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| **Article title** | Communication and Language Development in Early Childhood Education (Country) |
| **Author 1** | Name Surname  Please write as you wish your name to be displayed on the resource (titles are not included). |
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**Text of the article** [1000 – 1500 words maximum]

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**How children learn to talk, make meaning and use language to learn, can be influenced by multiple factors. These factors include both the characteristics of the learner, as well as environmental aspects including family and community elements influencing language and literacy development. Given the lack of a universal definition of literacy, and the variability of what constitutes a literate person between countries or cultures, the definition of literacy can be nuanced within the national curriculum of a country. In keeping with a child-centered pedagogy, it is important to contextualize how play-based learning and teaching during early childhood contributes to communication and language development. This can take the form of both spoken and written languages as well as multimodal communication practices including the use of non-verbal gestures and digital technologies.**

**1. Definition of early literacy: Within the context of early childhood education (ECE), how is early literacy defined and explained in your country? Refer to national literacy rates in your country and steps being taken by your government to enhance communication skills based on the country’s official language(s), and beginning with language development in ECE centres.**

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**2. Approaches to language development: Is there a preferred theoretical approach and method of facilitating communication and language development during ECE, that early years educators in your country use or are required to adopt? Highlight the key aspects of this approach and the justification for adopting these practices.**

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**3. Role of adults: How do ECE educators in your country collaborate with children’s parents and other community members to enhance children’s early communication and language development? In the case of children and parents from disadvantaged backgrounds, what supports are made available to enhance their literacy capabilities? Refer to specific intervention programs funded by government and evaluation of their effectiveness with reference to published research.**

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**4. Children’s literature: In enriching children’s language development during early childhood, how are children’s stories used in your country? How much of the children’s stories in your country are shared orally by elders such as grandparents, and how much are published and sold as books in print? Indicate any popular local children’s authors and stories including folk tales from your country; picture books that are targeted at infants and toddlers in particular; and e-books catering for different ages, can be highlighted.**

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**5. Key challenges: What are the key challenges of promoting effective communication and language development during early childhood being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.**

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* Supply captions for all tables
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