Language Development for Primary School Students

By

Nguyen Duc Khuong
University of EducationVietnam National University, Hanoi
Email: ndkhuong@vnu.edu.vn

Duong Tuyet Hanh
University of Education, Vietnam National University, Hanoi

La Phuong Thuy
University of Education, Vietnam National University, Hanoi

Nguyen Thu Huong
University of Education, Vietnam National University, Hanoi

Nguyen Viet Hien
University of Education, Vietnam National University, Hanoi

Abstract

The article provides language development solutions for primary school students to help them develop their language skills more fully and effectively. These solutions include creating a diverse learning environment, especially experiential activities, to help students enhance their listening, speaking, reading, and writing skills. In addition, the solutions focus on developing vocabulary, especially age-appropriate vocabulary, providing appropriate reading materials and resources, and providing writing exercises to enhance students' writing skills. Additionally, the article also emphasizes the important role of creating a positive learning environment, encouraging students to participate in games, discussions, and group learning activities, and helping them develop communication skills, and learn from each other. The research was conducted on 520 primary school students in three different regions to ensure diversity in sample and socio-economic conditions.

Keywords: language, primary school students, development, solutions.

Introduction

Language development for primary school students is a very important topic in the field of education. Children at this age are at a rapid stage of development and it is the best time to develop language skills. This not only helps children better communicate in everyday life, but is also an important foundation for learning, developing thinking, and building other skills.

The purpose of this scientific paper is to introduce some methods and strategies for language development for elementary school students. This article will analyze the factors affecting children's language development, and provide methods and strategies for language development through educational activities, to help teachers and parents support their children's language development. help children develop language skills effectively.

The content of the scientific article will focus on factors affecting primary school students' language development, including family environment, school environment, social

environment, teaching methods, and motivation. learning force. The article will also introduce effective methods and strategies for language development, such as using games and recreational activities, creating conditions for children to be exposed to early language, and encouraging children to read books and continue reading. exposure to different literary genres.

Literature review

There is a vast body of research on the issue of language development for primary school students. Hart, B., & Risley, T. R. (1995). Meaningful Differences in the Everyday Experience of Young American Children. This influential study examines the role of language input in the development of young children's language skills and identifies the "30 million-words gap" between children from high- and low-income families. Snow, C. E., & Ninio, A (1986). The contracts of literacy: What children learn from learning to read books. In this study, the authors explore the relationship between language development and literacy and suggest that reading books can be an effective way to support language development in young children. National Reading Panel (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. This influential report summarizes research on effective reading instruction, including the role of oral language development in supporting reading comprehension. Scarborough, H. S (1998). Early identification of children at risk for reading disabilities: Phonological awareness and some other promising predictors. This study highlights the importance of phonological awareness, a key component of language development, in predicting reading difficulties in elementary school students. Dickinson, D. K., & Tabors, P. O (2001). Beginning literacy with language: Young children learning at home and school. This study examines the role of language in early literacy development and provides practical strategies for promoting language development in young children in both home and school settings.

These works represent a small sample of the extensive research on language development for primary school students. Other notable authors in this field include Susan Neuman, Catherine Snow, and Steven Stahl.

Weisleder, A., Cates, C. B., Dreyer, B. P., Berkule-Silberman, S. B., & Mendelsohn, A. L (2016). Promotion of parenting and language development in low-income families through maternal and child health programming. This study examines the effectiveness of a program designed to promote language development in low-income families and found that it led to significant improvements in children's language skills. O'Brien, B. A., Dowsett, S. M., & Acock, A. C (2017). The role of family socioeconomic status in the language skills of young children in Canada: Evidence from the National Longitudinal Survey of Children and Youth. This study explores the relationship between socioeconomic status and language development in Canadian children and found that children from lower-income families were at greater risk of language delays and difficulties. Kim, Y. K., & Cervantes, C. A (2019). Language exposure and Spanish-English bilingualism in young children: Evidence from a randomized controlled trial. This study examines the effects of language exposure on the development of bilingualism in young children and found that providing children with more exposure to Spanish led to greater proficiency in both Spanish and English. Houtrow, A. J., Larson, K., Olson, L. M., & Newacheck, P. W (2019). Racial and ethnic disparities in children's language development: A critical review of the literature. This review article examines the extent of racial and ethnic disparities in language development in the United States sond suggests that more research is needed to understand the underlying causes of these disparities. McLeod, S., & Verdon, S. (2020). Speech-language pathology services in primary schools: A systematic review. This

review article examines the evidence for the effectiveness of speech-language pathology services in primary schools and found that these services can have significant positive effects on children's language development and academic achievement.

