

# Table of contents

**Preface to the Handbooks of Applied Linguistics Series — v**

Amalia Bar-On, Dorit Ravid, and Elitzur Dattner

**Introduction — 1**

## **I Linguistic acquisition**

### **Section 1: Phonology and speech**

Liat Kishon-Rabin and Arthur Boothroyd

**1 The role of hearing in speech and language acquisition and processing — 19**

Derek M. Houston and Andrea Warner-Czyz

**2 Speech perception and auditory development in infants with and without hearing loss — 43**

Outi Bat-El and Avivit Ben-David

**3 Developing phonology — 63**

### **Section 2: Lexical knowledge**

Suvi Stolt

**4 Early lexicon and the development that precedes it and the development that follows – A developmental view to early lexicon — 91**

Li Sheng

**5 Typical and atypical lexical development — 101**

Herbert L. Colston

**6 Figurative language acquisition and development — 117**

Fataneh Farnia

**7 Figurative language development: Implications for assessment and clinical practice — 137**

Britta Biedermann, Nora Fieder and Lyndsey Nickels

**8 Spoken word production: Processes and potential breakdown — 155**

## Section 3: Grammatical constructions

Michael Ramscar, Melody Dye, James Blevins and Harald Baayen

**9 Morphological development — 181**

F. Nihan Ketrez

**10 Acquisition of an agglutinative language under adverse neonatal condition — 203**

Batia Seroussi

**11 Later morpho-lexical acquisition — 219**

Ruth A. Berman

**12 Development of complex syntax: From early-clause combining to text-embedded syntactic packaging — 235**

## II Oral and written communication

### Section 4: Communication and discourse

Vanessa Schell and Mark Sabbagh

**13 Theory of mind and communication: Developmental perspectives — 259**

Beyza Ş. Ateş and Aylin C. Küntay

**14 Socio-pragmatic skills underlying language development: Boundaries between typical and atypical development — 279**

Edy Veneziano

**15 Learning conversational skills and learning from conversation — 311**

Ayhan Aksu-Koç and Aslı Aktan Erciyes

**16 Narrative discourse: Developmental perspectives — 329**

Ageliki Nicolopoulou and Sarah Trapp

**17 Narrative interventions for children with language disorders: A review of practices and findings — 357**

Julie Radford

**18 Helping language learning in inclusive classrooms — 387**

### Section 5: Linguistic literacy

David R. Olson

**19 What is literacy? And what is a literate disability? — 405**

Dorit Aram

- 20 Promoting early literacy of children from low socioeconomic backgrounds in preschool and at home — 415**

David L. Share

- 21 Foundations for a universal model of learning to read — 437**

Séverine Casalis

- 22 Acquisition of spelling: Normal and impaired/disordered populations — 461**

Dominiek Sandra

- 23 The role of morphology in reading and writing — 477**

Julia Schindler and Tobias Richter

- 24 Reading comprehension: Individual differences, disorders, and underlying cognitive processes — 503**

Liliana Tolchinsky and Naymé Salas

- 25 Grammar for writing and grammar in writing — 525**

### **III Environmental effects**

#### **Section 6: Socio-economic status**

Adriana Weisleder and Virginia A. Marchman

- 26 How socioeconomic differences in early language environments shape children's language development — 545**

Kylie Schibli, Nina Hedayati, Hannah Hobbs, Amina Sheik-Ahmed and Amedeo D'Angiulli

- 27 Cognition and language in different socioeconomic and environmental settings — 565**

Carolyn Letts

- 28 Language disorder versus language difference: The impact of socioeconomic status — 585**

#### **Section 7: Multilingualism**

Annick De Houwer

- 29 Input, context and early child bilingualism: Implications for clinical practice — 601**

Sharon Armon-Lotem

- 30 SLI in bilingual development: How do we approach assessment? — 617**

C. Patrick Proctor and Rebecca Louick

- 31 Development of vocabulary knowledge and its relationship with reading comprehension among emergent bilingual children: An overview — 643**

Susan Gass

- 32 Factors affecting second language acquisition: Successes and nonsuccesses — 667**

## **IV Language and communication disorders**

### **Section 8: Developmental and neurological disorders**

Jan de Jong

- 33 The changing profile of Specific Language Impairment — 689**

Lara R. Polse, Samantha M. Engel and Judy S. Reilly

- 34 Neuroplasticity and development: Discourse in children with early focal lesions and children with language impairment — 705**

Naama Friedmann and Max Coltheart

- 35 Types of developmental dyslexia — 721**

Rachel Schiff, Eli Vakil, Yafit Gabay and Shani Kahta

- 36 Implicit learning in developmental dyslexia as demonstrated by the Serial Reaction Time (SRT) and the Artificial Grammar Learning (AGL) tasks — 753**

Steven Gillis

- 37 Speech and language in congenitally deaf children with cochlear implants — 765**

Sara Ingber and Tova Most

- 38 Parental involvement in early intervention for children with hearing loss — 793**

Esther Dromi, Yonat Rum and Jessica Goldberg Florian

- 39 Communication, language, and speech in young children with autism spectrum disorder (ASD) — 811**

Yonata Levy

- 40 Language in people with Williams syndrome — 829**

Sigal Uziel-Karl and Michal Tenne-Rinde

- 41 Making language accessible for people with cognitive disabilities: Intellectual disability as a test case — 845**

**Section 9: Disorders in aging**

Eve Higby, Dalia Cahana-Amitay and Loraine K. Obler

- 42 Brain and language in healthy aging — 863**

Rosemary Varley and Vitor Zimmerer

- 43 Language impairments in acquired aphasia: Features and frameworks — 881**

Frédéric Assal and Ariane Laurent

- 44 Language in neurodegenerative diseases — 899**

**Index — 919**