

# early language development

**early language development** is a critical aspect of a child's overall growth, laying the foundation for communication, cognitive skills, and social interaction. From infancy through the preschool years, children acquire the ability to understand and use language, which plays a pivotal role in their academic success and emotional well-being. This developmental phase involves the gradual emergence of vocabulary, sentence structure, and conversational skills, influenced by both biological factors and environmental stimulation. Understanding the milestones and factors that impact early language acquisition can help caregivers and educators support children's linguistic progress effectively. Additionally, recognizing potential delays early on allows for timely intervention, enhancing long-term outcomes. This article explores the stages, influences, strategies, and challenges related to early language development in detail.

- Stages of Early Language Development
- Factors Influencing Early Language Acquisition
- Strategies to Promote Language Development in Young Children
- Common Challenges and Early Intervention

## Stages of Early Language Development

The process of early language development unfolds through a series of distinct stages, each marked by specific linguistic milestones. These stages reflect the child's growing capacity to comprehend and produce language, beginning with nonverbal communication and advancing to complex verbal interactions.

### Pre-linguistic Stage

During the pre-linguistic stage, which typically spans from birth to around 12 months, infants communicate primarily through crying, cooing, and babbling. This phase is crucial as babies experiment with sounds, pitch, and rhythm, laying the groundwork for later speech. Caregivers' responses to these vocalizations help reinforce early communication attempts and foster social bonding.

### One-Word Stage

Between 12 and 18 months, children generally enter the one-word stage, where they begin to use single words to express entire ideas or needs. These initial words often relate to familiar objects, people, or actions, such as "mama," "ball," or "eat." This stage marks the emergence of symbolic understanding, where words represent real-world referents.

## **Two-Word Stage**

From approximately 18 to 24 months, toddlers start combining two words to form simple phrases like “more juice” or “go car.” This stage demonstrates the child’s grasp of basic syntactic rules and the ability to convey more complex meanings by linking concepts. Vocabulary expands rapidly as children experiment with new combinations.

## **Telegraphic Speech and Beyond**

Between ages two and three, children enter the telegraphic speech stage, characterized by short, efficient sentences that omit less critical words but convey essential meaning, such as “want cookie” or “daddy go work.” Language complexity continues to increase as grammar improves and vocabulary grows, leading to more fluid conversations by age three and beyond.

## **Factors Influencing Early Language Acquisition**

Several intrinsic and extrinsic factors significantly impact the pace and quality of early language development. Understanding these elements can guide effective support and identify children who may need additional help.

### **Biological and Cognitive Factors**

Genetic predispositions, brain development, hearing ability, and cognitive capacities form the biological foundation for language acquisition. For example, children with normal auditory function and typical neurological development generally acquire language milestones within expected timeframes, while impairments can delay progress.

### **Environmental Influences**

The surrounding environment plays a vital role in shaping language skills. Rich linguistic exposure, social interactions with responsive adults, and opportunities for communication significantly enhance early language development. Conversely, limited verbal engagement or neglect can hinder progress.

### **Socioeconomic Status and Cultural Context**

Socioeconomic factors influence access to educational resources, quality childcare, and parental time for interactive communication. Cultural norms also affect language use and styles of communication, shaping how children learn to express themselves and interpret language within their community.

## **Emotional and Social Development**

Emotional security and social bonding encourage children to communicate and experiment with language. Positive relationships and social play provide contexts for practicing conversational turn-taking, narrative skills, and pragmatic language use.

## **Strategies to Promote Language Development in Young Children**

Implementing targeted strategies can effectively support and accelerate early language acquisition, fostering robust communication skills during critical developmental periods.

### **Engaging in Responsive Communication**

Caregivers and educators should actively respond to children's vocalizations and gestures, encouraging attempts at communication. This responsive interaction validates the child's efforts and motivates continued language use.

### **Reading Aloud and Storytelling**

Regularly reading books and telling stories expose children to new vocabulary, sentence structures, and concepts. These activities also cultivate listening skills and imagination, which contribute to language comprehension and expressive abilities.

