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Chapter 1 : Readiness/Phonemic Awareness

"Language Exploration and Awareness: A Resource Book for Teachers, Third Edition" shows English teachers how they can expand their curriculum beyond the traditional emphases on grammar and syntax, to help their students learn about many aspects of the English language, including general semantics, regional and social dialects, syntax, spelling.

Yet a fair amount of confusion, especially among educators, persists about what this skill is and why it is so important. Written for practitioners, this article describes phonemic awareness and discusses why it is a prerequisite for learning to read, how we have come to understand its importance, why it can be difficult to acquire, and what happens to the would-be reader who fails to acquire it. Our discussion of phonemic awareness is framed within a particular view of reading, to which we turn first. The major difference between the written and the spoken word is not what is being communicated, but how the communication is taking place, by eye rather than ear. In this simple view, reading is dependent on two major cognitive capacities. The first is comprehension, the ability to understand language. Skilled decoding allows the reader, through print, to retrieve the meaning of words known and organized through the learning of spoken language. Together, decoding and comprehension skills combine to permit language comprehension to take place via the printed word. To foreshadow the discussion to come, while phonemic awareness is a linguistic skill, it is not a skill that is needed either for learning, or subsequently for understanding, language. Certainly, every competent speaker of a language has mastered its phonology. But since language learning is a tacit process, one that takes place without conscious attention, that mastery comes without the need for an explicit, conscious understanding of phonology. However, for learning to read, specifically for learning to decode, a conscious understanding of the phonological units underlying the spoken word is critical. What is phonemic awareness? Phonemic awareness is a cognitive skill that consists of three pieces. The first piece concerns a linguistic unit, the phoneme; the second concerns the explicit, conscious awareness of that unit; and the third involves the ability to explicitly manipulate such units. Phonemic awareness is thus the ability to consciously manipulate language at the level of phonemes. A phoneme is an abstract linguistic unit. Linguists define it as the most basic unit of language capable of making a difference in meaning. As an example, the difference between the word pairs each containing three phonemes bit and pit, bat and bet, bin and bid, is a single phoneme, one occurring in these examples in the initial, medial, or final position, respectively, of the spoken word. Phonemes are abstract because they are not the actual sounds of which words are composed; these are known as phones. Rather they are the underlying category of which the phones are members. To illustrate this, think of how the sound represented by the letter p is different in the words pan and span. To make this readily apparent, hold your hand close to your mouth and notice that the puff of air that is released when saying the former is much stronger than that released with the latter. The puff, known as aspiration, is not distinctive in English, in that there are no pairs of words where this single difference in aspiration marks a difference in meaning. In short, these two sounds or phones are different, yet they represent the same underlying category or phoneme. As we will see, the abstract nature of phonemes presents one of the obstacles a child must overcome in developing phonemic awareness. It is also important to recognize that phonemes are linguistic units and not units of writing systems. Thus, while bit, bait, butte, and bought all differ in the number of letters they possess, they each represent words containing only three phonemes, which differ only in their second phoneme. Beyond the phonemic unit, the second piece of the phonemic awareness concept entails the explicit, conscious awareness of these units. But being able to use that linguistic difference in speaking and listening to language is very different from knowing explicitly that the difference being used is in the initial part of the word. This explicit knowledge is the metalinguistic nature of the skill, or the ability, to consciously reflect upon the linguistic units that underlies language. More than just being conscious of the phoneme, the third piece of the phonemic-awareness concept requires some level of skill in manipulating phonemes. In learning to read an alphabetic language, it is not enough just to be aware of the phonemic units, the child also must be

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able to manipulate those units. Such manipulation is important because the child learning to read must be able to hold and contrast in memory both the phonemes and the letter strings that represent them. If she cannot, she will not be able to master the relationship between the letter units and the phonemic units. To sum up, the three pieces of phonemic awareness are knowledge of language at the level of individual phonemes, knowledge of these language units that is conscious, and skill at consciously manipulating language at this level. Why is a linguistic skill that is not needed to learn language so critical for learning to read a language? As mentioned earlier, phonemic awareness is not necessary for reading all written languages, only those that are alphabetic. For instance, writing systems that use logographic representations where a single symbol represents a word do not require would-be readers to possess phonemic awareness. But any system that links written letters to the phonemes underlying the spoken word requires phonemic awareness, because the would-be learner cannot connect the units underlying the written word the letters with the units underlying the spoken word the phonemes unless she is consciously aware of both and has the intent to learn the relationship between the two known as the alphabetic principle. Thus, if you know the letters and you know there is some relation between the letters and the spoken word, but you do not know the units underlying the spoken word, then you will not be able to figure out what the relationship is between the two representations. To summarize, knowledge of phonemes is critical to learn a language, but language learning is an unconscious process that only requires immersion in an active linguistic environment; explicit instruction is not necessary. Learning to read that language, if it is represented alphabetically, does require explicit knowledge of the phoneme since, unlike learning language, learning to read is a process that requires more

