

LIST OF KEY UPDATES

The Development of Language, Tenth Edition

Chapter 1 is updated to provide a concise and contemporary introduction to both the field of language development and to this book. It also has new information that students can use to explore online resources of language data and analysis programs. It has new information that sheds light on the uniqueness of human language in the context of our increasing understanding of non-human animal communication systems.

Chapter 2 reorganizes the ordering of sections to flow from the linguistic input the infant receives, to the prelinguistic perceptual abilities that allow them to recognize patterns in that input, and finally to their early attempts to communicate preverbally (through nonword vocalizations and gestures). It additionally also includes more diverse perspectives on this development.

Chapter 3 includes updated information on phonological development in children with speech sound disorders, with descriptions of the underlying causes and pronunciation patterns of children with cleft lip and palate, hearing loss, childhood dysarthria, and childhood apraxia of speech. New video clips of children with these conditions and also of children at various developmental stages have been added.

Chapter 5 has been greatly streamlined to focus more on major milestones in syntactic development; extensive definitions and examples now accompany terms and concepts that students traditionally find more difficult to understand. A series of in-text exercises asks students to think along with the young child in figuring out the rules for some English constructions. Finally, given the emerging use of computer-assisted language analysis routines for clinical work, we have added measures such as the Index of Productive Syntax and Developmental Sentence Scoring to the more traditional measures, such as Mean Length of Utterance.

Chapter 6 has updated references to current literature and more emphasis on educational and clinical applications of the information. There are also new suggested projects that encourage students to apply chapter material in engaging ways.

Chapter 7 has been streamlined to highlight the basic tenets of each theory of language acquisition. It also contains new evidence to support (or counter) each theory of language development.

Chapter 8 incorporates coverage of the classic research studies on variation in children's approaches to learning first words and first sentences. We have also updated the sections on child, input (including the influence of technology on parent-child interaction), and linguistic factors that contribute to variation. There are also important additions to the sections that review variation related to SES and bilingual language learning.

Chapter 9 is fully re-organized to frame the most common childhood communication disorders as a starting point, later highlighting those disorders for which typical profiles, assessment and treatment require disorder-specific knowledge.

Chapter 10 has been updated to augment foundational research with the findings of more contemporary scholars, as well as to present the information in a more concise and tightly focused manner to enhance students' learning.

Chapter 11 has been updated with the latest research on cross linguistic transfer, the influence of home literacy environment, and possible advantages of being bilingual. We also include information for multilingual learners, as more and more individuals develop the ability to communicate in more than two languages. We reframed the optimal conditions for learning two languages section to include strong home literacy support, high quality input, ample peer interaction. Also added is a discussion of learning two languages in special circumstances such as the COVID-19 pandemic.