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Metalinguistic Awareness in Children

Theory, Research, and Implications

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Metalinguistic Awareness On Children Theory Research And Implications

Oreste Floquet ,Sergio Melogno



Metalinguistic Awareness On Children Theory Research And Implications:

Metalinguistic Awareness in Children W.E. Tunmer, J. Bowey, C. Pratt, R. Grieve, M. Herriman, M. Myhill, A. Nesdale, 2013-03-07 In the past fifteen years there has been a growing interest in the development of children's awareness of language as an object in itself a phenomenon now generally referred to as metalinguistic awareness Until the publication of an earlier volume in the Springer Series in Language and Communication *The Child's Conception of Language* edited by A Sinclair R J Jarvella and W J M Levelt there had been no systematic treatment of metalinguistic awareness The major goal of that volume was to map out the field of study by describing the phenomenon of interest and defining major theoretical issues The aim of the present volume is to present an overview of metalinguistic awareness in children which reflects the current state of research and theory The volume is divided into three major sections The first considers various conceptual and methodological issues that have arisen from efforts to study metalinguistic awareness It addresses such questions as what is metalinguistic awareness when does it begin to emerge and what tasks and procedures can be employed to assess its development in young children The second section critically reviews the research that has been conducted into the four general types of metalinguistic awareness phonological word syntactic and pragmatic awareness In the final section the development of metalinguistic awareness is examined in relation to general cognitive development reading acquisition bilingualism and early childhood education

Metalinguistic Awareness in Children William Tunmer, J. Bowey, Chris Pratt, R. Grieve, M. Herriman, Marion Myhill, A. Nesdale, 1983-11-01 In the past fifteen years there has been a growing interest in the development of children's awareness of language as an object in itself a phenomenon now generally referred to as metalinguistic awareness Until the publication of an earlier volume in the Springer Series in Language and Communication *The Child's Conception of Language* edited by A Sinclair R J Jarvella and W J M Levelt there had been no systematic treatment of metalinguistic awareness The major goal of that volume was to map out the field of study by describing the phenomenon of interest and defining major theoretical issues The aim of the present volume is to present an overview of metalinguistic awareness in children which reflects the current state of research and theory The volume is divided into three major sections The first considers various conceptual and methodological issues that have arisen from efforts to study metalinguistic awareness It addresses such questions as what is metalinguistic awareness when does it begin to emerge and what tasks and procedures can be employed to assess its development in young children The second section critically reviews the research that has been conducted into the four general types of metalinguistic awareness phonological word syntactic and pragmatic awareness In the final section the development of metalinguistic awareness is examined in relation to general cognitive development reading acquisition bilingualism and early childhood education

Text in Education and Society Desmond Allison, 1998 The central place of text as a means of organising language in order to construct what people come to think of as knowledge is a phenomenon affecting all educators students and citizens of modern societies This volume offers

various voices and perspectives including those of Ron Carter and Michael Halliday on the role of text in education and society The chapters on text in education explore some ways in which texts can create bonds or raise barriers between educational knowledge and common sense knowledge while the chapters on text in society focus on how personalities and societies are themselves constructed through texts Learning to unpack texts and to consider alternatives is a crucial goal for education and growth especially so in the context of fast changing contemporary societies This book should be of special interest to educators students of language and readers interested in the dynamic relationship between text education and society

Metalinguistic Awareness: Recomposing Cognitive, Linguistic and Cultural Conflicts Oreste Floquet ,Sergio Melogno,2024-04-16 This volume is dedicated to Maria Antonietta Pinto s research across the past five decades The title reflects not only the dominance of metalinguistic awareness in Pinto s work but also the pathway through which this construct has been elaborated over the years Under the influence of two great mentors Jean Piaget for the cognitive aspects and Renzo Titone for the psycholinguistic aspects Pinto created an original construct of metalinguistic awareness and instruments to measure it at different developmental stages The volume pays tribute among other aspects to the heuristic value of this construct and its use in international research

Phonological Awareness in Reading Diane J. Sawyer,Barbara J. Fox,2012-12-06 In this volumume prominent scholars from different cultural and linguistic backgrounds are brought together to review the empirical studies on the ability to reflect upon and manipulate the phonemic segments of speech and to present their insights on the relationship of phonological aware ness to the reading process

Speech and Reading Beatrice de Gelder,Jose Morais,2017-11-01 Originally published in 1995 this collection of papers introduced a new dimension to the understanding of reading by focusing on the relation between spoken and written language processing New perspectives on speech and reading are introduced by highlighting aspects of the two linguistic skills that had received little attention in the past The comparative perspective adopted in this collection presents an innovative focus on speech and the acquisition of alphabetic reading skill Major new sources of evidence are discussed like reading in nonconventional input modalities braille reading and speech processing in lip reading Contributors also discuss the reading process in non alphabetic orthographies and the specifics of the reading acquisition problem in logographic or mixed writing systems like Chinese and Japanese and their relations to underlying speech representations A central concern of all chapters is the role of phonological processes in different modalities and writings systems and at different stages in the reading acquisition process Drawing on expertise of the contributors the book presents a novel and varied view of the achievements the promises and the challenges facing the researcher once the intimate link between speech and reading comes to the foreground