Terms Often Confused with Phonemic Awareness

Phonics: An instructional approach for helping children learn the relationship between letters and sounds. The process used by linguists to describe the speech sounds in natural language. The linguistic component of language that deals with the systems and patterns of sounds that occur in languages distinguished from the other two components of language, which are syntax and semantics. A general term for metalinguistic awareness of any of the phonological characteristics of language, including phonemic units, syllables, rimes, and words. How do we know that phonemic awareness is critical for learning to read? Much research, conducted under a variety of research designs, converges on the conclusion that phonemic awareness is critical for learning to read in alphabetic languages. First, there is evidence from concurrent correlations, which are derived from research designs that simply measure two skills in a sample of students at roughly the same point in time and then determine how those skills vary with each within the student sample. Positive correlations between these two measures exist when, in general, students with better performance on one skill phonemic awareness also have better performance on the other skill reading and vice versa that is, when students with poorer performance on one skill also have poorer performance on the other skill. Such positive correlations are generally found when both phonemic awareness and reading skills are measured in the early elementary grades. This same positive relationship has been found whether reading skill was measured as skill in reading individual words, skill in reading letter sequences that do not form real English words but are constructed like English words for example, the pseudoword *splure* , or skill in reading connected text where fluency or comprehension were measured. These correlations are consistent with a causal relationship between the two variables, where skill in one is the cause for the development of skill in the other, but they do not guarantee that the variables are causally linked indeed, there might be a third variable that is causing the development in the other two skills. Nor, even if causally linked, do these correlations specify the direction of causation that is, does phonemic awareness cause the reading skill or is it the other way round? Even more suggestive evidence comes from a closer look at the distributions between phonemic awareness and reading skills concurrently measured. If you plot skill in phonemic awareness against skill in decoding measured as reading individual pseudowords , you find triangular distributions. In these distributions, there are many instances of either low skill in both domains or high skill in phonemic awareness coupled with either low or high skill in decoding. However, there are no instances of low skill in phonemic awareness and high skill in decoding. This pattern suggests that phonemic awareness is a necessary, but not sufficient, requirement for

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skill in decoding. That is, you must have skill in phonemic awareness if you are to acquire skill in decoding, but having skill in phonemic awareness is no guarantee for successful development of skill in decoding. To get the latter, you need something in addition to phonemic awareness you also need knowledge of the letters and of the alphabetic principle, plus lots of practice pairing written and spoken words. Predictive correlations, derived from research designs where phonemic awareness is measured at one point in time and reading skill is measured at some subsequent point in time, are even more suggestive of causal relationships. Many studies report such correlations, where the time lag between the measure of phonemic awareness and the subsequent reading skill measured either as decoding or reading comprehension skill ranges from very small a matter of months to very large a matter of many years. While providing stronger evidence than concurrent correlations do, these results could still appear even when the two variables were not causally related. For instance, as in concurrent correlations, there could be a third, unmeasured factor that is the cause underlying the development of both skills, where the two skills themselves are not at all causally linked. There are no instances of low skill in phonemic awareness and high skill in decoding. The strongest evidence for a causal relationship between phonemic awareness and reading comes from training studies. In the typical training study design, children who lack phonemic awareness skills are randomly divided into different groups, one receiving training designed to develop phonemic awareness skill and the other receiving training designed to develop a skill that is unrelated to reading say, a mathematical skill like counting. After training, the different groups are given the same reading instruction, and one looks to see whether those groups that received phonemic awareness training in fact do better in both assessments of phonemic awareness and reading than those who did not. Many studies like this have now been conducted, and the majority of them report that the groups receiving phonemic awareness instruction subsequently did much better in reading development than those who did not receive such training. This indicates a reciprocal relationship between phonemic awareness and reading, where skill in one supports development of skill in the other and vice versa. But the critical question is whether some amount of skill in phonemic awareness is critical before skill in reading can advance; the evidence suggests especially that from training studies the answer to this question is yes. Why is phonemic awareness so difficult for some children to acquire? Current research suggests that most children who enter school at kindergarten do not come skilled in phonemic awareness. Research also suggests that if there is no explicit instruction in this skill, many will fail to acquire it. Further, for some small percentage of young people, even explicit training is insufficient to guarantee the development of phonemic awareness. So what is known about the reasons behind the difficulty in acquiring phonemic awareness? When we explain to a child that the first sound in bug is "buh," what we are actually pronouncing is neither abstract for abstract things are by definition unpronounceable nor something related to a single phoneme. In fact, what we are saying is a syllable, one that has two phonemes underlying it. Thus, one difficulty in developing phonemic awareness is that it is not possible to explicitly state to the child what she must become aware of, rather we can only lead her to try to induce for herself what must be acquired. Say the first part of the word song; say the middle part of hop; say the last part of stick. Say the word pies without the first part. Say the word you have when you add the sound s to the beginning of the word top. Say the word that does not belong in this group of words: Say the word you make when you take out the second part of stop and replace it with the first part of lake. Say how many parts there are in the word build. Second, the sound units that are transmitted in speech that are derived from the underlying abstract phonemes do not arrive at the ear in a strict serial order. As an example, if we recorded our speaking of the word bug and then, starting at the end of the tape segment, cut off successive pieces and played what was left, we would never be able to isolate a piece of the tape representing only the initial phoneme of the word. Rather, the best we would come away with would be some resemblance of the first two sounds of the word. This is true because the positions of the articulators those things we use to produce speech, like our tongue and jaw are set to reflect both the beginning and subsequent sounds that are to be made. You can get a sense of this for yourself by noting the position of your lower jaw as you begin to say bug and bought. In the latter example, the lower jaw is lowered from the outset to prepare for the pronunciation of

