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David T. Hakes

**The Development
of Metalinguistic
Abilities
in Children**



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The Development Of Metalinguistic Abilities In Children Springer Series In Language And Communication

Lingjun Ying



The Development Of Metalinguistic Abilities In Children Springer Series In Language And Communication:

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 little 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.

National Library of Medicine Current Catalog National Library of Medicine (U.S.), 1988 [Current Catalog](#) National Library of Medicine (U.S.), First multi year cumulation covers six years 1965-70 **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. 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: 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 **Young Children's Knowledge of Relational Terms** Lucia A. French, Katherine Nelson, 2012-12-06 An appreciation of temporal and logical relationships is one of the essential and defining features of human cognition A central question in developmental psychology and in the philosophical speculations out of which psychology evolved has been how children come to understand temporal and logical relationships For many recent investigators this question has been translated into empirical studies of children's acquisition of relational terms words such as before after because so if but and or that permit the linguistic expression of logical relationships In the mid 1970s Katherine Nelson began to study young children's knowledge about routine activities in which they participated The goal of this research was to understand how children represented their personal experiences and how these representations contributed to further cognitive development A primary method used in the early phases of this research involved simply asking children to describe familiar events They were asked for example What happens when you have lunch at school or What happens at a birthday party Hundreds of transcripts of children's responses to such questions were available when Lucia French became a NICHD Postdoctoral Fellow in Developmental Psychology at City University of New York in 1979

Language Learning and Deafness Michael Strong, 1988-01-29 A collection of original papers dealing with essential issues and research in the learning of language by deaf people The Wiley Handbook of Memory, Autism Spectrum Disorder, and the Law Jonni L. Johnson, Gail S. Goodman, Peter C. Mundy, 2018-05-10 An Important Contribution to Understanding Autobiographical and Eyewitness Memory in Those with ASD and the Unique Legal Challenges They Present This book offers an in depth discussion of how autobiographical and eyewitness memory operate in individuals with Autism Spectrum Disorder ASD and provides unique insights into current challenges faced by legal professionals forensic psychologists clinicians and others who extend services to those with ASD Throughout the book authors demonstrate why a nuanced understanding of autobiographical and eyewitness memory is required when assessing individuals with ASD given the developmental social and cognitive deficits at play Authors review current legal services and structures and explore ideas on whether and how modifications can be made to meet the needs of all individuals who seek and deserve justice including individuals with ASD The Wiley Handbook of Memory Autism Spectrum Disorder and the Law is sure to spark debate within the mental health and legal communities while advancing knowledge on the role of key clinical features of ASD in autobiographical and eyewitness memory The book is distinct in its exploration of ways in which the legal system with its formal yet inherently social infrastructure and regulated due process demands should offer services to those with ASD Of note authors question if current policies and practices such as reliance on interviewing protocols standardized for typically developing individuals are adequate The book is divided into three sections with the first providing a discussion of theoretical

viewpoints on how memory functions in those with and without ASD and providing a specialized consideration of developmental issues A second section reviews empirical evidence followed by a third and final section addressing legal and clinical considerations including techniques for interviewing individuals with ASD The first book offering an expert science based review of autobiographical and eyewitness memory research on those with ASD and the associated legal challenges Provides thought provoking informative often debated observations on memory in ASD from an international team of experts Offers summaries of what is known about memory abilities in those with ASD as well as what is left unknown that future researchers will need to address and that legal professionals should consider A book that does much to advance the research frontier in the study of memory in ASD and application to the legal system The Wiley Handbook of Memory Autism Spectrum Disorder and the Law is important reading for academic researchers clinicians judges jurors law enforcement officials and public policy makers alike Cognition, Metacognition, and Reading Donna-Lynn Forrest-Pressley, T. Gary

Waller, 2013-03-12 We had our first conversation about cognition metacognition and reading in September of 1976 Our particular concern was with reading and learning to read and what if anything meta cognition might have to do with it all We didn't really know much about metacognition then of course but then most other people were in the same predicament Some people had been working with interesting approaches and results on metalanguage and reading among them J Downing L Ehri L Gleitman 1 Mattingly and E Ryan and it also was about that time that people were becoming aware of E Markman's first studies of comprehension monitoring Other than that perhaps the most influential item around was the perhaps already classic monograph by Kruetzer Leonard and Flavell on what children know about their own memory Also in the air at that time were things like A Brown's notions about knowing knowing about knowing and knowing how to know D Meichenbaum's ideas about cognitive behavior modification and the work by A Brown and S Smiley on the awareness of important units in text Even though these developments were cited as new and innovative it was not the case that psychologists had never before been of questions They certainly interested in or concerned with metacognitive sorts had as clearly evidenced by the notion of metaplans in Miller Galanter and Pribram's Plans and the Structure of Behavior **Concept Development in the**

