

# Language Development Bibliography

## Bibliobriefs

**Adams, AM and SE Gathercole. "Limitations in Working Memory: Implications for Language Development." *International Journal of Language and Communications Disorders* (35) 1 (2000): 95-116.**

Describes a study that examines the relationship between limited short-term memory ability and language development. Two groups of 4-year-olds were studied to assess their non-verbal ability and their non-word repetition skills.

**Burchinal, Margaret R. "Quality of Center Child Care and Infant Cognitive and Language Development." *Child Development*, (67) 2 (1996): 606-20.**

Studied the link between the quality of center-based infant and child care and language development.

**Chen-Hafteck, Lily. "Music and Language Development in Early Childhood: Integrating Past Research in the Two Domains." *Early Child Development and Care* 130 (Mar 1997): 85-97.**

Examines the link between music and language development. Focuses on three areas: early sound perception; pre-musical and pre-linguistic vocalization; and the evolution of singing and speech. Describes the impact of baby talk and lullabies on language development.

**Coonrod, Debbie and Selma Hughes. "Using Children's Literature to Promote the Language Development of Minority Students." *Journal of Educational Issues of Language Minority Students* 14 (Winter 1994): 319-331.**

Focuses on the early childhood classroom setting as the environment for developing communication, social and language skills for students learning English as a second language. Children's literature is viewed as an ideal means of combining language and content.

**Daniels, Marilyn. "Seeing Language: The Effect over Time of Sign Language on Vocabulary Development in Early Childhood Education." *Child Study Journal* (26) 3 (1996): 193-208.**

Examines the effect over time of the introduction of signing on hearing children's language development. Period of study begins during preschool and ends with kindergarten.

**Fillmore, Lily Wong. "When Learning a Second Language Means Losing the First." *Early Childhood Research Quarterly* (6) (September 1991): 323-347.**

Describes a national study that examined the impact of minority-language children learning English on family language patterns. Discusses the implications for the child, the family and society.

**Gorenflo, Carole W. et al. "An Intervention for Educating Child Care Personnel on Speech and Language Milestones." *Early Child Development and Care* 105 (1995): 13-19.**

Describes the impact of educating child caregivers about significant developments in the evolution of a child's speech and language development. Caregivers increased their understanding of speech and language development.

**Heller, Irma, Diane Manning, Debbie Pavur and Karen Wagner. "Let's All Sign! Enhancing Language Development in an Inclusive Preschool." *TEACHING Exceptional Children* 30 (3) 1998: p50-53.**

Describes how a group of preschool students, including two who were hearing impaired, were taught to sign. The language development of this group of students is contrasted with 25 other students who were not taught to sign. The group that was taught to sign had higher vocabulary and language development scores.

**Hirschler, Julie A. "Preschool Children's Help to Second Language Learners." *Journal of Educational Issues of Language Minority Students* 14 (Winter 1994): 227-239.**

Examines how native language students and second language learning students interact.

**Kemp, Coral. "Does Teaching Young Children with Disabilities to Read Facilitate Their Language Development? A Critical Review of Current Theory and Empirical Evidence." *International Journal of Disability, Development and Education* (43) 2 (1996): 175-87.**

Discusses the evidence and arguments that support teaching young children with disabilities to read as a way to enhance their language development. Examines unidirectional and multidirectional approaches.

**Kirby, John R. "Measuring Environment: Meaningful Differences in Language Experience." *Canadian Journal of Education*, (22) (Summer 1997): 323-29.**

Describes a longitudinal study of children's language development through age three. Discusses ramifications for day care and academic achievement.

**Koros-Mikis, Marta. "Learning Languages in a Creative Way: Young Children Using the Computer in Discovering the Written Word and the Spoken Language." *Educational Media International* (31) (September 1994): 193-196.**

Describes how children can learn language using the Fairy Tale World software.

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**Menyuk, Paula.** "Language Development and Education." *Journal of Education* (177) 1 (1995): 39-62.

