

Second language teaching



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THE COGNITIVE AND LINGUISTIC LEVEL OF CHILDREN

According to Gopnik and Meltzoff (p. 1523), children usually develop their cognitive abilities approximately after the eighteen months of their birth. In this context, significant changes can be observed among the children. From the early year, the children are required to be provided with adequate support and learning instructions, so that the children are able to develop their cognitive as well as linguistic abilities. According to the viewpoint of Anderson, Rasmussen and Stromme (pp. 2-9), during 1-6 years of age, children after the birth are considered as infant stage. This infant stage is the appropriate period for a child, when cognitive and linguistic development can be observed among the children. Regarding this cognitive and linguistic level, it is identified that certain percentage of people witnesses this development very quickly during the early growth phase of a child. In addition, few numbers of children also experience cognitive and linguistic development certainly after the expected age. In this context, Gopnik and Meltzoff (p. 1523) argued that certain numbers of infants improve their cognitive and linguistic ability within nine or ten months after the birth, whereas few children experience their cognitive and linguistic development after little delay in time. During the 24th months after born or may even more than that period of time, children are identified to manipulate things in different categories such as boxes and boxes among others along with surrounding, which is the beginning of their learning. Additionally, interactions with children during the infancy is ascertained as an important consideration based on which children are able to develop their cognitive as

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well as linguistic skills (Anderson, Rasmussen and Strømme 2-9; Gopnik and Meltzoff 1523).

CHILDREN WHO KNOW HOW TO READ AND WRITE AND WHOSE METALINGUISTIC AWARENESS ARE DEVELOPED

Metalinguistic awareness signifies the ability through which children develop their language during the infant stage. In this regard, Anderson, Rasmussen and Stromme (pp. 2-9) argued that children are developing their linguistic knowledge and languages from its surroundings. In this case, Gopnik and Meltzoff (p. 1523) claimed that most of the children develop their languages and knowledge from simple symbols of the surroundings. Children do not bother to learn any meaning beyond the symbol. At the same time, the awareness of words and languages are identified to be developed among the children through hearing from the residence or surroundings. A child usually develops metalinguistic awareness regarding any item or person through his/her name, which may be true or false. In this case, children do not bother about the real name, rather they grow their metalinguistic understanding according to that particular word. On the other hand, Anderson, Rasmussen and Stromme (pp. 2-9) argued that children sometimes develop their metalinguistic awareness based on structure. In this regard, it can be claimed that this metalinguistic awareness can be changed through manipulation (Andersen, Rasmussen and Strømme 2-9; Gopnik and Meltzoff 1523).

Regarding this metalinguistic awareness, the report of SEDL “ Cognitive Elements of Reading” claimed that reading and writing language comprehension usually signifies the ability of children regarding their speeches or understanding. Thus, it can be argued that a child metalinguistic

awareness usually develop from the surroundings words, symbols and structure. In this respect, during infancy, children are identified to be developing their reading and writing skill on the basis of their interaction with the surroundings (SEDL, “ Cognitive Elements of Reading”).

Works Cited

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