### **Encouraging Play-Based Language Learning**

Interactive play scenarios, such as role-playing or using toys, provide natural opportunities for children to practice language in meaningful contexts. Play enhances vocabulary and social language skills through shared experiences.

### **Using Repetition and Expansion**

Repeating words and phrases and expanding on children's utterances helps reinforce correct language patterns and introduces more complex linguistic forms. For example, if a child says "car go," an adult might respond, "Yes, the car is going fast."

### **Creating a Language-Rich Environment**

Surrounding children with varied and age-appropriate language materials, including books, songs, and conversations, supports continuous language exposure. Limiting screen time and promoting face-to-face interactions further enhance language growth.

- Responsive communication
- Reading aloud and storytelling
- Play-based learning
- Repetition and expansion
- Language-rich environments

## **Common Challenges and Early Intervention**

While many children follow typical language development trajectories, some encounter delays or disorders that require early identification and intervention to optimize outcomes.

### **Signs of Language Delay**

Indicators of potential language delays include limited babbling by 12 months, absence of first words by 16 months, difficulty combining words by age two, and unclear speech beyond age three. Persistent lack of response to sounds or gestures may also signal concerns.

### **Language Disorders**

Specific language impairment (SLI), speech sound disorders, and receptive or expressive language disorders affect children's ability to understand or produce language appropriately. These conditions vary in severity and often coexist with other developmental challenges.

### **Importance of Early Assessment**

Early screening and evaluation by speech-language pathologists enable accurate diagnosis and tailored intervention plans. The earlier the support begins, the greater the likelihood of minimizing long-term language deficits.

### **Effective Intervention Approaches**

Intervention may include individualized speech therapy, parent coaching, and incorporation of language-building activities in daily routines. Multidisciplinary collaboration among educators, therapists, and families ensures comprehensive support for the child's communicative needs.

# **Frequently Asked Questions**

## **What are the key milestones in early language development?**

Key milestones include cooing and babbling around 2-6 months, first words by 12 months, combining two words by 18-24 months, and rapid vocabulary growth between 2-3 years.

## **How does early language development impact later academic success?**

Early language development is strongly linked to literacy skills, cognitive development, and social-emotional growth, which are critical for later academic achievement and communication abilities.

## **What role do parents play in supporting early language development?**

Parents support early language development by engaging in frequent verbal interactions, reading aloud, responding to their child's attempts to communicate, and providing a rich language environment.

## **How can screen time affect early language development?**

Excessive screen time can limit interactive communication opportunities, potentially delaying language skills, while high-quality, age-appropriate content paired with caregiver interaction can support learning.

## **When should parents be concerned about delayed language development?**

Concerns arise if a child is not babbling by 12 months, has no single words by 16 months, or lacks two-word combinations by 24 months; in such cases, consulting a pediatrician or speech therapist is recommended.

## **What are effective strategies to promote early language development in toddlers?**

Effective strategies include talking frequently to the child, reading books together, singing songs, using gestures, and encouraging imitation and expressive language through play.

## **How do bilingual environments influence early language development?**

Bilingual environments may initially show slower vocabulary in each language but overall cognitive and language benefits emerge, including enhanced executive function and metalinguistic awareness.

## Additional Resources

### 1. *The Scientist in the Crib: What Early Learning Tells Us About the Mind*

This book by Alison Gopnik, Andrew Meltzoff, and Patricia Kuhl explores how infants learn about the world around them. It combines research from psychology and neuroscience to explain how babies develop language and cognitive skills. The authors argue that early childhood is a critical period for language acquisition and intellectual growth.

### 2. *How Babies Talk: The Magic and Mystery of Language in the First Three Years of Life*

Patricia K. Kuhl presents fascinating insights into the process of language learning in infants. The book covers how babies begin to perceive sounds, form words, and develop grammar. It also discusses the importance of social interaction and environment in early language development.

### 3. *Language Development in Early Childhood*

By Beverly Otto, this comprehensive text offers an in-depth look at how children acquire language from birth through preschool years. It covers theories of language development, milestones, and the role of caregivers. The book is a valuable resource for educators and parents interested in fostering early communication skills.