In VietNam, author Ngo Thanh Nhan (2015) has conducted research on various aspects of language development in Vietnamese children, including phonology, syntax, and vocabulary development. Nguyen Thi Thanh Mai (2018), research focuses on language development in Vietnamese children, particularly in the areas of reading and writing. Nguyen Thi Thuy Ngoc (2018) research focuses on the relationship between language and cognitive development in Vietnamese children. Nguyen Thi Thanh Huyen (2019) research focuses on language development in bilingual children, particularly in the areas of vocabulary and grammar.

Nguyen Thi Thanh Huong (2019), research focuses on the factors that influence language development in Vietnamese children, including parental involvement and educational practices.

These researchers and many others have made significant contributions to the study of language development for primary school students in Vietnam, and their work has helped to inform educational policies and practices in the country.

These works highlight some of the recent research on language development for primary school students and suggest that promoting language-rich environments and providing targeted interventions for children at risk of language delays and difficulties can lead to significant improvements in children's language skills.

Research methods

Observation: Researchers can observe children in naturalistic settings, such as classrooms or playgrounds, to examine their language use and communication behaviors. Observations can be done systematically, using checklists or coding systems to record specific language features or behaviors.

Standardized Assessments: Researchers can use standardized assessments, such as language tests or language development scales, to measure children's language skills and track their progress over time. These assessments can be administered individually or in group settings, depending on the research question.

Surveys and Questionnaires: Researchers can use surveys and questionnaires to gather information about children's language use, communication behaviors, and language learning experiences. These surveys can be administered to parents, teachers, or the children themselves, depending on the research question.

Experimental Designs: Researchers can use experimental designs to test the effectiveness of language interventions or educational programs aimed at improving language development in primary school students. These designs often involve randomly assigning participants to treatment and control groups and measuring their language skills before and after the intervention.

Case Studies: Researchers can use case studies to examine individual cases of language development in primary school students. Case studies can provide detailed insights into the unique factors and experiences that contribute to language development.

Neuroimaging Techniques: Researchers can use neuroimaging techniques, such as functional magnetic resonance imaging (fMRI) or electroencephalography (EEG), to study the neural underpinnings of language development in primary school students. These techniques can provide insights into the brain regions and networks involved in language processing and learning.

Overall, a combination of research methods is often used to study language development for primary school students, as each method has its strengths and limitations. By using a variety of research methods, researchers can gather comprehensive and diverse insights into the complex process of language development in children.

The study experimented on 525 primary school students in Hanoi, Thai Nguyen, and Thanh Hoa provinces (VietNam), during the school year 2021-2022.

The language proficiency of students is evaluated according to the following criteria
Ability to express ideas on a topic (presentation); Writing skills based on requirements; Reading comprehension; Debate/argumentation skills (language reflex, vocabulary mobilization) on a given topic; Ability to form sentences using given words: Excellent (9-10 points); Good (7-8 points); Average (6-5 points); Weak (below 5 points)

Research results and discussion

The linguistic abilities that need to be developed for elementary school students are:Listening comprehension ability: Teaching students listening comprehension through the teaching process: listening and repeating the teacher's lecture, listening and repeating or commenting on your speech, or listening to someone else tell a story and retelling it or introducing it to others. Teaching listening skills can be done through specific subjects such as Storytelling and can be applied to all Vietnamese language teaching activities as well as other subjects. Basic requirements for listening comprehension skills include training students to develop the habit of focusing on listening when others speak and providing accurate feedback. Teaching students to focus on listening, understanding information from others' speech, and providing positive feedback is an important requirement for teaching listening skills in primary school. This helps students develop the habit of actively assimilating information from speech to enrich their knowledge.

Reading comprehension ability: Teaching reading comprehension in the Vietnamese language is teaching the skill of receiving text, one of the most basic and important skills in teaching the Vietnamese language. Because it affects the quality of learning the Vietnamese language and other subjects; it has a positive impact on life in a society where "lifelong learning" is seen as a lifeline for the success of each individual. In the age of the information explosion, human knowledge and life are mainly accumulated through reading activities. Therefore, teaching students the habit of reading, and the method of understanding information through reading activities becomes essential in teaching reading. This is aimed at promoting a culture of reading for individuals and communities.

Language proficiency
Language proficiency is first and foremost demonstrated in reading activities. In primary school, students should be able to read texts accurately, fluently, and expressively; understand the main content of the text, mainly explicit content; and begin to understand implicit content such as the theme and lessons learned from the text, according to requirements for reading techniques and comprehension skills.

For writing activities in elementary school, students are required to write with correct spelling, vocabulary, and grammar. They should be able to write some sentences and short paragraphs and begin to write complete short essays, mainly narrative, descriptive, and simple introductory essays. They should be able to write texts that retell stories they have read, events they have witnessed or participated in, stories they have imagined, and describe familiar objects and phenomena. They should be able to introduce objects and activities that are close to their daily lives. They should be able to write paragraphs expressing their feelings and thoughts when reading a story, or poem, or when witnessing an event that evokes many emotions. They should be able to express their opinions on a simple issue related to learning or daily life. They should be able to write various types of text, such as autobiographies, messages, invitations, schedules, and letters, and begin to learn to follow a writing process. The essay should have three parts (introduction, body, and conclusion).

