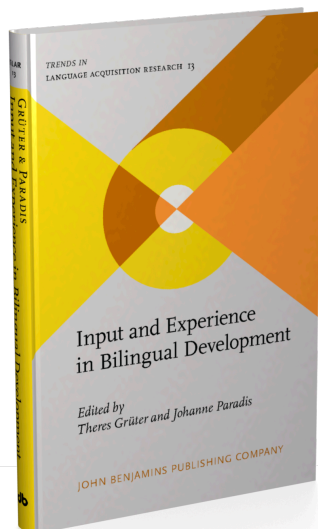


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Input and Experience in Bilingual Development

Edited by Theres Grüter and Johanne Paradis

University of Hawai'i at Manoa / University of Alberta

Children acquiring two languages, either simultaneously or sequentially, have more variation in their linguistic input than their monolingual peers. Understanding the nature and consequences of this variability has been the focus of much recent research on childhood bilingualism. This volume constitutes the first collection of research solely dedicated to the topic of input in childhood bilingualism. Chapters represent a range of theoretical and methodological approaches to the study of childhood bilingualism, covering a variety of language combinations and sociocultural contexts in Europe, Israel, North and South America. As a reflection of the field's current understanding of the intricate relationship between experience and development in children growing up with two or more languages, this volume will be of interest to scholars and practitioners working with bi- and multilingual learners in various sociolinguistic and educational contexts.

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