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the vowel that follows. These co-articulation effects result in the parallel transmission of linguistic information. And this poses a significant problem for acquiring phonemic awareness, for in many cases we cannot isolate even the initial sound or phone that is a member of the phonemic category the child is attempting to become aware of. Again, the best we can do is to set conditions where the child will induce the phonemic category we are trying to have her attend to. Third, what we are asking the child to do is counterintuitive. With phonemic awareness, we are asking the child to focus attention in the opposite fashion, ignoring meaning and attending only to form. What happens if a child does not acquire phonemic awareness?

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Chapter 2 : Understanding the Language Experience Approach (LEA)

The responses to the first edition of Language Exploration and Awareness: A Resource Book for Teachers (Longman, ; Lawrence Earlbaum Associates,) have been gratifying. Readers from universities and public schools across the country have either written letters to me, have sent me E-mail.

Language Exploration and Awareness: Properties of Communication and Language. Grammar, Spelling, and Good English. Discourse Routines and Social Conventions. Regional, Social, and Historical Variations. Meanings and General Semantics. The Languages of Intolerance and Discrimination. A Resource Book for Teachers Authors: Jul 16 Condition: Used - Good Ships same day or next business day! Used books may not include working access code or dust jacket. Payment We accept PayPal for all eBay orders. Please see payment details below. We will only ship to the address that is entered into PayPal when payment is made! Shipping Multiple shipping options are available for this item. For more detail, please see below, and select the shipping option that is most convenient for you. Returns We have a 30 day return policy. The return must be postmarked within 30 days of the delivery date. Once the item has been returned, we will initiate an item-only refund shipping costs are non-refundable. We do not provide return labels for general returns. Seller assumes all responsibility for this listing. Shipping and handling The seller has not specified a shipping method to Germany. Contact the seller- opens in a new window or tab and request shipping to your location. Shipping cost cannot be calculated. Please enter a valid ZIP Code. This item will be shipped through the Global Shipping Program and includes international tracking. Learn more- opens in a new window or tab Quantity: There are 24 items available. Please enter a number less than or equal to Select a valid country. Please enter 5 or 9 numbers for the ZIP Code. This item does not ship to Germany Handling time.

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Chapter 3 : Rationale | Definition of Rationale by Merriam-Webster

This book shows English teachers how they can expand their curriculum beyond the traditional emphases on grammar and syntax, to help their students learn about the many aspects of the English language--including general semantics, regional and social dialects, syntax, spelling, history of the English language, social language conventions, lexicography, and word origins.

