

# Metalinguistic Development

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*Cognitive Processing in Bilinguals* R.J. Harris 1992-01-23 This collection of 33 papers represents the most current thinking and research on the study of cognitive processing in bilingual individuals. The contributors include well-known figures in the field and promising new scholars, representing four continents and work in dozens of languages. Instead of the social, political, or educational implications of bilingualism, the focus is on how bilingual people (mostly adults) think and process language.

**Metalinguistic Development** Jean Emile Gombert 1992 Investigates definitions of metalinguistics and tracks its development as a language whose function is to describe a language. The author defends the idea that the reflexive use of language does not necessarily imply that the cognitive activity of the subject is linguistic in character.

**Reading Comprehension in Polish and English** Monika Kusiak 2013-06-01 This book is about reading. Throughout the book, the author explains the complexity of the dual-language involvement of FL/L2 reading by showing how L1 and FL/L2 factors interplay in FL/L2 reading. The main aim of the book is to explore reading in English in the foreign/second language context as a cross-linguistic phenomenon and to present the results of a think-aloud study which investigated reading in Polish as the L1 and English as the FL of Polish learners of English. The project consisted of six stages, each focussing on a different aspect of reading. Thus, the following was explored: reading strategies, problems and solutions, the way the subjects constructed their representations of the texts, the students' individual patterns of developing comprehension and effectiveness in identifying the main ideas. The findings revealed both differences and similarities between the subjects' reading in Polish and their reading in English. The book offers implications for further research and elucidates the usefulness of think-aloud protocols in foreign language instruction.

**Metalinguistic Development** Bowey

*Developing Writers Across the Primary and Secondary Years* Honglin Chen 2020-03-09 Writing development and pedagogy is a high priority area, particularly with standardised testing showing declines in writing across time and through the years of schooling. However, to date there are relatively few texts for teachers and teacher educators which detail how best to enable the children to become confident, autonomous and agentic writers of the future. *Developing Writers Across the Primary and Secondary Years* provides cumulative insights into how writing develops and how it can be taught across years of compulsory schooling. This edited collection is a timely and original contribution, addressing a significant literacy need for teachers of writing across three key stages of writing development, covering early (4-7 years old), primary (7-12 years old) and secondary years (12-16 years old) in Anglophone countries. Each section addresses two broader themes — becoming a writer with a child-oriented focus and writing pedagogy with a teacher-oriented focus. Together, the book brings to bear rigorous research and deep professional understanding of the writing classroom. It offers a novel approach conceiving of writing development as a dynamic and multidimensional concept. Such an integrated interdisciplinary understanding enables pedagogical thinking and development to address more

holistically the complex act of writing.

**Reading Acquisition Processes** George Brian Thompson 1993 Presents the latest findings and theoretical frameworks on what actually happens when people learn to recognize printed words. Among the topics are phonological recoding, identifying meaning, the context the text provides, approaches to teaching, and the relation between reading acquisition and language development. Annotation copyright by Book News, Inc., Portland, OR

*Reading Disabilities* R.M. Joshi 2013-03-11 The present volume is based on the proceedings of the Advanced Study Institute (ASI) sponsored by the North Atlantic Treaty Organization (NATO). The Institute was conducted at the beautiful Chateau de Bonas, near Toulouse, France in October, 1991. A number of scholars from different countries participated in the two-week institute on differential diagnosis and treatments of reading and writing problems. The accepted papers for this volume are divided into three sections: (a) Differential diagnosis of reading disabilities; (b) Access to language-related component processes; and (c) Reading/spelling strategies. The other papers appear in a companion volume: *Developmental and Acquired Dyslexia: Neuropsychological and Neurolinguistic Perspectives*, also coedited by Joshi and Leong and published by Kluwer Academic Publishers. Several people and organizations have helped us in this endeavor and their assistance is gratefully acknowledged. Our special thanks are due to: the Scientific Affairs Division of NATO for providing the major portion of the financial support; Dr. L. V. da Cunha of NATO and Dr. THo Kester and Mrs. Barbara Kester of the International Transfer of Science and Technology (ITST) for their help and support of the various aspects of the institute; Mr. Charles Stockman and the entire staff of the Chateau de Bonas for making our stay a pleasant one by helping us to run the Institute smoothly. We also wish to thank our reviewers and the following people for other assistance: Christi Martin, and Xi-wu Fang.

