

Unit-7

LANGUAGE DEVELOPMENT

7.1 OBJECTIVES

After the study of this unit the students shall be able to:

1. Describe what is language and how it develops?
2. Different theories regarding the development of language.
3. Explain diverse components involved in the development of language.
4. Describe how environment effects the development of language.
5. Explain development of language at preschool and Kindergarten level.
6. Development of language at elementary level.

7.2 OVERVIEW

Language is a system of communication used by many of us to communicate our feelings, information and expression to our fellow beings. Language is a system of communication based upon symbols, words, phrases and sentences. It is language that differentiates humans from non human creatures. Language may be described as being ordered collection of standardized signals and structures according to set rules which are used as the means to communication. The process by which children communicate and understand the language is called Language development.

More than other different aspects of development, it mirrors the expansion and maturity of mind. Children initially express single words and subsequently join words together i.e. join two words to form sentences and later three-words to form sentences. Children everywhere throughout the world pursue alike model of language development. They produce different sounds from birth to attract the attention, recognize sounds, utter single words, then many words and then go on to phrases and sentences. Many different theorists developed different theories regarding language development like Skinner, Chomsky and Vygotsky.

This unit explains language and its development as well as transitions and key signs of language development. It also includes theories of language development and components of language. Besides, it also takes into account the Sequence of language development at preschool, kindergarten and elementary level. The unit concludes by suggesting some physical activities geared to the level of pre-school, kindergarten and elementary school children.

7.3 WHAT IS LANGUAGE?

We all communicate with one another. We share information, convictions, opinions, wishes, dangers, thanks, promises, guarantees, feelings and emotions. We can laugh at to express entertainment, joy, we smile to convey our entertainment, delight, support or zealous sentiments, we shout to communicate our anger, energy or nervousness, we raise our eyebrows to convey sentiments of shock or opposition, however the system of communication before everything else is language.

We use the language as the system of communication that relies upon words and composition of words to form sentences. Language is a method that is mainly used for communication. It is called linguistic communication. Chuckling, grinning, and screaming are ways that are named as non linguistic communication. Generally all non human creatures exchange information. However they are not familiar to such a system of communication which is as complex as the language. They correspond by non linguistic means taking after our grinning, snickering, shouting, gripping of tighten hands, and rising of eyebrows.

It is language that differentiates humans from non human creatures. As humans utilize the language capacity consistently to grip thoughts, share the emotions, comment on the world, and see one another's personalities. Language can be narrated as an organized arrangement of uniform signals and rule governed structures that are utilized as means for communication. Language occurs through reading, writing, listening and speaking. In order to become fully functioning members of school as well as the society, we must learn the components, the principles, the structure, and the traditions of language system.

Dear student: As discussed above, we can summarize the language as:

- We communicate our different emotions with others
- Language is a system of communication
- Language differentiates humans from non humans

7.4 WHAT IS LANGUAGE DEVELOPMENT?

Language development is the process by which children come to understand and communicate language. From birth up to the age of five, children develop language at a quick pace. The phases of language development are wide-ranging among people. On the other hand, the age and the pace of language development vary from child to child at which they achieve every landmark. As far as the language development in children is concerned, it should be compared to the standards and not with their fellow children. Usually the rate of language in girls is speedier as compared to the boys. As compared to some other aspects of development, it mirrors the growth and development of mind. After the age of five it generally turns out to be much difficult for the children to learn it. Receptive language develops quickly than expressive language development. Two unique styles of language development are as under.

7.4.1 Referential language development: Children at first express only words and afterward join them together, at first into sentences comprising of two-word and later into sentences comprising of three-word. It is a style of right time learning of language in which children use language for the most part to label objects. This style is useful to young children because this way extends their understanding of vocabulary.

7.4.2 Expressive language development: Kids first utter sounds like babbles that copy the rhythm and beat speech. Most kids utilize a blend of these styles. Another commonly known style involved in language learning is expressive style. In this style little children apply language to discuss their specific emotions and requirements.

Dear student: As discussed above, we can summarize the language development as:

- Language development is the process to understand and communicate language.
- Referential language development is denoted as labeling different objects.
- In expressive language development children discuss their emotions and needs.

