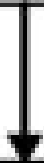


Metalinguistic Development

First Linguistic Skills



Epiphonological Awareness

+

External Demand



Metaphonological Awareness

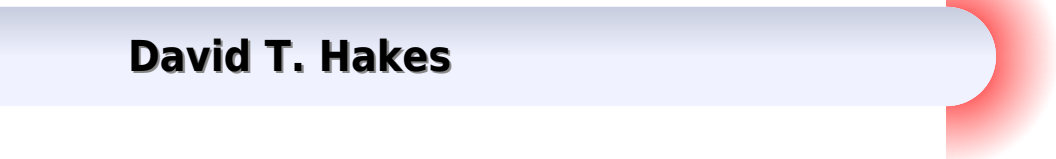
Phase 1: Correspondences are established between linguistic forms and their pragmatic contexts.

Phase 2: Unconscious organisation of phonological aspects of Phase 1 knowledge as part of normal language development.

Phase 3 (optional): An external demand (e.g. literacy acquisition) is necessary to stimulate conscious awareness of elements of the epiphonological organisation.

Metalinguistic Development

David T. Hakes



Metalinguistic Development:

Metalinguistic Development Jean Émile Gombert, 1992-08 This book reviews and analyzes what is known about metacognitive processes in relation to language Each of its seven chapters deals systematically with the relationship between the comprehension and production of the phonetic syntactic semantic pragmatic and textual aspects of language This material is then related to the metacognitive principles which govern reflective awareness A concluding chapter deals with written language and metalinguistics From publisher's description

Metalinguistic Development Jean Émile Gombert, 1992-08-01 At a very early age the child is able to use and understand language correctly Later comes the precocious ability to reflect upon and deliberately control its use Metalinguistic development or the emergence of a reflective attitude to the comprehension and production of oral and written language must be distinguished from that of ordinary verbal communication This is the first book to review and analyze what is known about metacognitive processes in relation to language Each of its seven chapters deals systematically with the relationship between the comprehension and production of the phonetic syntactic semantic pragmatic and textual aspects of language This material is then related to the metacognitive principles which govern reflective awareness A concluding chapter deals with written language and metalinguistics Jean mile Gombert's novel description of processes such as the understanding of metaphor and humor in relation to pragmatics and his suggestion that metalinguistic knowledge is intimately connected with literacy contribute to a fuller understanding of the stages of language acquisition and mastery With clarity and insight Metalinguistic Development reveals how the capacity for reflection gives rise to emergent properties of the language system A clear critical and interesting book about an important topic which has not been reviewed properly before I particularly like the way that Jean Eacute mile Gombert combines a comprehensive account of American work with a very impressive knowledge of European work Peter Bryant University of Oxford Jean mile Gombert teaches genetic psychology at the University of Dijon

The Development of Metalinguistic Abilities in Children David T. Hakes, 2012-12-06 Not very many years ago it was common for language researchers and theorists to argue that language development was somehow special and separate from other aspects of development It was a period when the 1 little 1 inguist view of language development was common and much discussion was devoted to develop mental linguistic universals in contrast to more broadly defined cognitive universals It seemed to me at the time and still does that such views reflected more their promulgators ignorance of those aspects of cognitive development most likely to provide illuminating parallels with language development than they did the true developmental state of affairs Coming from a neo Piagetian frame of reference it seemed to me that there were striking parallels between the development of children's language comprehension abilities and the cognitive developmental changes occurring contemporaneously largely during the period Piaget characterized as the preoperational stage And though more difficult to see even now there appeared also to be developmentally earlier parallels during the sensory motor stage

Morphological Aspects of Language Processing Laurie

Beth Feldman,2013-05-13 It is now well established that phonological and orthographic codes play a crucial role in the recognition of isolated words and in understanding the sequences of words that comprise a sentence However words and sentences are organized with respect to morphological as well as phonological components It is thus unfortunate that the morpheme has received relatively little attention in the experimental literature either from psychologists or linguists Due to recent methodological developments however now is an opportune time to address morphological issues In the experimental literature there is a tendency to examine various psycholinguistic processes in English and then to assume that the account given applies with equal significance to English and to other languages Written languages differ however in the extent to which they capture phonological as contrasted with morphological units Moreover with respect to the morpheme languages differ in the principle by which morphemes are connected to form new words This volume focuses on morphological processes in word recognition and reading with an eye toward comparing morphological processes with orthographic and phonological processes Cross language comparisons are examined as a tool with which to probe universal linguistic processes and a variety of research methodologies are described Because it makes the experimental literature in languages other than English more accessible this book is expected to be of interest to many readers It also directs attention to the subject of language processing in general an issue which is of central interest to cognitive psychologists and linguists as well as educators and clinicians