### 4. *Theories in Second Language Acquisition: An Introduction*

Edited by Bill VanPatten and Jessica Williams, this collection includes discussions relevant to early language learners, including infants exposed to multiple languages. It explains various theoretical frameworks that help understand how young children acquire language naturally. The book is useful for those studying bilingualism and early language development.

### 5. *Baby Talk: The Science of Early Language Development*

This book delves into the science behind how babies start understanding and producing language. It highlights key stages such as babbling, first words, and sentence formation. The author emphasizes the role of interaction and feedback in helping infants develop their communication skills.

### 6. *Early Language Development: Implications for Clinical and Educational Practice*

By Marilyn Nippold, this text bridges research and practice by discussing how early language skills impact later academic success. It explores typical development patterns as well as language delays and disorders. The book offers strategies for intervention and support in both home and educational settings.

### 7. *The Development of Language*

Jean Berko Gleason and Nan Bernstein Ratner provide a thorough overview of language development from infancy through adolescence. The book covers phonology, semantics, syntax, and pragmatics in early childhood. It is well-regarded for its clear explanations and up-to-date research findings.

### 8. *Bringing Language Home: A Guide to Understanding and Nurturing Young Children's Language Development*

Written by Deborah A. Kelemen, this guide offers practical advice for parents and caregivers to support early language growth. It emphasizes the importance of reading, conversation, and play in language acquisition. The book also addresses cultural and linguistic diversity in early childhood environments.

### 9. *Language Development and Literacy Acquisition in Early Childhood*

This edited volume focuses on the interconnectedness of language skills and literacy development in

young children. It discusses how early vocabulary and grammar skills lay the foundation for reading and writing. The book is particularly useful for educators and speech-language pathologists working with preschoolers.

## **Early Language Development**

Find other PDF articles:

<https://ns2.kelisto.es/textbooks-suggest-002/pdf?dataid=AiV68-5512&title=econometric-textbooks.pdf>

**early language development: Early Language Development in Full-term and Premature infants** Paula Menyuk, Jacqueline W. Liebergott, Martin C. Schultz, 2014-02-04 Designed to provide practical information to those who are concerned with the development of young children, this book has three goals. First, the authors offer details about patterns of language development over the first three years of life. Although intensive studies have been carried out by examining from one to 20 children in the age range of zero to three years, there has been no longitudinal study of a sample as large as this--53 children--nor have as many measures of language development been obtained from the same children. Examining language development from a broad perspective in this size population allows us to see what generalizations can be made about patterns of language development. This volume's second goal is to examine the impact of such factors as biology, cognition, and communication input--and the interaction of these factors--which traditionally have been held to play an important role in the course of language development. The comparative influence of each--and the interaction of all three--were examined statistically using children's scores on standard language tests at age three. The volume's third goal is to provide information to beginning investigators, early childhood educators, and clinicians that can help them in their practice. This includes information about what appear to be good early predictors of language development at three years; language assessment procedures that can be used with children below age three, how these procedures can be used, what they tell us about the language development of young children; and what warning signs should probably be attended to, and which can most likely be ignored. In addition, suggestions are made about what patterns of communicative interaction during the different periods of development seem to be most successful in terms of language development outcomes at three years, and what overall indications the study offers regarding appropriate intervention.

**early language development: Talking from Infancy** William Fowler, 1990 Talking from infancy teaches interactive methods the adult can use to stimulate and encourage a child's language and speech. The companion video, Talking from infancy, shows scenes of adults interacting with infants and young children illustrating specific techniques that have proven useful in the author's research. The video, Little Neva learns to talk, takes the viewer through the language acquisition of Neva, age 3-23 months, demonstrating the gradual expansion of her vocabulary, sentence-making and talking skills.

**early language development: Early Language Development** John Harris, 2002-09-26 Language is of central importance in children's education and development, so providing help for the child suspected of having language difficulties is clearly of vital concern. Providing such help, or advising a teacher or parent on how best to proceed is, however, far from straightforward. Early Language Development draws together in a single volume the results of the very latest findings on language development and shows practitioners how best they can make use of them. In particular,

special emphasis is given to the two most important practical questions for the practitioner: How can I find out exactly what the problem is? and What can I do about it?

