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

In this complete survey of the theories, methods, and key findingswithin applied linguistics, students are introduced to coreresearch questions and the various approaches to tackling these. Provides a comprehensive introduction to this interdisciplinaryfield of research and practice, dealing with practical issues oflanguage and communication Takes a problem-solving approach, introducing students to keyresearch questions and guiding them through the various ways oftackling these Features additional study aids throughout, including chapteroutlines, learning objectives, key terms, research questions andanswers, study questions, and recommended further readings Enables students to identify every-day language andcommunication issues, and to draw on their own personalexperiences Edited by a leading figure in the field, heading up anexperienced and interdisciplinary team of contributors from therenowned department of applied linguistics at Birkbeck College,University of London – resulting in unique combination ofknowledge, skills, and strength from scholars who teach andresearch together

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.

Sociolinguistics, the study of the interaction of language and society, has had a major impact on linguistics for the last half-century. However, this prominent branch of the language sciences has had little contact with the field of communication disorders. "Clinical Sociolinguistics," a collection of newly commissioned articles written by top scholars, is a major advance in bringing the two fields together. Part I includes chapters that outline findings from sociolinguistic research and point to the relevance of such findings for practicing speech-language pathologists. Topics discussed include bilingualism, code-switching, language planning, and a detailed look at African American English. Part II contains chapters that specifically demonstrate how these research paradigms can be applied to assessment, diagnosis, and treatment in the clinical situation.

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.

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.

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

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

This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers

and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

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

Speaking directly to experienced and novice clinicians, educators and students in speech-language pathology/speech and language therapy via an informative essay-based approach, Children's Speech Sound Disorders provides concise, easy-to-understand explanations of key aspects of the classification, assessment, diagnosis and treatment of articulation disorders, phonological disorders and childhood apraxia of speech. It also includes a range of searching questions to international experts on their work in the child speech field. This new edition of Children's Speech Sound Disorders is meticulously updated and expanded. It includes new material on Apps, assessing and treating two-year-olds, children acquiring languages other than English and working with multilingual children, communities of practice in communication sciences and disorders, distinguishing delay from disorder, linguistic sciences, counselling and managing difficult behaviour, and the neural underpinnings of and new approaches to treating CAS. This bestselling guide includes: Case vignettes and real-world examples to place topics in context Expert essays by sixty distinguished contributors A companion website for instructors at www.wiley.com/go/bowen/speechlanguagetherapy and a range of supporting materials on the author's own site at speech-language-therapy.com Drawing on a range of theoretical, research and clinical perspectives and emphasising quality client care and evidence-based practice, Children's Speech Sound Disorders is a comprehensive collection of clinical nuggets, hands-on strategies, and inspiration.

Clinical Management of Speech Sound Disorders: A Case-Based Approach meets the need of speech language pathology instructors who work with children who demonstrate articulation and phonological disorders. This text presents an overview of case-based learning as an introductory chapter and the application in the discipline of speech-language pathology and focus on various evidence-based approaches for treating children with speech sound disorders.

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.

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, bilectalism, 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.

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.

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.

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.

This book deals with the effects of three different learning contexts mainly on adult, but also on adolescent, learners' language acquisition. The three contexts brought together in the monograph include i) a conventional instructed second language acquisition (ISLA) environment, in which learners receive formal instruction in English as a Foreign Language (EFL); ii) a Study Abroad (SA) context, which learners experience during mobility programmes, when the target language is no longer a foreign but a second language learnt in a naturalistic context; iii) the immersion classroom, also known as an integrated content and language (ICL) setting, in which learners are taught content subjects through the medium of the target language—more often than not English, used as the Lingua Franca (ELF). The volume examines how these contexts change language learners' linguistic performance, and also non-linguistic, that is, it throws light on how motivation, sense of identity, interculturality, international ethos, and affective factors develop. To our knowledge, no publication exists which places the three contexts on focus in this monograph along a continuum, as suggested in Pérez-Vidal (2011, 2014), with SA as 'the most naturalistic' context on one extreme, ISLA on the other, and ICL somewhere in between, while framing them all as international classrooms. Concerning target languages, the nine chapters included in the volume analyze English, and one chapter deals with Spanish, as the target language. As for target countries in SA programmes, data include England, Ireland, France, Germany, and Spain in Europe, but also Canada, China, and Australia. While the main bulk of the chapters deal with tertiary level language learners, a language learning population which has received less attention by research thus far, one chapter deals with adolescent learners. Carmen Pérez-Vidal, Sonia López, Jennifer Ament and Dakota Thomas-Wilhelm all served on the organizing committee for the EUROSLA workshop held at the

Universitat Pompeu Fabra, Barcelona, in May 2016. It is from this workshop that this monograph was inspired

This volume discusses several facets of English in today's multilingual Europe. It emphasizes the interdependence between cultures, languages and situations that influence its use. This interdependence is particularly relevant to European settings where English is being learned as a second language. Such learning situations constitute the core focus of the book. The volume is unique in bringing together empirical studies examining factors that promote the learning of English in Europe. Rather than assuming that English is a threat to linguistic diversity and cultural independence, these studies discuss psycholinguistic factors such as the input, and sociolinguistic factors such as the type of English that is targeted in learning. The contributing authors are well-established specialists who have worked on multilingualism, English as a Lingua Franca and second language acquisition. The book will be of interest to applied linguists, sociolinguists and teachers of English as a foreign language.

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.

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.

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

A pioneering study of heritage languages, from a leading scholar in this area of study world-wide.

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 cou

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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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.

Traditionally, children have been considered from a primarily developmental perspective, in need of education in order to achieve autonomy, growth, and eventually adulthood. Childhood studies have recently underlined an alternate way to look at children, starting from the consideration that children are competent social actors and can actively participate in social life. However, there has been relatively little attention paid to the ways in which adults can actively empower children's agency and participation. This book aims to highlight this important aspect, explaining the position of adults as facilitators and mediators in the process of constructing childhood.

In psycholinguistic research there has traditionally been a strong emphasis on understanding how particular language types of 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' 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 elecrophysiological 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.

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.

First published in 1985. Routledge is an imprint of Taylor & Francis, an informa company.

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, Welsch-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.

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.

Phonological Development in Specific ContextsStudies of Chinese-speaking ChildrenMultilingual Matters Limited

Erika Hoff's LANGUAGE DEVELOPMENT, 5th Edition communicates both the content and the excitement of this quickly evolving field. By presenting a balanced treatment that examines all sides of the issues, Hoff helps readers understand different theoretical points of view-- and the research processes that have lead theorists to their findings. After an overview and history of the field, Hoff thoroughly covers the biological bases of language development and the core topics of phonological, lexical, and syntactic development. She also provides in-depth discussions of the communicative foundations of language, the development of communicative competence, language development in special populations, childhood bilingualism, and language development in the school years. Available with InfoTrac Student Collections http://gocengage.com/infotrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Yhteenveto: Esikielellinen kommunikaatio ja sen vuorovaikutuksellinen konteksti lapsen kielen kehityksen ennustajina.

"Children's Intonation: A Framework for Practice and Research 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"--

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.

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.

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.

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