Self-Assessment-1

1. Differentiates humans from non-humans
 - a. Culture
 - b. Civilization
 - c. Language
 - d. Communication
2. Referential language development id useful for

- a. Babies
 - b. Children
 - c. Young learner
 - d. Adults
3. Children first utter
- a. Sounds
 - b. Words
 - c. Phrases
 - d. Sentences
4. Styles of language development are
- a. One
 - b. Two
 - c. Three
 - d. Four

7.4.3 Transitions in language development

There are several transitions that help to explain kid's acquisition regarding language development.

First transition occurs when first year ends and it proceeds in the school year with the emergence of words into essential vocabulary.

Second transition happens when children change from saying one word at once to joining words into expressions and basic sentence about the end of school year.

Third transition happens when kids move afar utilizing simple sentences to express one thought to complex sentences communicating different thoughts and the relationship between them.

7.4.4 Key signs of language development

Children everywhere throughout the world pursue alike model of language development. Several milestones of which are as follows

Babbling and gestures: Children dynamically make sounds from birth to onward years to attract attention. These continue till the mid of the first year.

- **Crying:** Infants even cry during childbirth which can indicate trouble but these sounds indicate many other things also.
- **Cooing:** Children first utter murmuring sounds which are pronounced from backside of the throat and generally convey delight on interaction with the care giving persons.
- **Babbling:** Amid center of the first year children babble, that is they deliver series of consonants.
- **Gestures:** Newborn children begin utilizing motions. They may wave bye-bye, nod their head to signify "yes".

Self Assessment-2

1. First transition proceeds in ____ years.
 - a. School
 - b. High school
 - c. Higher secondary school
 - d. College
2. Second transition ends on...
 - a. School
 - b. High school
 - c. Higher secondary school
 - d. College
3. Children make sounds to
 - a. Have food
 - b. Have shelter
 - c. Attract attention
 - d. To have milk
4. Children babble amid center of the year
 - a. Fourth year
 - b. Third year
 - c. Second year
 - d. First year
 - e.

Recognizing language sounds: From birth up to six months of age newborn children perceive sounds when they change, despite what language they originate. All through the following six months, newborn children show signs of language development at seeing the conformities in sounds from their language, the one their elders speak and bit by bit lose the ability to differentiate that are not noteworthy in their own particular language.

First words: Between 8-12 months of age, babies frequently show their first conception of words. Children say their first words when they have been gesturing to correspond with their parents regularly and utilizing their own particular sounds. The presence of first word is continuation of this communication process.

A Child first word may be the name of individuals, well known animals, toys, body parts, garments and family things. Kids regularly express different goals with their one single word. The baby's spoken vocabulary quickly increases after the first word is pronounced. One and a half year old baby can talk around fifty words. On the other hand near the age of almost two years they can have words around 200.

Two words utterances: Children during the age of 18-24 months speak two word expressions. To go on expression with just two words, the kids depend very much on motion, manner and the background.

Dear student: As discussed above, we can summarize transitions and the key signs of language development as:

- Children go through the different transitions in language development.
- These transitions help him in acquisition of language.
- Children follow different patterns in language development like babbling, recognizing sounds, uttering one then two and then many words.

7.5 THEORIES OF LANGUAGE DEVELOPMENT

7.5.1 The Learning Perspective

This point of view contends that children copy what they see and hear. Kids learn from punishment and reinforcement. The main scholar associated with this learning viewpoint is B.F. Skinner.

7.5.2 The Nativist Perspective

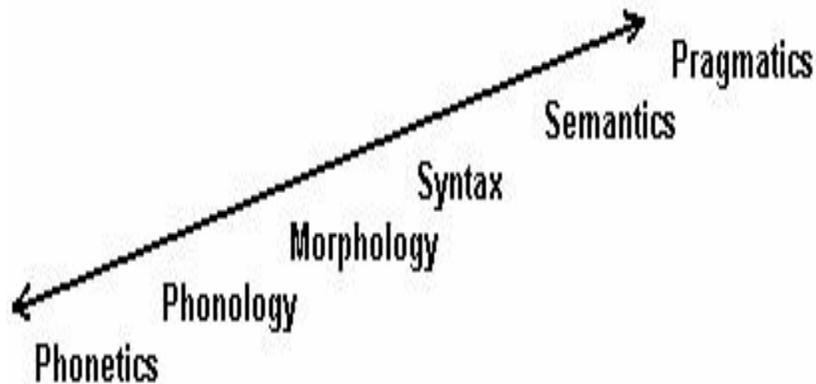
The nativist point of view narrates that people are naturally made to learn knowledge. Noam Chomsky is the main scholar connected with this point of view. He recommended that the people contain a language acquisition device (LAD). It is comprised of grammatical rules which permit the children to understand the principles of language which they generally listen.