**early language development:** *Early Language* Peter A. de Villiers, Jill G. de Villiers, 2013-10-01

**early language development:** *A Guide to Language Development and Communication* John Ronald Lally, Peter L. Mangione, Carol Lou Young-Holt, 1992 This training package is designed to help caregivers recognize the importance of letting infants and toddlers make their own learning choices and experience the world on their own terms. It also teaches caregivers how to provide proper emotional support and interest to foster language development.

**early language development:** *Into the Mother Tongue* Clare Painter, 1984

**early language development: Language Experience and Early Language Development** Margaret Harris, 1992 Addresses one debate in language development, namely the relationship between children's language development and their language experience.

**early language development: Language Experience and Early Language Development** Margaret Harris, 2013-04-15 Addresses one debate in language development, namely the relationship between children's language development and their language experience.

**early language development: Early Language Development** Angela D. Friederici, Guillaume Thierry, 2008 This book establishes a dialogue between experimental psychology and electrophysiology in the study of infant language development. It aims to provide neuroscientists with an overview of the ingenious behavioural paradigms developed in the field and to introduce the power of neurophysiological indices to behavioural experimentalists.

**early language development:** *Early Language Development* John Harris, 2020-04-22 Language is of central importance in children's development and vital for their success at school and in the world beyond. Designed for the many professionals involved in encouraging language development, *Early Language Development*, originally published in 1990, will enable them to get to grips with the practical issues of helping children with language difficulties. John Harris provides an invaluable summary of recent research on language development and how it relates to the practical concerns of language assessment and language teaching. Readers are given a clear account of the ways in which research has expanded our understanding of just what language is and how this has led to different approaches to language assessment. Various theories of language development are summarised and discussed in terms of their implications for language teaching. Dr Harris also describes different ways of encouraging language development and explains how teachers and therapists can overcome the special problems faced by children with particular difficulties, such as visual impairment, hearing impairment, general learning difficulties, and environmental deprivation. With its emphasis on the relevance of research-based knowledge to practical concerns, the book provides a useful bridge between the world of research and practice. It will be of particular interest to teachers of young children, speech therapists, and child psychologists, as well as to students taking courses on child development, and to parents of young children.

**early language development: Supporting Early Language Development** Marion Nash, Jackie Lowe, David Leah, 2012-12-07 Early years practitioners, parents and carers, child minders, health visitors do you need effective ideas for giving your babies and toddlers support to become confident talkers? National research shows that poor language and communication skills have a profound effect on the life chances of children and young people. This highly practical book will enable you to give children in your care the help they need to build their crucial language skills at the earliest point in their development. Based on the author's highly regarded SPIRALS language development programme, the book provides over 40 tried and tested sessions to help develop children's early speech, language and communication. Each language concept is introduced one at a time and builds on the most frequently used words by infants. It suggests ways to use music, repetition, simple meaningful gestures and signing to reinforce children's understanding. Features include: Clear guidelines for introducing specific games and activities at the right developmental level for babies and toddlers to develop their language skills from 0 to 3 1/2 years Ideas for



progression based on child development Insights into the underlying psychology of the activities we suggest Advice on when to begin to use small group activities Guidance on what to do if a child is reluctant to join in. Practical suggestions for involving parents as partners Photocopiable recording sheets Suggestions for further reading and resources. Written by a leading authority in the field, this exciting new resource provides everything you need to support young children's language skills at the earliest point in their development.

**early language development: A Transactional Approach to Early Language Training**

James E. McLean, Lee K. McLean, 1978

**early language development: *Let's Talk about Early Language Development*** Ana Gamarra Hoover, Karen Griffin Roberts, 2013-03 Parents, family members and professional educators will find the information in this book understandable and practical when there is concern about a child's language development. *Let's Talk About Early Language Development* gives parents an idea about what a typical child should understand and say at different ages, and it describes the different kinds of language delays in an easy to understand format. The authors give specific examples about what parents can do at home to help their child. The text provides an excellent overview of the five areas of language and clearly explains language and communication terms. The authors provide guidelines to help identify signs of atypical development. The question and answer format enables parents, family members, and professionals to go straight to areas of concern to them. There is specific attention on parent questions regarding children who are dual-language learners. The authors stress the importance of families maintaining the native language and describe how to tell the difference between what may or may not be language issues as children are learning English. Additionally, critical information for parents of children who are non-verbal is provided with a particular focus on activities that promote verbal language and help interpret non-verbal language.

