



## Synthesis on language development and literacy

*(Published online October 31, 2005)  
(Revised November 25, 2008)*

### How Important Is It?

[Learning to talk](#) is one of the most visible and important achievements of early childhood. New language tools mean new opportunities for social understanding, for learning about the world, for sharing experience, pleasures and needs. Then, in the first three years of school, children take another big step in language development as they [learn to read](#). Although these two domains are distinct, they are also related. Early-language skills have been [linked](#) to later successful reading. As well, [literacy](#) and pre-literacy activities can help further children's language competencies in both the preschool years and later schooling.

Children with poor listening and speaking skills are referred to as having a language impairment. An estimated [8 to 12%](#) of preschool children and 12% of children [entering school](#) in Canada and the U.S. have some form of language impairment. Studies also show that [25 to 90%](#) of children with language impairment experience [reading disorder](#), usually defined as poor reading achievement occurring after sufficient opportunity to learn to read. Reading disorder among school-aged children is estimated to be between 10 and 18%.

When children have difficulty understanding others and expressing themselves, it is not surprising that [psychosocial and emotional adjustment problems](#) ensue. Children with delayed or disordered language are therefore at [increased risk](#) for social, emotional and behavioural problems. As well, research shows that most children who have [poor reading skills](#) at the end of Grade One will continue to experience difficulties reading later on.

### What Do We Know?

While the nature of the mental activity that underlies language learning is widely debated, there is considerable agreement that the course of language development is influenced by [determining factors](#) in at least five fields: social, perceptual, cognitive processing, conceptual and linguistic. As well, although individual differences among children do exist, language development has [predictable sequences](#). Most children begin speaking during their second year, and by age two are likely to know at least 50 words and are able to combine them in short phrases. By age four to six, most children understand the idea of a sentence.

The amount and kind of language [stimulation](#) at home and [family stresses](#) such as child abuse contribute to children's language development. As well, the [quality of interaction](#) between a caregiver and a child – such as when playing word games or reading books – plays an important role in literacy outcomes. Children's skills progress more quickly and readily in instructional interactions characterized by sensitive, responsive and non-controlling adult input. Other aspects of [parental](#)

[behaviors](#), such as frequent and regular participation to learning activities and the provision of age-appropriate learning materials, favour the child's literacy outcomes.

Children with [impaired language development](#) are at greater risk for later behavioural problems, academic difficulties, learning disabilities and anxiety disorders. The most common [behavioural problem](#) is Attention Deficit Hyperactivity Disorder (ADHD); studies also show high rates of internalizing problems such as shyness and anxiety. Children with [speech impairments](#) are more likely to have difficulty with phonological processing, phonological learning and literacy.

[Phonemic awareness](#) refers to the ability to identify, compare and manipulate the smallest units of spoken words, phonemes. Phonemic awareness and [vocabulary skills](#) are, respectively, the best predictors of reading and reading comprehension. Some children are sufficiently competent in listening and talking, but have poor phonological processing abilities. At school entry, these children may be viewed as being at risk for [reading disorder](#).

Finally, there is a markedly disproportionate representation of children who are poor and who belong to [ethnic or racial minorities](#) among those who struggle with reading.

### What Can Be Done?

[Early language interventions](#) during infancy or the preschool years can have a significant impact on child outcomes. There are at least four [general contexts](#) in which language intervention can be provided: individual, small group, classroom and caregiver training. [Four language-teaching strategies](#) have been demonstrated to improve children's language abilities. These are: *prelinguistic milieu teaching*, to help children make the transition from pre-intentional to intentional communication; *milieu teaching*, which consists of specific techniques embedded within a child's ongoing activities and interactions; *responsive interaction*, which involves teaching caregivers to be highly responsive to the child's communication attempts; and *direct teaching*, characterized by prompting, reinforcing and giving immediate feedback on grammar or vocabulary within highly structured sessions. In all cases, it is important to [set the stage for language learning](#) by creating opportunities for communication, following the child's lead, and building and establishing social routines.

In [parent-administered language interventions](#), parents are trained by speech-language pathologists to become the primary intervention agents, learning how to facilitate their children's language development in daily, naturalistic contexts. (This differs from parent involvement, in which children receive direct attention from the speech-language pathologist and parents play a secondary but supportive role.) Parent-administered interventions have yielded [short-term developmental progress](#) in communication and language skills in a wide range of preschool-aged children with delayed or disordered language. However, little is known about the long-term effects of this cost-effective intervention model.

[Social-policy initiatives](#) should focus on early identification, comprehensive assessments and providing highly responsive environments early on. As well, appropriate [training and continuing education](#) should be provided to everyone who works with children and their families, such as speech-language pathologists, early interventionists, early childhood educators and child-care providers. Yet there are still several [barriers](#) to overcome. These include developing more sensitive screening measures to identify the various kinds of impairments, achieving consensus on case

## **Synthesis on language development and literacy**

---

definition, and enhancing parent recognition of children's potential problems and the need to seek help.

*This topic was developed in 2004 with the collaboration of the Canadian Language and Literacy Research Network (CLLRNet).*