Discusses the role that language development plays in early childhood education. Particular emphasis placed on the impact of language development on how well students perform and on curriculum development.

**Moeller, MP.** "Early Intervention and Language Development in Children who are deaf and Hard of Hearing." *Pediatrics* 106 (September 2000): U83-U91.

Describes a study that considered the relationship between the age at which deaf or hard-of-hearing children were enrolled in intervention programs and language outcomes at age 5. Children were evaluated using the Peabody Picture Vocabulary Test and the Preschool Language Assessment Instrument.

**Orellana, Marjorie Faulstich.** "Appropriating the Voice of the Superheroes: Three Preschoolers' Bilingual Language Uses in Play." *Early Childhood Research Quarterly* 9 (June 1994): 171-94.

Explored how several Spanish-speaking preschoolers used Spanish and English with each other while in the bilingual preschool. Observations included play time and classroom time.

**Parke, Tim.** "Bilingualism and Language Awareness in Young Children." *Language Awareness* (3) 3-4 (1994): 209-219.

Examines factors that influence bilingual development in toddlers within the context of the language awareness concept.

**Perrotta, Blanche.** "Writing Development and Second Language Acquisition in Young Children." *Childhood Education* 70 (Summer 1994): 237-241.

Describes the process by which children learn to write, based on recent research findings. Discusses the implications of using writing as a tool for second language acquisition.

**Pham, Lee.** "Infant Dual Language Acquisition Revisited." *Journal of Educational Issues of Language Minority Students* 14 (Winter 1994): 185-210.

Offers a range of perspectives on dual language learning by children. Some of the issues addressed are native language learning, second-language learning, acquisition strategies, analysis of conversation, and syntax and semantics.

**Rodriguez, James L., et al.** "The Impact of Bilingual Preschool Education on the Language Development of Spanish-Speaking." *Early Childhood Research Quarterly* (10) 4 (1995): 475-90.

Discusses the impact of bilingual preschool education on the Spanish and English language development of Spanish-speaking children. Found that, compared to children who remained at home, children enrolled in preschool gained proficiency in English at a faster rate while maintaining a comparable level of Spanish proficiency.

**Rosanova, Michael.** "Early Childhood Bilingualism in the Montessori Children's House: Guessable Context and the Planned Environment. Spotlight: Montessori—Multilingual, Multicultural." *Montessori Life* 10 (Spring 1998): 37-48.

Describes the language learning work of several children in to suggest significant language learning strategies. Suggests several language immersion strategies, including immersion, dramatization, group readings and the use of objects.

**Schiff-Myers, Naomi B. et al.** "Assessment Considerations in the Evaluation of Second-Language Learners: A Case Study." *Exceptional Children* 60 (December-January 1994): 237-48.

Discusses the case study of a child who was considered communication disabled and appeared to have experienced primary language loss prior to achieving English-language competency.

**Smith, Miriam W.; Dickinson, David K.** "Describing Oral Language Opportunities and Environments in Head Start and Other Preschool Classrooms." *Early Childhood Research Quarterly* (9) 3-4 (1994): 345-66.

Examines preschoolers' language experiences in Head Start and other programs serving low-income children. Observations are synthesized with broader elements of the preschool programs, such as teacher qualifications and class size.

**Stowe, RM, DH Arnold and C Ortiz.** "Gender Differences in the Relationship of Language Development to Disruptive Behavior and Peer Relationships in Preschoolers." *Journal of Applied Developmental Psychology* 20 (1999): 521-536.

Describes a study of 185 preschool children to determine whether there are differences between genders in how language development is related to social relationships and disruptive behavior.

**Tabors, Patton O.** "What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families." *Young Children* 53 (November 1998): 20-26.

Discusses the process of second language acquisition and different types of programs for children whose primary language is not English. Identifies factors that educators need to consider when dealing with children learning a second language and describes programs that may be employed.