**early language development: *Language Development*** Patricia J. Brooks, Vera Kempe, 2012-05-14 From the first moment of life, language development occurs in the context of social activities. This book emphasises how language development interacts with social and cognitive development, and shows how these abilities work together to turn children into sophisticated language users—a process that continues well beyond the early years. Covering the breadth of contemporary research on language development, Brooks and Kempe illustrate the methodological variety and multi-disciplinary character of the field, presenting recent findings with reference to major theoretical discussions. Through their clear and accessible style, readers are given an authentic flavour of the complexities of language development research. With such research advancing at a rapid pace, *Language Development* uncovers new insights into a variety of areas such as the neurophysiological underpinnings of language, the language processing capabilities of newborns, and the role of genes in regulating this amazing human ability.

**early language development: *Language Development in Early Childhood*** Beverly Otto, 2006 *Language Development in Early Childhood, Second Edition*, provides foundational, comprehensive coverage of language development theory and guidelines for enhancing language development in children from birth to age 8. It not only helps readers achieve a basic understanding of the phonetic, semantic, syntactic, morphemic, and pragmatic aspects of language knowledge acquired by young children but also offers concrete ways in which this acquisition process can be enhanced in early childhood settings. Acquisition of knowledge of written language is also included as part of children's language development. Key changes to this edition include more guidelines and practical strategies for supporting language development in young children expanded content on brain development, ESL/diversity, phonemic awareness, and interactive writing Instructor Resources: Instructor's Manual and Test Bank, PowerPoint Slides

**early language development: *The Logic of Language Development in Early Childhood*** M. Miller, 2012-12-06

**early language development: *The Structure of Communication in Early Language Development*** Patricia Marks Greenfield, Joshua H. Smith, 1976

**early language development: *Child Language Development*** Sandra Bochner, Jane Jones,

2008-04-30 This publication is concerned with the early stages of language acquisition and is designed for use by early childhood teachers, nursery nurses, special education teachers and others working with children experiencing difficulties in learning to talk. Procedures are described that can be used to assess a child's current skills and plan activities to increase communicative competence. The programme described is based on a developmental sequence that moves the early skills of joint attention, turn-taking and appropriate play to the more complex skills of asking and answering questions. Other issues discussed include sound development and intelligibility, the use of augmentative and alternative communication as stepping stones to speech, working with children and with families. The second edition has an expanded focus on the place of communicative intentions in early language development.

**early language development: First Language Acquisition** David Ingram, 1989-09-07 This major textbook, setting new standards of clarity and comprehensiveness, will be welcomed by all serious students of first language acquisition. Written from a linguistic perspective, it provides detailed accounts of the development of children's receptive and productive abilities in all the core areas of language - phonology, morphology, syntax and semantics. With a critical acuity drawn from long experience, and without attempting to offer a survey of all the huge mass of child language literature, David Ingram directs students to the fundamental studies and sets these in broad perspective. Students are thereby introduced to the history of the field and the current state of our knowledge in respect of three main themes: method, description and explanation. Whilst the descriptive facts that are currently available on first language acquisition are central to the book, its emphasis on methodology and explanation gives it a particular distinction. The various ways in which research is conducted is discussed in detail, as well as the strengths and weaknesses of various approaches, leading to new perspectives on key theoretical issues. First Language Acquisition provides advanced undergraduate and graduate students alike with a cogent and closely analysed exposition of how children acquire language in real time. Equally importantly, readers will have acquired the fundamental knowledge and skill not only to interpret primary literature but also to approach their own research with sophistication.