7.5.3 Inter-actionist Perspective

Inter-actionists argue that language development is both biological and social. They contend that language learning is affected by the desire of children to communicate with others. Children conceive language with the brain that develops gradually and makes them to obtain new understandings which they are convinced to report to others. The main scholar connected with this theory is Vygotsky. This model concentrates on Vygotsky's model of collaborative learning. Collaborative learning is the way to go through discussions with more developed individuals and it can help children both psychologically and phonetically in language development.

Dear student: As discussed above, we can summarize the theories of language development as:

- According to learning perspective, we learn by reinforcement and punishment.
- Nativist perspective views that people are naturally inclined to learn language.
- Integrationists are of the view that we learn language through our interaction with others and it views language development in social context.



Source: <http://www.replicatedtypo.com/category/101/linguistics-101>

Linguists have recognized five essential elements of languages.

7.6 COMPONENTS OF LANGUAGE

7.6.1 Phoneme

A phoneme is a basic unit of phonology. It is the smallest unit of sound that may cause a change of meaning within a language. It doesn't have meaning by itself. Phonemes match up to the sounds of the alphabet, although there is not always a one-to-one connection between a letter and a phoneme.

For example, the word "hat" has three phonemes:

- | | |
|----|-----|
| 1- | /h/ |
| 2- | /a/ |
| 3- | /t/ |

However, the word "shape," has five letters but only three phonemes:

- | | |
|----|----------|
| 1- | /sh/ |
| 2- | /long-a/ |
| 3- | /p/ |

English language has around 45 different phonemes, which are associated to letters or combinations of letters. A phoneme can have a specific pronunciation in one word and a different pronunciation in another word.

7.6.2 Phonology

Phonology is the branch of language, which is concerned, with the orderly organization of sounds in language. Generally it has focus on the study of system of phonemes in language. It covers linguistic analysis either at the level of word or at the levels of language where sound is assumed to be structure for conveying linguistic meaning. Phonology includes the study of equivalent organizational systems of signs in language. The study of verbal communication structure within the language is known as the phonology. The smallest unit of sound to formulate the language is called the phoneme.

For example,

Word "CAT" contains three phonemes.



Word "HAT" contains three phonemes.



Word "BAT" contains three phonemes.



Source: Google images

The word phonology also refers to the phonological system (system of sounds) of the language. This is the fundamental systems which a language is comprised of. Phonology is very often distinguished from [phonetics](#). Phonetics concerns with the physical production, audio communication and understanding of the sounds. Phonology describes the way sounds function within a language to encode the meaning. Phonetics belongs to [descriptive linguistics](#) and phonology to [theoretical linguistics](#).

7.6.3 Morphology

The term *morphology* is Greek and is a makeup of

Morph

Means shape, form.

-ology

Means the study of something.

The term is also used in

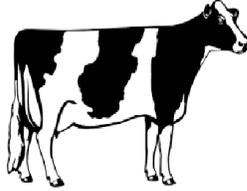
1. **Biology** as the scientific study of structure of animals and plants
2. **Geology** as the study of formation and evolution of rocks and land forms.

Morphemes include base words, like.

“Cat”



“Cow”



“Dog”



“Goat”



Source: Google images

And affixes like

Un- **Un-**planned, **Un-**seen, **Un-**pleasant

Re- **Re-**play, **Re-**tell, **Re-**call

Knowledge of the morphology is related to vocabulary development and reflects the smallest building blocks for comprehension. Morphemes, the basic unit of morphology, are the smallest meaningful unit of language. So, a morpheme is a series of phonemes that has a special meaning. Some morphemes are individual words (such as "eat" or "water"). These are known as free morphemes because they can exist on their own. Other morphemes are prefixes, suffixes, or other linguistic pieces that aren't full words on their own but do affect meaning such as the "-s" at the end of "cats" or the "**re-**" at the beginning of "**re-**play".

7.6.4 Syntax

Syntax is related to the structure of sentences and it determines which words to go where. Studying of syntax allows us to understand the rules about how language works. It is believed that there are certain rules that apply to all languages. Syntax is a set of rules for constructing full sentences out of words and phrases. Every language has a different set of syntactic rules. In English, the smallest form of a sentence is a noun and a verb phrase. Adjectives and adverbs can be added to the sentence to provide further meaning. Word order matters in language. For example, the English sentences the Ahmad ate the apple and the apple ate the Ahmad do not mean the same meaning, even though they contain the exact same words.