**Walker, S-L. et al.** "Enhancing Language Development for Young Children at Risk: The Role of Computer-Based and Direct Instruction Teaching." *Australian Journal of Early Childhood* 19 (Mar 1994): 40-48.

Considered whether preschoolers would exhibit expressive and receptive language development after using selected computer-based activities. Activities involved students working in small groups and direct-instruction methods.

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**Werner, Lorna S.** "A Preschool Program to Stimulate Language Development Among High-Risk Children." *Educational Horizons* 76 (2) (1999): 87-9.

Describes the experience of three to five-year-old disadvantaged children who were exposed to the Talking World speech and phonological awareness program.

**Winsler, Adam; Diaz, Rafael M., Espinosa, Linda; Rodriguez, James L.** "When Learning a Second Language Does Not Mean Losing the First: Bilingual Language Development in Low-Income, Spanish-Speaking Children Attending Bilingual Preschool." *Child Development* 70 (2) 1999: 349-62.

Describes two studies that examined the language development outcomes of Spanish-speaking preschool students. One group of students attended bilingual program while the other group stayed at home. The group that attended preschool showed greater gains in Spanish and English language development than the group that stayed at home.

## Books and Reports

**Adams, Marilyn Jaeger, Barbara R. Foorman, Ingvar Lundberg and Terri Beeler.** *Phonemic Awareness in Young Children: A Classroom Curriculum* Brookes Publishing, 1998.

Provides a wide range of activities designed to help children distinguish the different sounds that make up words. Activities involve rhyming, alliteration and segmentation. Also includes a screening aid that teachers can use to assess the individual skill level of up to 15 students at a time.

**Adamson, Lauren B. and Mary Ann Ronski.** *Communication and Language Acquisition: Discoveries From Atypical Development.* Brookes Publishing, 1997.

Offers ways to recognize atypical language development patterns among children with disabilities. By focusing on atypical language development, the authors show how to identify the elements or stages of typical language development.

**Assessing and Fostering the Development of a First and a Second Language in Early Childhood: Training Manual** California Department of Education Press, 1998.

This resource can be used to promote language development among preschool children from different ethnic backgrounds. Includes handouts, transparencies and evaluation forms.

**Assessing the Development of a First and a Second Language in Early Childhood: Resource Guide** California Department of Education Press, 1998.

Describes an assessment program designed to improve language development curriculum that is appropriate for children from varied cul-

tural and linguistic backgrounds. Emphasizes oral language development. Enables teachers to monitor progress and to determine appropriate opportunities for intervention. (Companion video: Observing Preschoolers: Assessing First and Second Language Development)

**Bunce, Betty H.** *Building a Language-Focused Curriculum for the Preschool Classroom, Vol. 2: A Planning Guide* Brookes Publishing, 1995.

Offers a philosophical overview of language-focused curriculum and discusses naturalistic learning curriculum structure. Includes over 50 language development activity ideas that incorporate art, music and dramatic play.

**Davidson, J.I.** *Emergent Literacy and Dramatic Play in Early Education* Delmar, 1996.

The author suggests that the use of language in dramatic play fosters intellectual development and early literacy. Offers ideas to encourage language and literacy into indoor and outdoor dramatic play.

**Dickinson, David and Patton O. Tabors.** *Beginning Literacy with Language: Young Children Learning at Home and School* Brookes Publishing, 2001.

Research from the Home-School Study of Language and Literacy Development is used to describe the relationship between early interactions and language and literacy skills. Examines the home and school environments of more than 70 children to see how activities and conversations with adults and other children play a crucial role in language and literacy skill development.

**Genesee, Fred, ed.** *Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community* Cambridge University Press, 1994.

This is a collection of papers dealing with English as a second language that addresses the areas of second language acquisition, curriculum, the role of the school and the role of the community.

**Gregory, Eve, ed.** *One Child, Many Worlds: Early Learning in Multicultural Communities* Teachers College Press, 1997.

Reviews the cases of school children in Britain, Germany, Iceland and Australia to discern how children learn a new language in school.

