This fascinating account of an unusual research project challenges many assumptions about how young children learn and how best to teach them.

This volume, now in its second edition, turns upside-down the commonly held belief that professionals know better than parents how to educate and bring up children; and it throws doubt on the theory that working-class children underachieve at school because of a language deficit at home. The authors' evidence is the children's own conversations which are quoted extensively and are delightful.

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