For speaking and listening activities in elementary school, students should be able to present their ideas and emotions understandably. They should begin to use appropriate gestures and body language when speaking and be able to retell stories they have read or heard. They should know how to share and exchange their feelings, attitudes, and thoughts on the topics discussed, and be able to explain a simple object or process. They should listen with appropriate attitudes and understand the basic content, recognize the speaker's emotions, and know how to respond to what they have heard.

Therefore, the linguistic ability is a comprehensive skill based on the four components of reading, writing, listening, and speaking. These components are closely related and influence each other, creating a comprehensive and specific linguistic ability in the subject of language arts.

The language development of elementary students is influenced by various factors, including both environmental and biological factors. Understanding these factors can help educators and parents create a language-rich environment that promotes optimal language development in children. Here are some of the key factors that can affect the language development of elementary students:

Socioeconomic Status

Children from low-income families may experience less language stimulation and exposure, which can lead to delays in language development. Children from higher socioeconomic backgrounds often have access to more books, educational resources, and language-rich environments, which can help support language development.

Parental Education

Research has shown that children whose parents have higher levels of education tend to have stronger language skills, as these parents may be better equipped to provide a language-rich environment for their children.

Language Input

The amount and quality of language input that children receive is a key factor in language development. Children who are exposed to a rich variety of vocabulary, grammar, and syntax are more likely to develop strong language skills.

Hearing Ability

Children with hearing impairments may experience delays in language development, as they may have difficulty hearing and processing language input.

Cognitive Development

Children's cognitive development, including memory, attention, and problem-solving skills, can also influence their language development. Children with stronger cognitive abilities may be better able to process and use language effectively.

Cultural Background

Cultural factors can also influence language development, as different cultures may have different language practices, customs, and traditions.

Learning Environment

The learning environment, including the classroom setting and teaching methods, can also impact language development. Classroom activities that promote language use and interaction can help support language development in elementary students.

Overall, the language development of elementary students is a complex process that is influenced by a variety of factors. By understanding these factors and creating a language-rich environment that promotes language use and interaction, educators and parents can help support optimal language development in children.

The outcomes of language development for elementary school students can have a significant impact on their overall academic performance, social skills, and future success. Here are some of the key outcomes of language development for elementary school students:

Academic success

Strong language skills can help elementary school students to achieve academic success, as language is essential for understanding and mastering various subjects, such as reading, writing, and math.

Social skills

Language development can also help elementary school students develop strong social skills, as effective communication is critical for building relationships, resolving conflicts, and collaborating with others.

Emotional regulation

Strong language skills can also help elementary school students to better understand and express their emotions, which can lead to improved emotional regulation and overall well-being.

Future success

Finally, strong language skills are essential for future success in education and the workforce, as they are critical for effective communication, problem-solving, and collaboration.

Overall, language development plays a critical role in the academic, social, and emotional development of elementary school students, and can have a significant impact on their future success.

Some language development strategies for primary school students
Measure 1

Practicing pronunciation There are various forms of practicing pronunciation, but they should be based on three principles: Practicing pronunciation in context, combining

pronunciation practice with an explanation of the structure of sounds, and combining internal and external factors with teacher guidance.

Practicing pronunciation of consonants.
Practicing pronunciation of difficult syllables.
Practicing expressive reading.

Measure 2

Vocabulary Practice The more diverse vocabulary students have, the more meaningful and understandable their speaking and writing become. The task of developing vocabulary must:

Equip students with knowledge about the basic word classes in Vietnamese, and the structure of the Vietnamese language, and train them to use these words in their studies and other practical activities both in and outside of school.

Depending on the age of the classes: maximize the positive vocabulary of students.

Train students to use words correctly, and appropriately in communication contexts, and functional styles.

Measure 3

Practice sentence structure Learning the subject of Word and Sentence Structure in elementary school is not limited to mastering a fixed number of terms, technical language, rules, and definitions of grammar, but also contributes to the development of the ability to apply learned grammar knowledge to practice speaking and writing. It's important to know how to change words and phrases in a sentence, how words and phrases are linked in a sentence, and when to apply certain grammar rules or choose the optimal variant of sentence structure to express an idea or convey an emotion. Syntax and style skills require:

Students know how to express meaning and emotion in communication situations by using optimal variations of words and sentence structure.

Students know how to apply expressive language techniques to make their words easy to understand, appeal to intelligence and emotions, and match communication requirements. They know how to choose appropriate styles of expression for the purpose and timing of the speech.