**Language and Literacy High/Scope, 2000.**

This booklet and accompanying videotape offer suggestions for exposing preschool children to all forms of language. Children are encouraged to develop their oral and written communicative skills by introducing them to six critical areas of language and literacy.

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**Neuta, Hilandia.** *More Than One Language: A Challenge to Head Start* (Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development, March 19-22, 1994) Education Development Center, Inc.

Examines language assistance provided by Head Start staff for children whose first language is not English. Addresses Head Start staff concerns such as children's educational rights and recognizing linguistic and cultural differences. Also considers ways to involve parents to promote the child's success.

**Notari-Syverson, Angela, Rollanda E. O'Connor and Patricia F. Vadasy.** *Language Is the Key: Building Language with Picture Books and Play. A Training Manual To Accompany the Video Programs: "Talking and Books" [and] "Talking and Play"* Washington Research Group, 1998.

The training manual and its accompanying videos offer strategies for serving children who have backgrounds where a language other than English is prevalent. Three tenets provide the foundation for the program: early language is critical to later success; parents can be trained to use simple language development techniques and; strengthening the child's first language will strengthen their command of English. The videos focus on parent-child interactions and classroom activities that can aid in language development.

**Rockwell, Robert, Debra Hoge and Bill Searcy.** *Linking Language: Simple Language and Literacy Activities Throughout the Curriculum* Gryphon House, 1999.

Describes activities that incorporate language development and early literacy into everyday activities. The importance of speaking and listening, as well as basic reading and writing, are discussed as ways to build children's vocabularies. Each activity is accompanied by an annotated list of relevant books and suggested questions to aid the teacher in determining children's progress.

**Segal, Marilyn.** *Your Child At Play: Two to Three Years—Growing Up, Language and the Imagination Zero to Three*, 1998.

Addresses behavior and development in two and three-year olds. Offers ideas to cultivate the development of language and imagination.

**Tabors, Patton.** *One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language.* Brookes Publishing Co., 1997.

Discusses how teachers can aid children in learning a second language. Includes suggestions for organizing the classroom, measuring progress, handling diverse languages and planning the curriculum.

**Winsler, Adam, Rafael M. Diaz and Linda Espinosa.** *Learning a Second Language Does Not Mean Losing the First: A Replication and Follow-up of Bilingual Language Development in Spanish-Speaking Children Attending Bilingual Preschool.* Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Follow-up to an earlier study which suggested that Spanish-speaking students in bilingual education programs had especially large improvements in their command of English after one year. In this follow-up study, students in bilingual programs tended to make more substantial language gains than other students. The authors conclude that participation in high-quality bilingual education programs leads to enhanced second-language learning while preserving native-language learning.

## Videos

***Children Learning Language: How Adults Can Help.* Magna Systems, Inc., 1997.**

Follows the evolution of a child's language skills from babbling to sentences. Describes ways that caregivers can provide a language-rich environment and mark milestones in a child's language development. Identifies factors that affect how and when a child learns to speak, the impact of television and computers on language development, and language development problems, such as stuttering and poor articulation.

***Communication Development of the Three-Year-Old: A Brief Look. Albuquerque Integration Model (Project AIM), Alta Mira Specialized Family Services, Inc.***

Focuses on the elements of a three-year-old's language and communication development. Intended to serve as a benchmark for a three-year-old's language and communication development, enabling parents and teachers to determine when a child's language skills are not progressing as expected.

***Developing the Young Bilingual Learner.* National Association for the Education of Young Children, 1998.**

Suggests ways to support the language spoken at home while helping children learn English. Also offers ideas aid children in becoming bilingual learners.

***Enhancing Communication Skills Through Reactive Language Strategies* Produced by Helen Hammond, Ph.D., Assistant Professor, University of Texas, El Paso, Texas.**

Offers examples of eight reactive language strategies that can be incorporated during playtime to develop language and communication skills naturally.

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## ***Hanan Resources for Professionals Working in Early Childhood Settings*** Hanan Centre.