**Metalinguistic Development Paralleled with Piagetian Stages** Joanne Y. McCall 1988

**On the Dynamics of Early Multilingualism** Barbara Hofer 2015-07-01 This book contributes to current issues in TLA and multilingualism research. It discusses multilingual learning and development from a Dynamic Systems Theory perspective. The author argues that trilingual education does not harm or confuse young learners but that the teaching of three languages from an early age carries positive implications for children's linguistic, metalinguistic, and crosslinguistic awareness.

**Applied Psycholinguistics. Positive effects and ethical perspectives: Volume I** AA. VV. 2012-04-24T00:00:00+02:00 1240.370

*Metalinguistic Development and Language Education* Renzo Titone 1993

**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 linguist" 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.

**Diachronic Slavonic Syntax** Björn Hansen 2018-03-05 The book is dedicated to the study of the causes and mechanisms of syntactic change in Slavonic languages, including internally motivated syntactic change, syntactic change under contact conditions (structural convergence, pattern replication, shift-induced transfer etc.): It also explores metalinguistic factors such as ideologically driven selection and propagation of syntactic structures.

**Encyclopedia of Bilingualism and Bilingual Education** Colin Baker 1998 This encyclopedia is divided into three sections: individual bilingualism; bilingualism in society and bilingual education. It includes many pictures, graphs, maps and diagrams. The book concludes with a comprehensive bibliography on bilingualism.

**Childhood Bilingualism** Peter Homel 2014-02-24 First published in 1987. Routledge is an imprint of Taylor & Francis, an informa company.

**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.

The Metalinguistic Dimension in Instructed Second Language Learning Karen Roehr 2013-07-04 The metalinguistic dimension refers to the way in which learners bring to bear knowledge about language into their learning of a second language, the "L2". This book brings together new research on the metalinguistic dimension, given its increasing importance in the study of L2 acquisition. In applied linguistics it is widely accepted that L2 learners develop and use knowledge about language when engaging with the challenging task of acquiring a new language; this applies to both children and adults. It is definitions of the metalinguistic dimension that vary, and findings regarding its role in L2 learning are not necessarily homogenous or compatible. The scope exists for further, empirical, detailed research. This book explores the nature, development and role of the metalinguistic dimension and will be essential reading for all SLA scholars and those working in language and education.

**The Role of Subject Knowledge in the Early Years of Schooling** Carol Aubrey 1994 *Advances in Child Development and Behavior* 1996-09-18 *Advances in Child Development and Behavior* is intended to ease the task faced by researchers, instructors, and students who are confronted by the vast amount of research and theoretical discussion in child development and behavior. The serial provides scholarly technical articles with critical reviews, recent advances in research, and fresh theoretical viewpoints.

Language Intervention for School-age Students Geraldine P. Wallach 2008 Going beyond the common approach to language disorders in school-age populations, this innovative resource supplements a theoretical understanding of language intervention with a wealth of practical application strategies professionals can use to improve learning outcomes for children and adolescents with LLD.

*The Handbook of Life-Span Development, Volume 1* Richard M. Lerner 2010-12-14 In the past fifty years, scholars of human development have been moving from studying change in humans within sharply defined periods, to seeing many more of these phenomenon as more profitably studied over time and in relation to other processes. The Handbook of Life-Span Development, Volume 1: Cognition, Biology, and Methods presents the study of human development conducted

by the best scholars in the 21st century. Social workers, counselors and public health workers will receive coverage of of the biological and cognitive aspects of human change across the lifespan.