The Routledge Handbook of Language Awareness Peter Garrett,Josep M. Cots,2017-11-06 The Routledge Handbook of Language Awareness is a comprehensive and informative overview of the broad field of language awareness It contains a collection of state of the art reviews of both established themes and new directions authored and edited by experts in the

field The handbook is divided into three sections and reflects the engaging diversity of language awareness perspectives on language teaching and teachers language learning and learners and extending to additional areas of importance that are less directly concerned with language instruction In their introductory chapter the editors provide valuable background to the language awareness field along with their summary of the chapters and issues covered A helpful section giving further reading suggestions for each of the chapters is included at the end of the book This volume is essential reading for graduate students and researchers working in the sphere of language awareness within applied linguistics sociolinguistics and across the wider spectrum of language and communication

Critical Views on Teaching and Learning English Around the Globe
José Aldemar Álvarez V., Cathy Amanti, Shireen Keyl, Erin Mackinney, 2016-01-01 This volume takes a critical look at teaching and learning English across the globe Its aim is to fill a gap in the literature created by the omission of the voices of those engaged in the everyday practice of teaching and learning English those of students teachers and specialists Three unique characteristics give this book broad appeal They include its inclusion of the perspectives and experiences of students and educators involved in the everyday practice of English language teaching and learning its inclusion of the experiences of students and educators in both core and non core English speaking countries its basis on original qualitative studies conducted by scholars in different parts of the world including Europe the Middle East Asia and the Americas Of particular interest to applied linguists scholars from diverse fields such as English as a Foreign Second Language English as an International Language anthropology and education English education sociolinguistics and bilingual education will also find value in this book Written in accessible language it can be used in such courses as Applied Linguistics Second Language Classroom Contexts Bilingualism and Multilingualism English Around the World Research Methodologies in Second Language Acquisition and Research in Second Language Pedagogical Contexts In addition by focusing on presenting research experiences that adopt several epistemological and theoretical approaches the book provides teachers of research with a great tool to examine varied applications of qualitative methods data collection and analytic techniques Thus it could also be used for courses in Field Research and Qualitative Methods

ENDORSEMENT As a scholar and educator who has consistently explored the social implications of the teaching and learning of English I applaud this book s concern with documenting the previously unheard voices of language learners and teachers around the world The book is unique in the manner in which it focuses on the everyday experiences of marginalized English teachers and learners in various contexts around the globe It also is unique in the manner in which it brings together researchers teachers and learners to qualitatively investigate a great diversity of local language learning contexts This book is a must read for anyone concerned with the current spread of English and its implications for individuals not typically foregrounded in language learning and teaching research Dr Sandra Lee McKay Professor Emeritus San Francisco State University USA

Language Mixing in Infant Bilingualism Elizabeth Lanza, 2004 This book addresses the issue of language contact in the context of child language

acquisition Elizabeth Lanza examines in detail the simultaneous acquisition of Norwegian and English by two first born children in families living in Norway in which the mother is American and the father Norwegian She connects psycholinguistic arguments with sociolinguistic evidence adding a much needed dimension of real language use in context to the psycholinguistic studies which have dominated the field She draws upon evidence from other studies to support her claims concerning language dominance and the child's differentiation between the two languages in relation to the situation interlocutor and the communicative demands of the context She also addresses the question of whether or not the language mixing of infant bilingualism is conceptually different from the codeswitching of older bilinguals thus helping to bridge the gap between these two fields of study

Explorations in Linguistic Relativity Martin Pütz, Marjolijn Verspoor, 2000-04-15

About a century after the year Benjamin Lee Whorf 1897 1941 was born his theory complex is still the object of keen interest to linguists Recently scholars have argued that it was not his theory complex itself but an over simplified reduced section taken out of context that has become known as the Sapir Whorf hypothesis that has met with so much resistance among linguists over the last few decades Not only did Whorf present his views much more subtly than most people would believe but he also dealt with a great number of other issues in his work Taking Whorf's own notion of linguistic relativity as a starting point this volume explores the relation between language mind and experience through its historical development Whorf's own writing its misinterpretations various theoretical and methodological issues and a closer look at a few specific issues in his work

Uncover the mysteries within Crafted by is enigmatic creation, **Metalinguistic Awareness On Children Theory Research And Implications** . This downloadable ebook, shrouded in suspense, is available in a PDF format (*). Dive into a world of uncertainty and anticipation. Download now to unravel the secrets hidden within the pages.

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