7.6.5 Semantics

Semantics is the study of meaning. What is meaning? How is meaning created in language? How do people understand language and why do we understand it like we do? One of the main reasons we use language is to pass meaning from one person to another, and semantics deals with it. Grammatical structure of the language helps us understand the language. *Semantics* refers to the ways in which a language conveys meaning. Semantics moves beyond the literal meaning of words in language and is culture dependent.

7.6.6 Pragmatics

It is the study of human actions, thoughts and linguistic signs, (words and sentences) in real situations. Pragmatics refers to the ways the members of a community use the language. The way they speak to their parents is not the same way we speak with our fellow children. The language used in a formal conversation may have less resemblance to what we could hear at a lunch with our fellow children. The conversational style that we use in our day to day conversation is much more different from that of the language we use when we are reading a storybook for a kid. Pragmatics deals with knowing the difference between the two styles and when to use which style.

Dear student: As discussed above, we can summarize components of language as

- Phoneme is the basic unit of language and is concerned with the sounds of alphabets.
- Phonology deals with the sounds in a language.
- Morphology is related to the vocabulary building.
- Syntax deals with the structure of sentence and the sequence of words in it.
- Semantics studies meanings in a language.
- Pragmatics studies human actions and their explanation by signs in language.

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| Self-Assessment-3 |
|--------------------------|

1. Is a basic unit of phonology?
 - a. Syntax
 - b. Morphemes
 - c. Pragmatics
 - d. Phoneme
2. Branch of language which is concerned with the orderly organization of sounds
 - a. Morphology
 - b. Phonology
 - c. Pragmatics
 - d. Syntax
3. Morphology is a term
 - a. British
 - b. French
 - c. Greek
 - d. Latin
4. **Syntax** is related to the structure of
 - a. Alphabet
 - b. Word
 - c. Phrase
 - d. Sentence

7.7 ENVIRONMENTAL INFLUENCES ON LANGUAGE

Language development is never a static procedure; it is fairly a procedure that is always advancing. One can contrast this with the physical environment of children. The rate of these developments is affected by the environment which plays an essential part in the Language development of a kid. Some language researchers see the similar attitude in teenager's language acquisition everywhere throughout the world. However, other language specialists contend that context in which learning happens clearly, impacts language acquisition.

One perspective clarifies the effect of environment on language development. It named the behaviorist theory. Main advocator of this theory is B.F. Skinner. He recommended that language is gained in the same manner as other behavior, through operant conditioning. In operant conditioning, learning is characterized as changes in behavior as a result of interaction that happens after a response. Skinner said that operant conditioning happens in language development when sounds are made by a youngster and afterward reinforced by their guardian's responses. Result of this reinforcement may be an energized smile. This makes the kid more prone to repeat the word and associate it with an object or occasion. This operant conditioning consolidates with imitation to permit quick language development to happen.

There is another perspective that explains the collaborations between inherent ability and environmental impacts. Two fundamental sub-groups exist inside of this point of view:

7.7.1 Information-processing perspective of language development

Some information processing scholars expect that kids comprehend complex language through intuitive intellectual abilities consolidated with their environmental experiences. They concur with the biological theories that newborn children are conceived with a surprising capacity to examine language. They additionally contend that these capacities are likely not adequate to account for the greater part of their language development.

7.7.2 Social interaction perspective of language development.

Proponents of social interaction theories stress that social aptitudes and language experiences are necessary to language development. An active child keeps the capacity to develop language will try to convey what he wants to say. At the point when the child makes these efforts at language development, parents provide the experiences that help him in this process.

Dear student: As discussed above, we can summarize influence of environment on language.

- Language development is an ever changing process.
- Different perspectives exist that explain the effects of environment on language development.
- Skinner believes that language is gained in the same manner as behavior.
- Another perspective sees inheritance as vital in influencing language development.
- Some view that children learn language through cognitive skills but some others attach social context to it.

