

Language Development from Theory to Practice

Khara L. Pence Turnbull | Laura M. Justice

Third Edition



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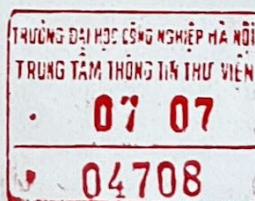
THIRD EDITION

Khara L. Pence Turnbull

Charlottesville, Virginia

Laura M. Justice

The Ohio State University



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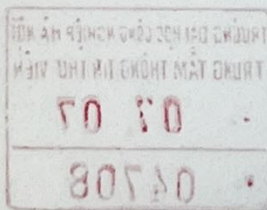
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Preface

The field of language development is an incredibly exciting area of study for college and university students in diverse disciplines, including health (e.g., speech-language pathology, audiology), liberal arts (e.g., linguistics, psychology), and education (e.g., elementary education, special education). For students in many preprofessional training programs, a basic course in language development is required at the undergraduate or graduate level. Yet, instructors teaching courses in language development commonly say that the language-development

To the very special and sweet guys in my life,
Doug, Ian, and Murray

—K.P.T.

To Ian, Addie, and Griffin, for their unwavering
support, love, and thoughtfulness

—L.J.

Language Development from Theory to Practice was designed to meet and exceed these criteria. This text provides a survey of key topics in language development, including research methods, theoretical perspectives, major language milestones from birth to adolescence and beyond, and language diversity and language disorders. The research base and the theoretical foundation this text provides are designed to prepare students for advanced study in subjects associated with language development, such as language disorders, psycholinguistics, instruction of English as a second or foreign language, and developmental psychology, among others. Although we do not adopt a single theoretical framework for how language phenomena are interpreted in the text, we attempt to summarize the various theoretical orientations that have guided research and practice in the relevant fields mentioned earlier.

NEW TO THIS EDITION

The purpose of this third edition is to build on the strengths of the first and second editions by making a number of enhancements in response to suggestions from the field. We have retained a number of features from the second edition that were well received. One such feature, *Beyond the Book*, presents opportunities to connect the text to students' own future experiences with language. Another such feature, *Apply Your Knowledge*, presents problems that allow students to apply their knowledge in a similar way as on exams such as the Praxis. We have also made it a priority to improve students' learning opportunities in each chapter through the use of advance organizers, self-check quizzes, and video clips relevant to chapter content. We learned that students and educators would like to see more detailed coverage of topics (e.g., theory of mind, bilingualism) that students should find particularly

Preface

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- Integration of theory and practice, including discussion of how theories of language development influence state-of-the-art educational and clinical practices with children
- Discussion of individual differences in language development, including those of children who are developing language in diverse cultures or developing language atypically (e.g., children with disabilities)
- Descriptions of techniques that educators, clinicians, and researchers use to measure children's language achievements, including computer software
- Examination of language development from a multidisciplinary perspective, including its relevance to theory and practice in different disciplines

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interesting. We have thus responded by expanding some topics and shortening others. We have also continued to strive to present material in an enjoyable and reader-friendly way. Finally, we received feedback that it would be helpful for students to have a general understanding of language development and language building blocks as well as language neuroanatomy and neurophysiology prior to introducing language-development theories, as language acquisition theories have risen from our understanding of language development and language neurology. We have responded by reorganizing the chapters to begin with an introduction to language development (Chapter 1), followed by language building blocks (Chapter 2), language neuroanatomy and neurophysiology (Chapter 3), and language-development science and theories (Chapter 4).

More specifically, the third edition of *Language Development from Theory to Practice* features the following changes to ensure that the material is current and comprehensive, while meeting the needs of students and educators:

- We have created *Learning Outcomes* for each chapter and linked each learning outcome to one main section within each chapter.
- We have also created a brief multiple-choice item within each chapter section called *Check Your Understanding*; this feature allows students to check their own responses and to receive immediate feedback before proceeding to the next section.
- We have also included a comprehensive *End of Chapter Quiz* with multiple-choice items assessing the chapter's learning outcomes. The *End of Chapter Quiz* allows students to check their own responses and receive immediate, detailed feedback.
- We have added a feature to each chapter called *Learn More About*. Each *Learn More About* margin note links to a video clip illustrating chapter content and provides a detailed description of the video. For example, videos of child language samples include a description of specific instances of language form, content, and use. As another example, videos of research paradigms include a description of the research stimuli and procedure.
- We have also provided more detailed coverage of topics that should be of interest to students. For example, we have expanded our discussion of areas such as language pragmatics, theory of mind, Spanish dialects used in the United States, and language disorders in children who are bilingual. With regard to language-development theories, we have expanded the categorization scheme (previously nurture-inspired theories and nature-inspired theories) to include a third category—interactionist theories, based on common categorization schemes in the language-development literature. We have also provided greater emphasis on the distinctions between the three categories of theories rather than the distinctions between the individual theories, and we have reduced the number of individual theories we discuss.
- Finally, in response to feedback, we have separated our discussion of *Language Diversity* and *Language Disorders in Children* into two separate chapters to allow a more thorough treatment of each of these topics.