**The Effects of Bilingualism on Metalinguistic Development** Aurora Sanfeliz 1979 **Encyclopedia of Bilingual Education** Josue M. Gonzalez 2008-06-05 "With articles on Spanglish and Spanish loan words in English as well as Southeast Asian refugees and World Englishes, this encyclopedia has a broad scope that will make it useful in academic and large public libraries serving those involved in teaching and learning in multiple languages. Also available as an ebook." — Booklist The simplest definition of bilingual education is the use of two languages in the teaching of curriculum content in K-12 schools. There is an important difference to keep in mind between bilingual education and the study of foreign languages as school subjects: In bilingual education, two languages are used for instruction, and the goal is academic success in and through the two languages. The traditional model of foreign-language study places the emphasis on the acquisition of the languages themselves. The field of bilingual education is dynamic and even controversial. The two volumes of this comprehensive, first-stop reference work collect and synthesize the knowledge base that has been well researched and accepted in the United States and abroad while also taking note of how this topic affects schools, research centers, legislative bodies, advocacy organizations, and families. The Encyclopedia of Bilingual Education is embedded in several disciplines, including applied linguistics, politics, civil rights, historical events, and of course, classroom instruction. This work is a compendium of information on bilingual education and related topics in the United States with select international contributors providing global insight onto the field. Key Features Explores in a comprehensive, non-technical way the intricacies of this subject from multiple perspectives: its history, policy, classroom practice, instructional design, and research bases Shows connections between bilingual education and related subjects, such as linguistics, education equity issues, socio-cultural diversity, and the nature of demographic change in the United States Documents the history of bilingual education in the last half of the 20th century and summarizes its roots in earlier periods Discusses important legislation and litigation documents Key Themes · Family, Community, and Society · History · Instructional Design · Languages and Linguistics · People and Organizations · Policy Evolution · Social Science Perspectives · Teaching and Learning The Encyclopedia of Bilingual Education is a valuable resource for those who wish to understand the polemics associated with this field as well as its technical details. This will be an excellent addition to any academic library.

**Child and Adolescent Development for Educators, Second Edition** Christine B. McCormick 2018-05-08 "This accessible text--now revised and updated--has given thousands of future educators a solid grounding in developmental science to inform their work in schools. The expert authors review major theories of development and their impact on educational practice. Chapters examine how teaching and learning intersect with specific domains of child and adolescent development--language, intelligence and intellectual diversity, motivation, family and peer relationships, gender roles, and mental health. Pedagogical features include chapter summaries, definitions of key terms, and boxes addressing topics of special interest to educators. Instructors requesting a desk copy receive a supplemental test bank with objective test items and essay questions for each chapter. (First edition authors: Michael Pressley and Christine B. McCormick.) Key Words/Subject Areas: teachers, education, developmental psychology, child development, childhood development, adolescent development, schoolchildren, adolescents, students, educational psychology, developmental theories, teaching methods, learning, biological development, cognitive development, social development, emotional development, language development, intelligence, academic motivation, family relationships, peer relationships, mental health problems, gender roles, social-emotional learning, texts, textbooks Audience: Instructors and graduate students in education, child and family studies, and school psychology"-- Metalinguistic Awareness and Second Language Acquisition Karen Roehr-Brackin 2018-05-07

Metalinguistic Awareness and Second Language Acquisition is the first book to present an in-depth overview of metalinguistic awareness as it relates to SLA. In this volume, Roehr-Brackin discusses metalinguistic awareness in the context of both child and adult language learning, and outlines the various methods that can be used to measure metalinguistic awareness. The author presents different approaches to metalinguistic awareness, including a cognitive-developmental perspective that explains how the concept relates to literacy, and an applied linguistics perspective that understands metalinguistic awareness as explicit or conscious knowledge about language. Roehr-Brackin explores the role of metalinguistic awareness in language education aimed at young learners, as well as in instructed adult SLA. This book is an excellent resource for those researching or taking courses in second language acquisition, bi- and multilingualism, and language teaching.

**Phonology and Reading Disability** Donald Shankweiler 1989 Discusses the importance to the learning process of the phonological structures of words

**Second Language Education** David Corson 1999-05-31 Made up of eight volumes, the Encyclopedia of Language and Education is the first attempt at providing an overview of the subject.

**Language Processing in Bilingual Children** Ellen Bialystok 1991-05-09 A collection of papers that explore bilingual children coping with two language systems.

**Scaffolding Language Development in Immersion and Dual Language Classrooms** Diane J. Tedick 2019-11-28 This book introduces research-based pedagogical practices for supporting and enhancing language development and use in school-based immersion and dual language programs in which a second, foreign, heritage, or indigenous language is used as the medium of subject-matter instruction. Using counterbalanced instruction as the volume's pedagogical framework, the authors map out the specific pedagogical skill set and knowledge base that teachers in immersion and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language. To illustrate key concepts and effective practices, the authors draw on classroom-based research and include teacher-created examples of classroom application. The following topics are covered in detail: defining characteristics of immersion and dual language programs and features of well-implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form-focused and content-based instruction scaffolding strategies that support students' comprehension and production while ensuring continued language development an approach to creating cross-linguistic connections through biliteracy instruction a self-assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content-based language teaching, this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each chapter. The book will be a key resource for preservice and in-service teachers, administrators, and teacher educators.