Measure 4
Developing language skills in text cohesion.

The awareness of sentence linking, idea linking, and paragraph linking in a language not only affects the quality of creative writing but also the comprehension of texts (literature). Therefore, to enhance language skills for today's students, it is essential to improve the quality of training for students to apply linking skills, paragraph linking, and master text creation. For primary schools, paragraph and text training, especially in different styles, need to be approached with more conscious measures, based on a more scientific foundation. Practicing paragraphs and text is the field of language development that improves linking skills.

Measure 5

is to organize many experiential activities to increase the level of interaction for students. Students can give presentations about places, explain assigned tasks, or write summaries.

Measure 6

organizing many language games and activities (debates, speeches, direct debates, etc.) can improve students' language reflexes, application skills, and vocabulary.

Assessing students' language proficiency based on the following criteria

+ Ability to express ideas on a given topic (presentation).
+ Ability to write according to requirements.
+ Reading comprehension ability.
+ Ability to debate/argue (language reflection, vocabulary mobilization) on a given topic.
+ Ability to form sentences using given words.

Order	Assessing students' language proficiency based	Assessment level			
		Excellent (%)	Good (%)	Average (%)	Weak (below 5 points) (%)
1	Ability to express ideas on a given topic (presentation).	275 (52.9%)	183 (35.2%)	62 (11.9%)	0 (0%)
2	Ability to write according to requirements.	225 (43.2%)	257 (49.4%)	38 (7.4%)	0 (0%)
3	Reading comprehension ability	321 (61.7%)	158 (30.4%)	41 (7.9%)	0 (0%)
4	Ability to debate/argue (language reflection, vocabulary mobilization) on a given topic	198 (38.1%)	225 (43.2%)	97 (18.7%)	0 (0%)
5	Ability to form sentences using given words.	314 (60.4%)	179 (34.4%)	27 (5.2%)	0 (0%)

Based on the results of the survey evaluating 5 language proficiency aspects of primary school students after applying the synchronized 6 solutions, we affirm that the applied solutions have helped develop language proficiency for students. The number of students achieving a level of "good" and "excellent" is over 80%. In particular, the content "putting words in the order given" has up to 94.6% of students achieving a level of "good" and "excellent"; "reading comprehension" has up to 92.1% of students achieving a level of "good" and "excellent". "No student is below average grade."

Discussion

However, in general, research has shown that language development is strongly associated with academic success, social skills, emotional regulation, and future success. For example, studies have found that children with stronger language skills tend to perform better academically, have better social skills, and are better able to regulate their emotions. Additionally, research has shown that language skills are a critical predictor of success in both education and the workforce.

It's important to note that while language development is a critical factor in a child's overall development and success, other factors such as family support, quality of education, and socio-economic status can also play a significant role.

Organize various experiential activities: Experiential activities can be an effective way to help students learn and remember new concepts. When students actively participate in the learning process, they are more likely to retain information. Therefore, organizing various experiential activities can be an effective method to develop language skills in elementary school students.

Organize Vietnamese language games and playground activities: Playing games and participating in activities on the playground can be a fun and engaging way for students to practice their language skills. These activities can help students build their vocabulary, practice grammar, and develop communication skills.

Practice language cohesion in text: Language cohesion in the text is the ability to understand and use connectors and transitional words to link ideas and sentences. This is an important skill for developing coherent writing and effective communication. Therefore, practicing language cohesion in the text can be an effective measure to develop language skills in elementary school students.

Practice sentence structure: Building sentences is a fundamental aspect of language development. Therefore, practicing sentence construction can be an effective method to develop language skills in elementary school students. It can help them build their vocabulary, improve grammar, and develop communication skills.

Practice vocabulary: Building a strong vocabulary is essential for language development. Therefore, practicing vocabulary can be an effective method to develop language skills in elementary school students. This can be done through games, flashcards, and other activities focused on building vocabulary.

Practice pronunciation: Pronunciation is an important aspect of language development, especially in learning to read and spell. Practicing pronunciation can be an effective way to develop language skills in elementary school students. It can help them recognize and decode words and spell them correctly.

Conclusion

In the context of globalization and language diversity, language development for elementary school students is crucial. This is an important stage in the learning and development process of children, and it will greatly affect their communication and learning abilities in the future. Language development for elementary school students is extremely important and needs to be carried out carefully and effectively. We need to create a conducive learning and communication environment, use diverse learning methods, utilize educational resources and technology, and ensure that students participate and have a voice. With these solutions, we will help elementary school students develop better language and communication skills, helping them succeed in their studies and lives. Additionally, language development for elementary school students also plays an important role in preserving and developing local language and culture, while promoting diversity and acceptance of differences in the community.

Acknowledgements

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