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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 Research Issues in Child Development Chris Pratt, Alison F. Garton, William E. Tunmer, Andrew R. language and education Nesdale, 2017-12-06 First published in 1986 this authoritative book contains a selection of original research based reports of studies conducted in Australia and New Zealand in the field of Child Development The topics have been arranged into four major sections cognitive issues in development language and reading development perpetual motor development and social aspects of development Both pure and applied research issues are presented and the chapters cover child development from infancy to adolescence The book s special strength lies in the diversity of topics tackled and the range of developmental research represented Theoretical viewpoints are raised and empirical questions answered in the studies reported The editors have systematically drawn together important contributions which reflected contemporary topics in child development at the time Although no one common theoretical or empirical theme unites either each section or the whole book which reflects the general scope and diversity of child development in the 1980s the contributors in general see the child as developing through active interaction with his or her environment This interactionist position is clearly preferred by most researchers who realised that simplistic genetic or environmental models are inadequate to explain the complex development of the child The editors were all active researchers in the area of child development at the time and each co authored a chapter in the book All published regularly in national and international journals and books and were aware of current developments in their main areas of expertise All those interested in issues in child development will find this book important reading as it provides the reader with an excellent and diverse selection of studies bearing on a wide range of empirical research of the European Cognitive Science Conference 2007 Stella Vosniadou, 2017-09-29 This volume contains the invited lectures invited symposia symposia papers and posters presented at the 2nd European Cognitive Science Conference held in Greece in May 2007 The papers presented in this volume range from empirical psychological studies and computational models to philosophical arguments meta analyses and even to neuroscientific experimentation. The quality of the work shows that the Cognitive Science Society in Europe is an exciting and vibrant one There are 210 contributions by cognitive scientists from 27 different countries including USA France UK Germany Greece Italy Belgium Japan Spain the Netherlands and Australia This book will be of interest to anyone concerned with current research in Cognitive Science Traffic and Transport

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