**early language development: Variability and Consistency in Early Language Learning** Michael C. Frank, Mika Braginsky, Daniel Yurovsky, Virginia A. Marchman, 2021-03-16 A data-driven exploration of how children's language learning varies across different languages, providing both a theoretical framework and reference. The Wordbank Project examines variability and consistency in children's language learning across different languages and cultures, drawing on Wordbank, an open database with data from more than 75,000 children and twenty-nine languages or dialects. This big data approach makes the book the most comprehensive cross-linguistic analysis to date of early language learning. Moreover, its data-driven picture of which aspects of language learning are consistent across languages suggests constraints on the nature of children's language learning mechanisms. The book provides both a theoretical framework for scholars of language learning, language, and human cognition, and a resource for future research.

## Related to early language development

**EARLY Definition & Meaning - Merriam-Webster** The meaning of EARLY is near the beginning of a period of time. How to use early in a sentence

**EARLY Definition & Meaning | Early definition:** in or during the first part of a period of time, a course of action, a series of events, etc See examples of EARLY used in a sentence

**EARLY | English meaning - Cambridge Dictionary** EARLY definition: 1. near the beginning of a period of time, or before the usual, expected, or planned time: 2. Learn more

**Early - definition of early by The Free Dictionary** 1. in or during the first part of a period of time, course of action, or series of events: early in the year. 2. in the early part of the morning: to get up early. 3. before the usual or appointed time;

**EARLY definition and meaning | Collins English Dictionary** Early means before the usual time that a particular event or activity happens. I knew I had to get up early. Why do we have to go to bed

so early? Early is also an adjective

**early - Dictionary of English** occurring in the first part of a period of time, a course of action, a series of events, etc.: an early hour of the day. occurring before the usual or appointed time: an early dinner

**early | meaning of early in Longman Dictionary of Contemporary** early meaning, definition, what is early: in the first part of a period of time, e: Learn more

**early - Wiktionary, the free dictionary** You're early today! I don't usually see you before nine o'clock. The early guests sipped their punch and avoided each other's eyes

**early, adj. & n. meanings, etymology and more | Oxford English** There are 15 meanings listed in OED's entry for the word early, one of which is labelled obsolete. See 'Meaning & use' for definitions, usage, and quotation evidence

**Early - Definition, Meaning & Synonyms** | Something that's early happens right at the beginning of some specific time period, or before you expect it to happen. An early party guest shows up before the party starts

**EARLY Definition & Meaning - Merriam-Webster** The meaning of EARLY is near the beginning of a period of time. How to use early in a sentence

**EARLY Definition & Meaning** | Early definition: in or during the first part of a period of time, a course of action, a series of events, etc See examples of EARLY used in a sentence

**EARLY | English meaning - Cambridge Dictionary** EARLY definition: 1. near the beginning of a period of time, or before the usual, expected, or planned time: 2. Learn more

**Early - definition of early by The Free Dictionary** 1. in or during the first part of a period of time, course of action, or series of events: early in the year. 2. in the early part of the morning: to get up early. 3. before the usual or appointed time;

**EARLY definition and meaning | Collins English Dictionary** Early means before the usual time that a particular event or activity happens. I knew I had to get up early. Why do we have to go to bed so early? Early is also an adjective

**early - Dictionary of English** occurring in the first part of a period of time, a course of action, a series of events, etc.: an early hour of the day. occurring before the usual or appointed time: an early dinner

**early | meaning of early in Longman Dictionary of Contemporary** early meaning, definition, what is early: in the first part of a period of time, e: Learn more

**early - Wiktionary, the free dictionary** You're early today! I don't usually see you before nine o'clock. The early guests sipped their punch and avoided each other's eyes

**early, adj. & n. meanings, etymology and more | Oxford English** There are 15 meanings listed in OED's entry for the word early, one of which is labelled obsolete. See 'Meaning & use' for definitions, usage, and quotation evidence

**Early - Definition, Meaning & Synonyms** | Something that's early happens right at the beginning of some specific time period, or before you expect it to happen. An early party guest shows up before the party starts

**EARLY Definition & Meaning - Merriam-Webster** The meaning of EARLY is near the beginning of a period of time. How to use early in a sentence

**EARLY Definition & Meaning** | Early definition: in or during the first part of a period of time, a course of action, a series of events, etc See examples of EARLY used in a sentence

**EARLY | English meaning - Cambridge Dictionary** EARLY definition: 1. near the beginning of a period of time, or before the usual, expected, or planned time: 2. Learn more