7.8 LANGUAGE DEVELOPMENT AT PRESCHOOL AND KINDERGARTEN LEVEL

| | | |
|--------------------------|---------------------|--|
| From birth | Receptive Language | Language learning begins since childbirth. Children at this stage are conscious of the sounds in the surroundings. They pay attention to the verbal communication of those close to them. They cry if there is an unforeseen commotion. They wake up by loud noise and feel still due to the noise. |
| | Expressive Language | Children formulate sounds which realize that they are encountering agony or joy. |
| 0-3 months of age | Receptive Language | At this stage, children form out how to swing to others when they talk. The children smiles when listens to the voice. Truth be told, they appear to perceive the well known voice. They will quiet at the noise of it on the off chance that they are weeping. Children at this stage will also discontinue their action and go too near to the sound of new voice. The children frequently respond to soothing tones, it does not matter the voice is familiar or not. |
| | Expressive Language | When an important individual comes in the vision, the child smiles at. The children repeat the identical sound a lot and “coo and goo” when they are satisfied. |

| | | |
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| 4-6 months | Receptive Language | At this stage, the children act in response to "no". The children likewise are receptive to ups and downs in tone of voice except to the sounds other than speech. For example, they are intrigued by toys and different articles that formulate sounds. They appreciate melody and beat. They are interested in ample variety of novel sounds, for example the sound of toaster or sounds of other machines. |
| | Expressive Language | Murmuring sounds happen when we play with the children. They produce sounds when they are involved merrily in activities. The children babble at this stage and the children seems to be talking. |
| 7-12 months | Receptive Language | This time period is thrilling and amusing as the children at this time clearly listens when we spoke to him. The child looks at the face when we call him by his name. Children discover the fun of games. Children realize the names of familiar objects (Mamma, Feeder, Glass). They respond to desires ("Give it to Pappa"). |
| | Expressive Language | Sound of child's babbling changes. This is on the grounds that it now incorporates more consonants, and additionally long and short vowels. The child utilizes speech or different sounds keeping in mind the end goal to stand out enough to be noticed. Also, child's first words (most likely not talked unmistakably) have appeared! ("Baba", "Cato", "Bye Bye", "Ta Ta") |
| 1-2 years | Receptive Language | Children focal point is pictures in the book when we call their names, and they can indicate body parts when they are asked (ear, neck, hand). They can understand commands ("Pull the door!", "Don't go there"). They can understand basic questions ("What's in your name?"). They like to listen stories. They can sing melodies. They can say rhymes. |
| | Expressive Language | The child is builds up new words as time goes on. They can ask two-word questions like "Whose papa?" "What's cat?" They can combine two words in different ways to form Sentence like "No catto", "More water"). |
| 2-3 years | Receptive Language | At this point little child will comprehend two |

| | | |
|--|---------------------|---|
| | | <p>stage summons ("Get your socks and place them in the crate") and comprehend differentiating ideas or implications like hot/cool, stop/go, in/on and decent. He or she notices sounds like the phone or doorbell ringing and may point or get to be energized.</p> |
| | Expressive Language | <p>He or she appears to have a word for nearly everything. Articulations are typically one; a few words in length and relatives can more often than not comprehend them. The baby may inquire, or attract the attention for something by identification it ("Apple") or by its traits ("Red!").</p> |

| | | |
|------------------|---------------------|--|
| 3-4 years | Receptive Language | The child understands simple questions like "Whose?", "When?" and "Why?" They can listen to us when we call them and even from out of room. |
| | Expressive Language | Sentences are turning out to be longer as the youngster can consolidate four or more words. The child discusses happenings, campaigns and interesting encounters around him with his friends and mates. |
| 4-5 years | Receptive Language | At this stage, children are being able to value different stories. They can answer crucial questions related to them. They are now being able to observe nearly everything that is said before them anywhere they are present. Their capacity to perceive sound legitimately all the time ought not to be in uncertainty. |
| | Expressive Language | Children talk easily in a quite easy to listen manner. They can develop long and clear-cut sentences ("We went to the hotel and ate fish which was delicious; it was a great fun for all of us"). They can narrate a lengthy story based upon their imagination. They are now able to pronounce sounds more accurately. The children can tell wonderful, exciting, artistic stories. |

Dear student: As discussed above, we can summarize language development language development at pre-school and Kindergarten level as:

- Language development starts from birth when baby produces sounds to realize its existence to others.
- During 0-3 months of age children reflects his emotions by listening the different sounds and smiles at viewing different personalities.
- During 4-6 months children show their reactions by yes or no and produce babbling sounds.
- 7-12 months is the age of fun and the babbling of children changes.
- Between 1-2 years of age, the children focus on pictures, they can indicate body parts and there is increase in learning of words.
- During 2-3 years of age, comprehension of compound words develop, the child can differentiate different ideas and develops the capacity to have words for nearly everything.
- During 3-4 years of age, the children listen more clearly when we call and his structure of uttering sentences extends.
- During 4-5 years of age, the child can answer questions and can appreciate stories and can talk more clearly and more easily.