Bilingualism in Development

Ellen Bialystok,2001-04-16 Bilingualism in Development is an examination of the language and cognitive development of bilingual children focusing primarily on the preschool years It begins by defining the territory for what is included in bilingualism and how language proficiency can be conceptualized Using these constraints the discussion proceeds to review the research relevant to various aspects of children s development and assesses the role that bilingualism has in each The areas covered include language acquisition metalinguistic ability literacy skill and problem solving ability In each case the performance of bilingual children is compared to that of similar monolinguals and differences are interpreted in terms of a theoretical framework for cognitive development and processing The studies show that bilingualism significantly accelerates children s ability to selectively attend to relevant information and inhibit attention to misleading information or competing responses This conclusion is used as the basis for examining a set of related issues regarding the education and social circumstances of bilingual children

Learning to Read Across Languages

Keiko Koda,Annette M. Zehler,2008-03-03 This book systematically examines how learning to read occurs in diverse languages and in so doing explores how literacy is learned in a second language by learners who have achieved at least basic reading skills in their first language As a consequence of rapid globalization such learners are a large and growing segment of the school population worldwide and an increasing number of schools are challenged by learners from a wide variety of languages and with distinct prior literacy experiences To succeed academically these learners must develop second language literacy skills yet little is known about the ways in which they learn to read in their first languages and even less about how

the specific nature and level of their first language literacy affects second language reading development This volume provides detailed descriptions of five typologically diverse languages and their writing systems and offers comparisons of learning to read experiences in these languages Specifically it addresses the requisite competencies in learning to read in each of the languages how language and writing system properties affect the way children learn to read and the extent and ways in which literacy learning experience in one language can play a role in subsequent reading development in another Both common and distinct aspects of literacy learning experiences across languages are identified thus establishing a basis for determining which skills are available for transfer in second language reading development Learning to Read Across Languages is intended for researchers and advanced students in the areas of second language learning psycholinguistics literacy bilingualism and cross linguistic issues in language processing

Language and Its Ecology Einar Haugen, 1997

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language The series publishes state of the art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by approaching language from an interdisciplinary perspective TRENDS IN LINGUISTICS considers itself a forum for cutting edge research based on solid empirical data on language in its various manifestations including sign languages It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints High quality standards are ensured through anonymous reviewing

Problems and Interventions in Literacy Development P. Reitsma, L.

Verhoeven, 2013-03-09 From August 19-23 1996 an international expert meeting on problems and interventions in literacy development took place in Amsterdam The meeting was organized by Pieter Reitsma Paedologisch Instituut Vrije Universiteit Amsterdam and Ludo Verhoeven University of Nijmegen and funded by the Dutch National Science Foundation Various experts in the field of literacy problems from 12 countries attended the meeting while presenting a paper based on current perspectives and recent research A selection of the papers being presented is now integrated into a single academic reference after being edited and updated The editors wish to thank all contributors to this volume for redrafting their original papers The present volume aims to integrate recent research in field of literacy problems and interventions into a single academic reference The volume will capture the state of the art in the rapidly expanding field of literacy problems and interventions The target group of readers of this volume includes researchers and graduate students in language and literacy development Moreover the book is of interest for practitioners working in the field of literacy problems Pieter Reitsma and Ludo Verhoeven vii LIST OF CONTRIBUTORS Peter Afflerbach University of Maryland 2304C Benjamin Building College Park MD 20742 USA Jesus Alegria Universite Libre de Bruxelles LAPSE CP 191 Avenue F Roosevelt 50 B 1050 Bruxelles

Belgium Elisabeth Arnbak Department of General Applied Linguistics Njalsgade 80 DK 2300 Copenhagen Denmark Janwillem Bast Paedologisch Instituut VU Amsterdam Postbus 303 1115 ZG Duivendrecht The Netherlands

Bilingual Competence and Bilingual Proficiency in Child Development Norbert Francis, 2011-11-18 A study of first and second language development in an indigenous community with implications for broader linguistic and cognitive issues When two or more languages are part of a child's world we are presented with a rich opportunity to learn something about language in general and about how the mind works In this book Norbert Francis examines the development of bilingual proficiency and the different kinds of competence that come together in making up its component parts In particular he explores problems of language ability when children use two languages for tasks related to schooling especially in learning how to read and write He considers both broader research issues and findings from an ongoing investigation of child bilingualism in an indigenous language speaking community in Mexico This special sociolinguistic context allows for a unique perspective on some of the central themes of bilingualism research today including the distinction between competence and proficiency modularity and the Poverty of Stimulus problem Francis proposes that competence knowledge should be considered as an integral component of proficiency ability rather than something separate and apart arguing that this approach allows for a more inclusive assessment of research findings from diverse fields of study The bilingual indigenous language project illustrates how the concepts of modularity and the competence proficiency distinction in particular might be applied to problems of language learning and literacy Few investigations of indigenous language and culture approach bilingual research problems from a cognitive science perspective By suggesting connections to broader cognitive and linguistic issues Francis points the way to further research along these lines

