents raising bilingual children A Portrait of the Young in the New Multilingual Spain Carmen Pérez Vidal, Maria Juan-Garau, 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

Input and Experience in Bilingual Development Theres Grüter, Johanne Paradis, 2014-10-15 Children acquiring two languages either simultaneously or sequentially have more variation in their linguistic input than their monolingual peers Understanding the nature and consequences of this variability has been the focus of much recent research on childhood bilingualism This volume constitutes the first collection of research solely dedicated to the topic of input in childhood bilingualism Chapters represent a range of theoretical and methodological approaches to the study of childhood bilingualism covering a variety of language combinations and sociocultural contexts in Europe Israel North and South America As a reflection of the field's current understanding of the intricate relationship between experience and development in children growing up with two or more languages this volume will be of interest to scholars and practitioners working with bi and multilingual learners in various sociolinguistic and educational contexts **The SAGE Handbook of Early Childhood**

Research Ann Farrell, Sharon L Kagan, E. Kay M. Tisdall, 2015-11-10 Recent decades have seen an upsurge of research with and about young children their families and communities The Handbook of Early Childhood Research will provide a landmark overview of the field of early childhood research and will set an agenda for early childhood research into the future It includes 31 chapters provided by internationally recognized experts in early childhood research The team of international contributors apply their expertise to conceptual and methodological issues in research and to relevant fields of practice and policy The Handbook recognizes the main contexts of early childhood research home and family contexts out of home contexts such as services for young children and their families and broader societal contexts of that evoke risk for young children The Handbook includes sections on the field of early childhood research and its key contributions new theories and theoretical approaches in early childhood research collecting and analysing data applications of early childhood research This Handbook will become the valuable reference text for students practitioners and researchers from across the social sciences and beyond who are engaged in research with young children Language and Literacy Development in Bilingual

Settings Aydin Yücesan Durgunoglu, Claude Goldenberg, 2011-03-14 Grounded in state of the art research this book explores how English language learners develop both the oral language and literacy skills necessary for school success Chapters examine the cognitive bases of English acquisition and how the process is different for children from alphabetic such as Spanish and nonalphabetic such as Chinese language backgrounds The book addresses a key challenge facing educators and

clinicians identifying students whose poor English skills may indicate an underlying impairment as opposed to still developing language proficiency Implications for diagnosis intervention and instruction are highlighted throughout

Bilingualism in Development Ellen Bialystok, 2001-03-19 Bilingualism in Development describes research on the intellectual development of bilingual children showing how it is different from that of monolingual children The focus is on preschool children examining how they learn language how they acquire literacy skills and how they develop problem solving ability in different domains It is unique in that it assembles a wide range of research on children's development and interprets it within an analysis of how bilingualism affects that development It is the only book to interpret this large research from a single theoretical perspective leading to coherent conclusions

Development of executive function during childhood Yusuke Moriguchi, Philip D Zelazo, Nicolas Chevalier, 2016-04-01 Executive function refers to the goal oriented regulation of one's own thoughts actions and emotions Its importance is attested by its contribution to the development of other cognitive skills e.g. theory of mind social abilities e.g. peer interactions and academic achievement e.g. mathematics and by the consequences of deficits in executive function which are observed in wide range of developmental disorders such as attention deficit hyperactivity disorder and autism Over the last decade there have been growing interest in the development of executive function and an expanding body of research has shown that executive function develops rapidly during the preschool years with adult level performance being achieved during adolescence or later This recent work together with experimental research showing the effects of interventions targeting executive function has yielded important insights into the neurocognitive processes underlying executive function Given the complexity of the construct of executive function however and the multiplicity of underlying processes there are often inconsistencies in the way that executive function is defined and studied This inconsistency has hampered communication among researchers from various fields This Research Topic is intended to bridge this gap and provide an opportunity for researchers from different perspectives to discuss recent advances in understanding childhood executive function Researchers using various methods including behavioral experiments neuroimaging eye tracking computer simulation observational methods and questionnaires are encouraged to contribute original empirical research In addition to original empirical articles theoretical reviews and opinions perspective articles on promising future directions are welcome We hope that researchers from different areas such as developmental psychology educational psychology experimental psychology neuropsychology neuroscience psychiatry computational science etc will be represented in the Research Topic

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