*The Development of Metalinguistic Awareness in Children and Its Relationship to Cognitive and Linguistic Development* Karen Saywitz 1979

**Knowledge about language** Leo van Lier 1999-05-31 This book offers a comprehensive perspective on metalinguistic knowledge and processes, and presents a coherent argument for building an element of language awareness into the language curriculum at all educational levels. It offers a balanced perspective on first and second language acquisition, classroom talk, language use in the multicultural work place, translation, Esperanto, whole language, historical perspectives, critical pedagogy, the education of language teachers, the teaching of grammar, phonology, and writing.

**Learning and Teaching Languages Through Content** Roy Lyster 2007-03-14 Based on a synthesis of classroom SLA research that has helped to shape evolving perspectives of content-

based instruction since the introduction of immersion programs in Montreal more than 40 years ago, this book presents an updated perspective on integrating language and content in ways that engage second language learners with language across the curriculum. A range of instructional practices observed in immersion and content-based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content-based and form-focused instructional options as complementary ways of intervening to develop a learner's interlanguage system. A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension, awareness, and production mechanisms, and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback.

**Psychology Library Editions: Child Development** Various 2021-11-05 Psychology Library Editions: Child Development (20 Volume set) brings together a diverse number of titles across many areas of developmental psychology, from children's play to language development. The series of previously out-of-print titles, originally published between 1930 and 1993, with the majority from the 70s and 80s, includes contributions from many respected authors in the field and charts the progression of the field over this time.

**Metapragmatics in Use** Wolfram Bublitz 2007 This collection of papers fills a gap in current research on both metapragmatics and pragmatics in that it combines data-based pragmatic analysis with metapragmatic theory and focuses on the ways in which metadiscourse is actually used. The 12 contributions investigate speech acts and verbal (as well as non-verbal) expressions which highlight (meta-)linguistic aspects of ongoing discourse and thus provoke a deviation from the latter's original direction and purpose. All case studies discuss ways and means which interactants employ to resolve diverging pragmatic expectations in communication. The papers analyze authentic examples from English and other languages (and cultures), including Thai, Chinese and Japanese, and center around three principal domains of communication: ordinary everyday interaction, interaction in educational contexts and in specialized discourse. The introductory chapter locates the various contributions within a systematically broader theoretical framework. The wide scope of the collection, its empirical orientation and the reader-friendly form of presentation should appeal to anyone interested in pragmatics, whether scholar or student.

*The Development of Metalinguistic Awareness in Young Children* Carla Golden 1978

**Metalinguistic Awareness in Children** W.E. Tunmer 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.

**Encyclopedia of Early Childhood Education** Leslie R. Williams 2011-12-08 This Encyclopedia is a reference work about young children in the USA, designed for use by policy makers, community planners, parents of young children, teacher and early childhood educators, programme and

school administrators, among others. The field of early childhood education has been affected by changes taking place in the nation's economy, demographics, schools, communities and families that influence political and professional decisions. These diverse historical, political economic, socio-cultural, intellectual and educational influences on early childhood education have hindered the development of a clear definition of the field. The Encyclopedia provides an opportunity to define the field against the background of these influences and relates the field of early childhood education to its diverse contexts and to the cultural and technological resources currently affecting it.

**Metalinguistic Development and Bilingualism** Ellen Bouchard Ryan 1975

**Problems and Interventions in Literacy Development** P. Reitsma 1998-12-31 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.

*Language Awareness and Learning to Read* J. Downing 2012-12-06 During the 1970s there was a rapid increase in interest in metacognition and metalinguistics. The impetus came from linguistics, psychology, and psycholinguistics. But with rather unusual rapidity the work from these scientific disciplines was taken over in education. This new direction in these various areas of academic study was taken simultaneously by several different investigators. Although they had varying emphases, their work sometimes appears to be overlapping; despite this, it has been rather difficult to find a consensus. This is reflected in the varying terminology used by these independent investigators "linguistic awareness," "metacognition," "metalinguistic ability," "task awareness," "lexical awareness," and so on. For educators these developments presented a glittering array of new ideas that promised to throw light on children's thinking processes in learning how to read. Many reading researchers and graduate students have perceived this as a new frontier for the development of theory and research. However, the variety of independent theoretical approaches and their accompanying terminologies has been somewhat confusing.