Early Child Development in the French Tradition Andre Vyt, Henriette Bloch, Marc H. Bornstein, 2013-05-13 This volume shares significant contemporary Francophone contributions to developmental psychology outside geographic and intellectual borders of French speaking countries Except for the spread of Piagetian theory after World War II into Anglophone psychology these new publications have not become so well known worldwide as progress in Francophone developmental psychology warrants However the work of a new generation of developmental theorists and experimentalists continues to shape important and original lines of thinking and research in France Canada and in other French speaking countries This work also contributes uniquely to issues such as sensori motor development perception language acquisition social interaction and the growth and induction of cognitive mechanisms Scientific concepts are not only embedded in a paradigm but also in a culture and a language Instead of writing about Francophone developmental psychology from outside this volume brings together original English language contributions written by researchers working in different Francophone countries Chapters summarize and interpret research on a given topic making explicit the context of philosophical and theoretical traditions in which the empirical advances are embedded Original essays are accompanied by editorial commentaries from eminent scientists working on the same topics in other

parts of the world topics that are closely related to Francophone streams of thought and themes of study Together these essays fully and faithfully represent modern scientific perspectives toward understanding many facets of mental growth and development of the young child

Morphological Processing and Literacy Development Rachel Berthiaume, Daniel Daigle, Alain Desrochers, 2018-03-28 Synthesizing a range of studies on morphological processing from the past 30 years this edited collection presents the current state of knowledge on morphological processing and defines classroom practices to help students conceptualise the role of morphology in reading spelling and vocabulary development Research has increasingly indicated the importance of morphological tasks in relation to reading spelling and vocabulary acquisition in the classroom Chapter authors present the theoretical considerations guiding morphological processing research to date address the use of morphology with reference to different populations of learners and propose effective and innovative instructional strategies for integrating morphology in the classroom

Pursuing Language and Metalinguistics in K-12 Classrooms Renata Love Jones, C. Patrick Proctor, 2024-12-27 This conceptually expansive volume provides a theoretical framework and practical guide for designing and implementing literacy instruction that promotes students critical metalinguistic awareness in K 12 classroom contexts Grounded in varied instructional contexts the chapters present theories of language and overviews of research in ways that are accessible and engaging Through innovative research and practical examples the authors show how educators can address content areas modalities and K 12 student populations in increasingly diverse classroom spaces Concrete instructional examples throughout along with a culminating set of teacher vignettes make this text an invaluable resource for pre service teachers graduate students and scholars in the field of literacy education

An Introduction to Child Language Development Susan H. Foster- Cohen, 2014-06-17 This volume introduces the field of child language development studies and presents hypotheses in an accessible largely non technical language aiming to demonstrate the relationship between these hypotheses and interpretations of data It makes the assumption that having a theory of language development is as important as having reliable data about what children say and understand and it advocates a combination of both rationalist and more empiricist traditions In fact the author overtly argues that different traditions provide different pieces of the picture and that taking any single approach is unlikely to lead to productive understanding Susan Foster Cohen explores a range of issues including the nature of prelinguistic communication and its possible relationship to linguistic development early stages of language development and how they can be viewed in the light of later developments the nature and role of children s experience with the language s around them variations in language development due to both pathological and non pathological differences between children and in the latter case between the languages they learn later oral language development and literacy The approach is distinctly psycholinguistic and linguistic rather than sociolinguistic although there is significant treatment of issues which intersect with more sociolinguistic concerns e g literacy language play and bilingualism There are exercises and discussion questions throughout designed to

reinforce the ideas being presented as well as to offer the student the opportunity to think beyond the text to ideas at the cutting edge of research The accessible presentation of key issues will appeal to the intended undergraduate readership and will be of interest to those taking courses in language development linguistics developmental psychology educational linguistics and speech pathology The book will also serve as a useful introduction to students wishing to pursue post graduate courses which deal with child language development

The Cambridge Handbook of Literacy David R. Olson, Nancy Torrance, 2009-02-09 This handbook marks the transformation of the topic of literacy from the narrower concerns with learning to read and write to an interdisciplinary enquiry into the various roles of writing and reading in the full range of social and psychological functions in both modern and developing societies It does so by exploring the nature and development of writing systems the relations between speech and writing the history of the social uses of writing the evolution of conventions of reading the social and developmental dimensions of acquiring literate competencies and more generally the conceptual and cognitive dimensions of literacy as a set of social practices Contributors to the volume are leading scholars drawn from such disciplines as linguistics literature history anthropology psychology the neurosciences cultural psychology and education