Activities

- The teacher will ask the children to read story books and discuss the stories in it with the class fellows.
- The teacher will pronounce clearly and slowly the sounds of different rhyming words and ask the children to concentrate on these sounds.
- The teacher will ask the children to retell stories and discuss any such occasion happened with the

students.

- The teacher will talk with the children about their day by day routines.
- The teacher will present different objects and actions before the students and will ask the children to label them.
- The teacher will talk about similarities and diversities in different things.
- The children will sing a poem before the children and will help the children to make them understand the poem.

7.9 LANGUAGE DEVELOPMENT AT ELEMENTARY LEVEL

As children go through elementary school years, they expand skills which make it workable for them to read and write.

7.9.1 Vocabulary and grammar

They turn out to be conscious of the procedures and perceptions connected with words and they turn out to be more logical in their way to deal with words. This logical methodology is clear if youngsters are requested the first thing that rings a bell when they heard a word. Amid the primary school years, youngsters turn out to be progressively ready to comprehend and utilize complex syntax. They figure out how to utilize language in a more associated manner. Presently they can deliver relating sentences to each other and creating portrayals, characterizing stories that hang together and bode well. Youngsters must have the capacity to depict things orally before they can be relied upon to destroy those composed assignments.

7.9.2 Meta-linguistic awareness

It eludes to the capacity to objectify [language](#) as a procedure and in addition an artifact. The idea of meta-linguistic awareness is useful to clarifying the execution and exchange of [linguistic knowledge](#) across languages (e.g. code exchanging and also interpretation among bilinguals). It can be narrated as the capacity to deliberately reflect on nature of the language, by means of the subsequent skills:

1. Awareness that language has the potential more prominent than that of straightforward images.
2. Awareness that words are distinct from their referents (meaning lie in our mind and not in the names, i.e. Mishell is Mishell and Danyal is Danyal).
3. Awareness that language has a structure that that can be controlled (understanding that language is impressionable: you can change and compose things in a wide range of courses (for instance, if something is composed in a linguistically erroneous manner, you can transform it).

Meta-linguistic awareness is also called "meta-linguistic capacity", which can be characterized likewise as metacognition ("thinking about knowing"). Meta-linguistic awareness can likewise be characterized as the capacity to think about the utilization of language. As Meta-linguistic awareness develops, kids start to perceive that announcements may have a literal meaning. They start to make more continuous and modern utilization of illustrations, for example, the likeness, "We stuffed the room like sardines". Between the ages of 6 and 8 most kids start to develop their meta-linguistic awareness and begin to perceive incongruity and mockery. These ideas require the kid to comprehend the subtleties of an expression's social and cultural connection.

Dear student: As discussed above, we can summarize language development at elementary level as

- At this stage the children can progressively comprehend and utilize complex syntax.
- The child is able to use language in a more concise way.

Activities

- The teacher will let the students to read different books and will discover reading material that is of

interest for the children.

- The teacher will encourage the students to form associations about what they have read.
- The teacher will help the students to make associations between what they observe at school, at home and in other day by day life routine.
- The teacher will talk distinctly with the students and will help them comprehend the conversation and will discuss issues they experience during comprehension of the conversation.
- The teacher will help the students in recognizing spelling examples, for example, the beginnings and endings of different words which he will pronounce before them.
- The teacher will encourage the students to compose different words with the help of the word he will pronounce before them like hat, cat, bat etc.

7.10 EXERCISE

1. Why language is important in our life?
2. How language develops?
3. What are different signs of language development?
4. Compare different theories of language development?
5. Identify and explain different components of language with examples?
6. How environment influences language development?
7. How language develops in pre-school and kindergarten children?
8. Elaborate the development of language in elementary school years?

Answers to Self-Assessment Exercises

Self-Assessment 1

1. C
2. C
3. A
4. B

Self-Assessment 2

1. A
2. A
3. C
4. D

Self-Assessment 3

1. D
2. B
3. C
4. D

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