**Early - definition of early by The Free Dictionary** 1. in or during the first part of a period of time, course of action, or series of events: early in the year. 2. in the early part of the morning: to get up early. 3. before the usual or appointed time;

**EARLY definition and meaning | Collins English Dictionary** Early means before the usual time that a particular event or activity happens. I knew I had to get up early. Why do we have to go to bed so early? Early is also an adjective

**early - Dictionary of English** occurring in the first part of a period of time, a course of action, a series of events, etc.: an early hour of the day. occurring before the usual or appointed time: an early dinner

**early | meaning of early in Longman Dictionary of Contemporary** early meaning, definition, what is early: in the first part of a period of time, e: [Learn more](#)

**early - Wiktionary, the free dictionary** You're early today! I don't usually see you before nine o'clock. The early guests sipped their punch and avoided each other's eyes

**early, adj. & n. meanings, etymology and more | Oxford English** There are 15 meanings listed in OED's entry for the word early, one of which is labelled obsolete. See 'Meaning & use' for definitions, usage, and quotation evidence

**Early - Definition, Meaning & Synonyms** | Something that's early happens right at the beginning of some specific time period, or before you expect it to happen. An early party guest shows up before the party starts

**EARLY Definition & Meaning - Merriam-Webster** The meaning of EARLY is near the beginning of a period of time. How to use early in a sentence

**EARLY Definition & Meaning** | Early definition: in or during the first part of a period of time, a course of action, a series of events, etc See examples of EARLY used in a sentence

**EARLY | English meaning - Cambridge Dictionary** EARLY definition: 1. near the beginning of a period of time, or before the usual, expected, or planned time: 2. [Learn more](#)

**Early - definition of early by The Free Dictionary** 1. in or during the first part of a period of time, course of action, or series of events: early in the year. 2. in the early part of the morning: to get up early. 3. before the usual or appointed time;

**EARLY definition and meaning | Collins English Dictionary** Early means before the usual time that a particular event or activity happens. I knew I had to get up early. Why do we have to go to bed so early? Early is also an adjective

**early - Dictionary of English** occurring in the first part of a period of time, a course of action, a series of events, etc.: an early hour of the day. occurring before the usual or appointed time: an early dinner

**early | meaning of early in Longman Dictionary of Contemporary** early meaning, definition, what is early: in the first part of a period of time, e: [Learn more](#)

**early - Wiktionary, the free dictionary** You're early today! I don't usually see you before nine o'clock. The early guests sipped their punch and avoided each other's eyes

**early, adj. & n. meanings, etymology and more | Oxford English** There are 15 meanings listed in OED's entry for the word early, one of which is labelled obsolete. See 'Meaning & use' for definitions, usage, and quotation evidence

**Early - Definition, Meaning & Synonyms** | Something that's early happens right at the beginning of some specific time period, or before you expect it to happen. An early party guest shows up before the party starts

**EARLY Definition & Meaning - Merriam-Webster** The meaning of EARLY is near the beginning of a period of time. How to use early in a sentence

**EARLY Definition & Meaning** | Early definition: in or during the first part of a period of time, a course of action, a series of events, etc See examples of EARLY used in a sentence

**EARLY | English meaning - Cambridge Dictionary** EARLY definition: 1. near the beginning of a period of time, or before the usual, expected, or planned time: 2. [Learn more](#)

**Early - definition of early by The Free Dictionary** 1. in or during the first part of a period of time, course of action, or series of events: early in the year. 2. in the early part of the morning: to get up early. 3. before the usual or appointed time;

**EARLY definition and meaning | Collins English Dictionary** Early means before the usual time that a particular event or activity happens. I knew I had to get up early. Why do we have to go to bed so early? Early is also an adjective

**early - Dictionary of English** occurring in the first part of a period of time, a course of action, a

series of events, etc.: an early hour of the day. occurring before the usual or appointed time: an early dinner

**early | meaning of early in Longman Dictionary of Contemporary** early meaning, definition, what is early: in the first part of a period of time, e: Learn more