Primary School Peter Langford, 2016-03-10 Originally published in 1987 this book introduces work on the intellectual development of children in the primary school It contains chapters on the teaching of reading writing art science and mathematics While critical of many of the once popular ideas of Jean Piaget the author also emphasises the continuing validity of some aspects of Piaget's thinking **Children Talking Television** David Buckingham, 2004-08-02 Is television

harmful to children Does it destroy imagination provide delinquency and violence undermine family life and have other detrimental effects on children The author himself a parent teacher and researcher investigates the complex ways in which children actively make meaning and take pleasure from television Chapters cover the popular debates about children and television from a general and academic perspective The characteristics of children's talk about television are explored as

children interact with other children and other family members in family viewing sessions Key concepts which inform children's talk about television are investigated i.e. genre narrative character modality and agency Finally conclusions are presented and issues outlined for further research Drawing on theories and ideas developed within media and cultural studies English education psychology sociology linguistics and other related areas this book will be useful to both students and teachers in the field and to the general reader with an interest in children and the media

Reports from Uppsala University Department of Linguistics, 1994

Spelling in Spanish Heritage Language Education Amàlia Llobart-Huesca, 2024-08-01 This comprehensive book offers pathbreaking research and practical strategies for Spanish heritage language learning Spelling acquisition and development is often a challenge for Spanish Heritage Language Learners SHLLs Instructors too struggle to find the best strategies to help their students internalize orthographic rules Spelling in Spanish Heritage Language Education argues that spelling is not simply the cherry on top of good writing or a mere editing issue rather the skills behind the acquisition of spelling lie beneath deeper literacy development Amàlia Llobart Huesca discusses how to address this critical skill including the cognitive skills underlying spelling the role of age and bilingualism and a thorough description of the most common types of spelling errors students make and their causes Throughout the book she demonstrates the importance of spelling skills by showing how they can help students improve other crucial literacy aspects such as reading fluency reading comprehension and vocabulary growth Written for instructors of SHLLs and researchers of SHL education Spelling in Spanish Heritage Language Education includes guidelines recommendations and ideas for creating spelling activities and meaningfully integrating them into curricula Combining novel research and practical strategies this is an invaluable resource for Spanish instructors and researchers

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

Routledge Revivals: Speaking Mathematically (1987) David Pimm, 2019-01-15 First published in 1987 this book examines mathematics school teaching from the perspective that it is a language arguing that this can illuminate many events that occur in classes and highlight issues that may not have previously seemed important The central concern is with the processes of communication as they are shaped by school conventions and the fact that it is mathematics being discussed Speaking listening writing and reading are examined and analysed with the first half focusing on verbal interactions and the second half examining aspects of pupil written mathematics Also explored is the nature of the mathematical writing system itself and how pupils gain access to it

The Acquisition of Gender Anne E. Mills, 2012-12-06 This study of gender was conceived when I first took up the position of lecturer in linguistics at the

University of Tiibingen in 1975 My particular interest in gender arose out of the work with German children and adults conducted in the context of preparing my doctoral dissertation for the University of York my position at the University of Tiibingen has given me the opportunity to carry out the necessary research in both Germany and Britain The empirical investigations reported in this study were begun in my first year in Tiibingen and continued over a period of 7 years In this connection I would like to express my thanks to the staff and pupils of all the schools who participated in the testing Kindergarten Waldhauser Ost Kindergarten Winkelwiese Grundschule Wanne Grundschule Waldhauser Ost and Albert Schweitzer Schule Tiibingen Somerford Junior and Infants School and Twynham Junior and Infants School Christchurch GB Burdyke Infants Badger Hill Junior and Infants School and Joseph Rowntree Junior School York GB Thanks must also go to the families of Georg Hanna and Gisela and of course to the children themselves who allowed the intrusion of recording equipment so regularly into their homes I am also grateful to the staff and students of the Universities of Tfiibingen York and Manchester who cooperated in several of the investigations

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

Subject Guide to Books in Print, 1993

Perspectives on Individual Differences Affecting Therapeutic Change in Communication Disorders Amy L. Weiss, 2012-12-06 This volume examines the ramifications of individual differences in therapy outcomes for a wide variety of communication disorders In an era where evidence based practice is the clinical profession's watchword each chapter attacks this highly relevant issue from a somewhat different perspective In some areas of communication disorders considering the variance brought by the client into the therapeutic mix has a healthy history whereas in others the notion of how individual client profiles mesh with therapy outcomes has rarely been considered Through the use of research results case study descriptions and speculation the contributors have creatively woven what we know and what we have yet to substantiate into an interesting collection of summaries useful for therapy programming and designing clinical research

Systems of Representation in Young Children Chris Pratt, Alison F. Garton, 1993 Examines the development and use of representation in children from the viewpoints of various expert psychologists worldwide They

describe how children develop representations and how these are used in systematic ways to make sense of and interpret the social and physical world and to communicate with others Coverage includes emotional and social representations symbolic development representation of spoken language and more

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