Early language development, parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of the things that they construe as valuable for their children and for fostering language learning and emergent literacy in typically developing children and those at risk for language delays. Vivid case examples illustrate specific ways to collaborate with parents to give all children a strong foundation for school readiness and success.

Using the Language Experience Approach With English Language Learners

Parents and child minders and health visitors do you need effective ideas for giving your babies and toddlers support to become confident talkers? National research shows that poor language and communication skills can have profound effect on the lives of children and young people. This highly practical book will enable you to give your children the best start to school. It describes simple, fun, and natural ways of developing language in children from birth to age 3½. The book provides ideas for fostering language learning and emergent literacy, introducing specific games and activities at the right developmental level for babies and toddlers to develop their language skills from 0 to 3½ years. Ideas for progression based on child development. Insights into the underlying psychology of children's language development. Suitable for parents and other adults working with children, including teachers and child minders. Written by a leading authority in the field, this exciting new resource provides everything you need to support young children's language skills at the earliest point in their development.

Language Experience and Early Language Development

Addressed are debates in language development, usually the relationship between children's language development and their language experience.


This book is the English translation of the original in Russian, and is written for English researchers and practitioners working in the field of early language development. The English edition contains the original Russian text, an introduction to the book in English, and an index. It is aimed at researchers and practitioners working in the field of early language development, usually the relationship between children's language development and their language experience.

Early Language Development

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Language Development and Education - M. Meece - 2004-04-01

This book describes the remarkable changes in language knowledge and use that children undergo from infancy through high school, and the many differences in the processes due to variation in race, socioeconomic status, and gender. What has been found to be good educational practice during much of that period is examined, along with the effects of gender and the role of the home environment on the development of children's language and literacy.

Language in Interaction - Millard - 2013-01-17

Learning how the use of certain children’s skills and knowledge for social and educational purposes. The book describes the remarkable changes in language knowledge and use that children undergo from infancy through high school, and the many differences in the processes due to variation in race, socioeconomic status, and gender. What has been found to be good educational practice during much of that period is examined, along with the effects of gender and the role of the home environment on the development of children’s language and literacy.


Visual materials such as games, play scenarios, and text are included to illustrate and support the explanations and analyses. The book is an essential reference for researchers, educators, and policy-makers interested in bilingual education and policies.

Language Learning and Second Language Speech Learning - Heino - 2001-01-01

This book describes the remarkable changes in language knowledge and use that children undergo from infancy through high school, and the many differences in the processes due to variation in race, socioeconomic status, and gender. What has been found to be good educational practice during much of that period is examined, along with the effects of gender and the role of the home environment on the development of children’s language and literacy.

Language for Learning - Browns - 2012-01-16

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Language and Literacy in Early Childhood Education - K. H. Fisher - 2008-01-01

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