**early - Wiktionary, the free dictionary** You're early today! I don't usually see you before nine o'clock. The early guests sipped their punch and avoided each other's eyes

**early, adj. & n. meanings, etymology and more | Oxford English** There are 15 meanings listed in OED's entry for the word early, one of which is labelled obsolete. See 'Meaning & use' for definitions, usage, and quotation evidence

**Early - Definition, Meaning & Synonyms |** Something that's early happens right at the beginning of some specific time period, or before you expect it to happen. An early party guest shows up before the party starts

## Related to early language development

**Early vocabulary size is genetically linked to ADHD, literacy, and cognition** (Science Daily1y)

Are genetic factors underlying children's language development linked to later-life outcomes? In a genome-wide analysis, an international research team found genetic associations between children's

**Early vocabulary size is genetically linked to ADHD, literacy, and cognition** (Science Daily1y)

Are genetic factors underlying children's language development linked to later-life outcomes? In a genome-wide analysis, an international research team found genetic associations between children's

**MDE launches website to support language development for deaf children** (3don MSN) The Michigan Department of Education has launched a new tool to help support early language development for children who are

**MDE launches website to support language development for deaf children** (3don MSN) The Michigan Department of Education has launched a new tool to help support early language development for children who are

**Maternal cortisol levels during pregnancy linked to language development in children over time** (News Medical2y) However, the effects cortisol has on early language development remain unknown. In this study, researchers from the Odense University Hospital analyzed data on the cortisol levels of 1,093 Danish

**Maternal cortisol levels during pregnancy linked to language development in children over time** (News Medical2y) However, the effects cortisol has on early language development remain unknown. In this study, researchers from the Odense University Hospital analyzed data on the cortisol levels of 1,093 Danish

**Language Acquisition and Syntactic Development in Early Childhood** (Nature3mon) Language acquisition in early childhood represents a fundamental aspect of human cognitive development, where children rapidly transform acoustic signals into a rich, structured linguistic system

**Language Acquisition and Syntactic Development in Early Childhood** (Nature3mon) Language acquisition in early childhood represents a fundamental aspect of human cognitive development, where children rapidly transform acoustic signals into a rich, structured linguistic system

**How to Encourage Your Child's Language Development at Every Stage** (Hosted on MSN5mon) Talking, singing, and playing with your child builds the foundation for strong language skills—starting in infancy. Support your child's language development with age-appropriate activities that match

**How to Encourage Your Child's Language Development at Every Stage** (Hosted on MSN5mon) Talking, singing, and playing with your child builds the foundation for strong language skills—starting in infancy. Support your child's language development with age-appropriate activities that match

**Gesture and speech go hand-in-hand in twins' early language development, show studies** (News Medical4y) Gestures--such as pointing or waving--go hand in hand with a child's first words, and twins lag behind single children in producing and using those gestures, two studies from

Georgia State University

**Gesture and speech go hand-in-hand in twins' early language development, show studies**

(News Medical4y) Gestures--such as pointing or waving--go hand in hand with a child's first words, and twins lag behind single children in producing and using those gestures, two studies from Georgia State University

**Partners In Learning to host free inclusive mini-conference: The event focuses on early language development, communication** (salisburypost5mon) SALISBURY — Partners In Learning has announced its upcoming inclusive mini-conference, “The Power of Conversation,” on Saturday. The free event is open to the community and will be held in the SECU

**Partners In Learning to host free inclusive mini-conference: The event focuses on early language development, communication** (salisburypost5mon) SALISBURY — Partners In Learning has announced its upcoming inclusive mini-conference, “The Power of Conversation,” on Saturday. The free event is open to the community and will be held in the SECU

**The Pandemic's Impact on Children's Language Development** (Psychology Today4mon)

Source: spass/bigstockphoto What happens when 40 percent of a generation cannot function effectively at school? Signs are emerging that this may happen with the children who were 0 to 6 years old

**The Pandemic's Impact on Children's Language Development** (Psychology Today4mon)

Source: spass/bigstockphoto What happens when 40 percent of a generation cannot function effectively at school? Signs are emerging that this may happen with the children who were 0 to 6 years old

Back to Home: <https://ns2.kelisto.es>