Writing Development in Struggling Learners, 2018-08-20 In *Writing Development in Struggling Learners* international researchers provide insights into the development of writing skills from early writing and spelling development through to composition the reasons individuals struggle to acquire proficient writing skills and how to help these learners

Georgetown University Round Table on Languages and Linguistics (GURT) 1996: Linguistics, Language Acquisition, and Language Variation James E. Alatis, 1996-08-15 This volume examines linguistics language acquisition and language variation emphasizing their implications for teacher education and language education A majority of the essays consider issues in second language acquisition dealing specifically with learners and instructors or concentrating on the larger social and societal context in which learning and acquisition occur Topics highlighted include the current and often controversial debate over bilingual education language variation and the past present and future role of linguistics in language pedagogy

Development of Writing Skills in Children in Diverse Cultural Contexts Alina Galvão Spinillo, Carmen Sotomayor, 2023-06-16 This book brings together multiple theoretical perspectives and disciplinary approaches to study the acquisition and development of written language by children as well as the implications for teaching and learning of writing practices in a variety of languages and cultural contexts Chapters in this contributed volume present both theoretical contributions and results of research carried out with students and teachers from 11 countries Belgium Brazil Chile Israel Italy Mexico the Netherlands Portugal Spain UK and USA who speak seven different languages Portuguese Spanish English Italian French Dutch and Hebrew By bringing together research developed in diverse cultural contexts it enriches the debates in the interdisciplinary field of writing studies by analyzing a wide range of topics at the interface between research and educational implications for the teaching and learning of writing by children The book consists of five

parts each one addressing a specific set of topics Part I presents studies on topics related to written language representation systems phonological and morphological awareness and on the relationship between grammar and the quality of texts of different genres Part II includes studies related to compositional processes of writing texts and the factors involved in these processes Part III focuses on the difficulties faced by students during the acquisition and development of writing Part IV is dedicated to chapters that discuss and compare writing practices in different social environments Finally chapters in part V deal with teaching and learning of writing in the school setting Development of Writing Skills in Children in Diverse Cultural Contexts Contributions to Teaching and Learning will be of interest to researchers and students in the fields of psychology education and linguistics as well as to other social scientists in the broader interdisciplinary field of writing studies

Reading Development and Difficulties in Monolingual and Bilingual Chinese Children Xi Chen, Qiuying Wang, Yang Cathy Luo, 2013-11-04 This volume explores Chinese reading development focusing on children in Chinese societies and bilingual Chinese speaking children in Western societies The book is structured around four themes psycholinguistic study of reading reading disability bilingual and biliteracy development and Chinese children's literature It discusses issues that are pertinent to improving language and literacy development and complex cognitive linguistic and socio cultural factors that underlie language and literacy development In addition the book identifies instructional practices that can enhance literacy development and academic achievement This volume offers an integrative framework of Chinese reading and deepens our understanding of the intricate processes that underlie Chinese children's literacy development It promotes research in reading Chinese and celebrates the distinguished and longstanding career of Richard C Anderson *Past, Present, and Future Contributions of Cognitive Writing Research to Cognitive Psychology* Virginia Wise Berninger, 2012-05-04 This volume tells the story of research on the cognitive processes of writing from the perspectives of the early pioneers the contemporary contributors and visions of the future for the field Writing processes yield important insights into human cognition and is increasingly becoming a mainstream topic of investigation in cognitive psychology and cognitive neuroscience Technological advances have made it possible to study cognitive writing processes as writing unfolds in real time This book provides an introduction to these technologies The first part of the volume provides the historical context for the significance of writing research for contemporary cognitive psychology and honors the pioneers in cognitive and social cognitive research in this field The book then explores the rapidly expanding work on the social foundations of cognitive processes in writing and considers not only gender differences but also gender similarities in writing The third part presents a lifespan view of writing in early and middle childhood adolescence higher education and the world of work There follows an examination of the relationships of language processes at the word sentence and text levels to the cognitive processes in writing Part V covers representative research on the cognitive processes of writing translation and reviewing and revision and the working memory mechanisms that support those processes A review of the current technologies used to study these cognitive

processes on line as they happen in real time is provided Part VII provides an introduction to the emerging new field of the cognitive neuroscience of writing made possible by the rapidly evolving brain imaging technologies which are interpretable in reference to paradigms in cognitive psychology of writing The final section of the book offers visions of the future of writing research from the perspective of contemporary leaders in writing research *The Development of Metalinguistic Awareness in Children and Its Relationship to Cognitive and Linguistic Development* Karen Saywitz,1979

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