ORGANIZATION OF THE TEXT

Language Development from Theory to Practice includes ten chapters. Chapters 1 through 4 provide a basis for understanding language development. Specifically, in Chapter 1, we define language and explain how it relates to the areas of speech, hearing, and communication. We also introduce the three domains of language—form, content, and use—and describe the features of language that make it so remarkable. Chapter 1 concludes with an introduction to language differences and language disorders. In Chapter 2, we introduce the building blocks of language: phonological, morphological, syntactic, semantic, and pragmatic development. Chapter 3 addresses the

neuroanatomy and neurophysiology of language. We describe the major structures of the brain, explain how the brain processes and produces language, and discuss sensitive periods in neuroanatomical and neurophysiological development. In Chapter 4, we describe the many reasons different people study language development. We introduce some major approaches to studying language development as well as some major language-development theories; we reference these approaches and theories subsequently in several places in the text. We conclude Chapter 4 by describing how theories of language development contribute to practice in several areas.

Chapters 5 through 8 provide a developmental account of language acquisition for four age groups (infancy—Chapter 5; toddlerhood—Chapter 6; preschool age—Chapter 7; and school age and beyond—Chapter 8). More specifically, in each of these four chapters, we describe the major language-development milestones children achieve during the period in question; examine achievements in language form, content, and use; explain some of the intra- and inter-individual differences in language development; and discuss methods researchers and clinicians use to measure language development.

In Chapter 9 we explore language differences. We detail the connection between language and culture, explain how languages evolve and change, describe bilingualism and second language acquisition, and explain some theories of second language acquisition and their implications for practice.

Finally, in Chapter 10, we examine language disorders in childhood. We define the term *language disorder*, explain who identifies and treats children with language disorders, discuss the major types of language disorders, and describe how practitioners treat language disorders.

KEY FEATURES OF THE TEXT

Each chapter bridges language-development theory and practice by providing students with a theoretical and scientific foundation to the study of language development. We emphasize the relevance of the material to students' current and future experiences in clinical, educational, and research settings.

Multicultural Considerations

Current perspectives emphasize the importance of taking into account multicultural considerations in understanding language development. This text promotes students' awareness of the way in which culture interacts with language development for children from diverse backgrounds within and beyond the many types of communities in the United States.

Research Foundations

Current initiatives in the educational, social science, and health communities emphasize the use of evidence-based practices. Such practices emphasize the importance of research results to making educational and clinical decisions. In keeping with this premise, we emphasize the research foundations of the study of language development, and use the most current empirical findings to describe children's language achievements.

Multidisciplinary Focus

The study of language development is constantly evolving and being influenced by many diverse disciplines; this multidimensional and multidisciplinary foundation attracts many students to the study of language development. We introduce exciting innovations in theory and practice from many diverse areas of research.

Easy-to-Read Format

Language Development from Theory to Practice is presented in a way that promotes student learning. First, the chapters are infused with figures, tables, and photographs to contextualize abstract and complex information. Second, important terms are highlighted for easy learning and reference. Third, discussion questions are integrated throughout to provide opportunities to pause and consider important information. All these features create opportunities for students to actively engage with the material in the text.

Pedagogical Elements

The text includes many pedagogical elements:

- Learning outcomes to organize each chapter
- Discussion questions interspersed throughout each chapter
- Video clips relevant to chapter material
- Chapter summaries
- Self-check, multiple-choice quizzes
- Activities that allow students to engage with language *Beyond the Book*
- Boxed inserts:
 - *Developmental Timeline*: We present milestones for language development, observable features of these milestones, and approximate ages for the milestones.
 - *Language Diversity and Differences*: We introduce cultural differences in language development and describe the observable features of these differences. We also discuss educational and clinical implications with regard to cultural differences.
 - *Research Paradigms*: We provide descriptions of various research paradigms used to inform our understanding of language development.
 - *Theory to Practice*: We discuss some implications of different theoretical perspectives for educational and clinical practice.

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