This series of videotapes and guidebooks was developed for educators, speech pathologists and special educators to show how different factors impact a child's language development. Stresses the importance of adult interaction and the role that language development plays in social development and literacy development.

## **Honig, A. *Nourishing Language Development in Early Childhood*. National Association for the Education of Young Children, 1996.**

Illustrates how language development occurs through the stages of infancy, toddler and pre-school. Offers ideas that caregivers can use to foster language development.

## ***Language in Action: Developmentally Appropriate Practices for Supporting Young Children's Construction of Language in a Social Context*. INREAL Outreach Education**

Actual preschool situations are used to demonstrate techniques for developing language skills in young children and for creating language learning environments. Educators can learn about young children's language and gain insights into how children learn language.

## ***Learning to Communicate: The First Three Years*. Vanderbilt Bill Wilkerson Center Press. (Closed captioned)**

Describes significant events in a child's communication and language development. Highlights requisite physical and environmental conditions necessary for proper speech and language development.

## ***Talking From Infancy: How to Nurture and Cultivate Early Language Development*. Magna Systems, Inc., 1994.**

Describes ways to incorporate language development in play and care routines. Vocalization play, word play, phrase and sentence play and narrative theme activities are among the concepts addressed in the video and guide. Also discusses language delay and strategies for gauging progress.

## Internet Sites

### **Activities That Promote Language Development**

<http://www.enfagrow.com/language008.html>

Describes how preschoolers develop language skills. Offers a variety of language development activity ideas, which are organized by age.

### **Are Twins Delayed in Language Development?**

<http://web.mit.edu/jganger/Public/delaylit.html>

Reviews the literature dealing with the relationship between twins and language development. After reviewing early contributions to the topic, the author discusses studies that consider biological and non-biological factors that may influence language development in twins.

### **ASL Preschool Language Development**

<http://www.premier.net/~asl/aslpreschool.html>

Briefly describes the process of language development and provides and milestones for ages four months to five years.

### **Assessing Language Development in Bilingual Preschool Children**

<http://www.ncbe.gwu.edu/ncbepubs/pigs/pig22.htm>

Discusses issues in the language development of bilingual children such as assessment and the child's cultural background. Describes elements of the California Early Language Development Assessment Process: making a plan, collecting information, portfolio, narrative statement, sharing with family and staff, and curriculum development.

### **Current Research on Language Development**

[http://www.childdevelopmentinfo.com/development/current\\_research\\_language\\_development.shtml](http://www.childdevelopmentinfo.com/development/current_research_language_development.shtml)

Offers links to press releases and other material concerning research developments in the area of early language development.

### **Early Language Intervention**

<http://www.audiospeech.ubc.ca/eli/elimenu.htm>

Provides an overview of phonology, semantics and language processing. There are also intervention strategies to address the needs of children with developmental language disorders and links to the language intervention research news.

### **Mikulecky, Larry. *Family Literacy: Parent and Child Interactions***

<http://www.ed.gov/pubs/FamLit/parent.html>

This article reviews the literature on the impact that parent/child interactions, in addition to reading, have on literacy and language development. Stresses the importance of sensitivity when instructing and assisting parents to interact through language and literacy.

### **The Perpetual Preschool: Language and Literacy Ideas**

Provides language development ideas submitted by teachers via e-mail. Each submission is dated and includes the teacher's name and e-mail address.

### **Schwartz, Wendy. "Hispanic Preschool Education An Important Opportunity." *ERIC-CUE Digest*, 1996.**

[http://www.ed.gov/databases/ERIC\\_Digests/ed405398.html](http://www.ed.gov/databases/ERIC_Digests/ed405398.html)

Describes efforts to recruit Hispanic preschoolers and involve their families in preschool programs. Suggests ideas for monolingual or bilingual literacy development. Particular emphasis is placed on cultivating Hispanic language and culture in order to develop the "whole child." Also discusses staff development and qualifications.