Before that, however, we have a good chance to help children develop positive feelings about their racial and cultural identity. We can also challenge the immature thinking that is typical of very young children. Children develop their identity and attitudes through experiences with their bodies, social environments, and their cognitive developmental stages Derman-Sparks, As these three factors interact, young children progress through certain stages of racial and cultural awareness. When does it start? The foundation of self-awareness is laid when children are infants and toddlers. At these stages, children learn "what is me" and "what is not me. By age two, children recognize and explore physical differences. They are also learning the names of colors, and they begin to apply this to skin color. Natural curiosity will lead to questions about differences. Children of this age are better at noticing differences among people. They have learned to classify, and they tend to sort based on color and size. They wonder why two people with different skin tones are considered part of the same racial group. Many preschool children will comment - in words or through actions - on hair texture, eye shape, and other physical characteristics. They want to know how people got their color, hair texture, and eye shape. Children at this age believe that because other parts of their body grow and change, skin color and other physical traits could also change. Some young black children prefer white dolls over black dolls Clark, By age four, children begin to prefer one race. For these reasons, it is easy for them to believe stereotypes and form pre-prejudices. Kindergartners continue to ask questions about physical differences, and they can begin to understand the explanations for these differences. They can now make distinctions between members of the same racial or cultural group. At this age, children are developing social skills and becoming more group-oriented. They enjoy exploring the culture of their friends. By age six, most children understand the concept of fair and unfair, and they often use these concepts as they try to deal with issues. At this age, children acquire racial constancy. At this age, children can also consider multiple attributes at one time. They can now understand how one person can be a member of several different groups. For example, a person can be part of a family, a classroom, a culture, and a race. Children can also understand feelings of shame and pride at this age, and they are aware of racism against their own group. They are able to empathize, and they are interested in learning about the world. A first step in helping children feel positive about racial and cultural identity is reflecting diversity in their surroundings. Books and toys that reflect racial and cultural diversity serve two purposes. They not only help children of color feel good about themselves, they help all children feel positive about differences. Here are some ideas you can try. Then expand to include materials that mirror the diversity in the world. Activities for Preschoolers Skin-Color Match-Ups Set out a number of nylon knee-high stockings in various shades, tan, black, white, pink, yellow, and red. Encourage children to try them on their hands and arms or their legs and feet. Ask questions to help the children increase their awareness of skin color. For example, "Can you find a stocking that is the same color as your skin? Is it lighter or darker than your own skin? Emphasize that skin-color differences are interesting and desirable. Hair Ask parents to give you a tiny bit of hair from each child. If parents cannot do this, use photographs of different hairstyles and hair-care products for the children to use, explore, and talk about. If parents do give you the hair, paste the hair from each child on a 3" x 5" index card, put them in a box, and ask the children to identify each bit of hair. Talk about how hair has texture and curl. For instance, some people have fine hair while others have coarse hair. Some people have straight hair, and others have curly hair. Talk about how people have different hair colors and lengths. Music and Dance Ask parents to lend you recordings of music that their family enjoys. Teach the children songs and dances from different nations of the world. Children will begin to see that all

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people like to sing and dance, but every group has its own special ways of doing it. Talk with the children about how different music sounds: Listen for the different instruments. Again, ask parents if they have any instruments children could listen to or try. **Activities for School-Age Children Alike and Different Thumbprints** Set out white 3" x 5" cards, a black ink pad, a pen, and a magnifying glass. Ask the children to make prints of their thumbs by pressing them on the ink pad and then on the cards. Let children use the magnifying glass to see how the prints are alike and different. **Listening and Carving** Tell the children that some people from other cultures enjoy carving things from stone. For example, some Inuit artists carve animals out of stone. They pick out a stone and sit with it, spending time with the stone and getting to know it. They listen to the stone, and when they know the stone well, they find the shape or animal that the stone wants to become. Then they begin carving the stone in that shape. Show the children pictures of some of these carved animals if you can find them in an encyclopedia or at the library. Give each child a piece of sandstone available in art supply stores. Sandstone is a rock made of compressed sand. It can easily be carved by rubbing the sand off with a plastic knife. Encourage the children to carry the stone with them all morning or afternoon. Tell them that after lunch or the next day they can carve their stone into any shape they want. Encourage them to listen to their stone. Maybe it will tell them what shape it wants to become. **Proverbs and Traditions** Ask children to talk with their families about sayings that are common in their culture or traditions that they have in their families. Choose one broad topic, such as love, birthdays, holidays, or time. Chart the responses to see how different cultures express similar ideas. Children might also be fascinated to compare the different names they use for their grandparents. Williams, National Association for Education of Young Children. **Diverse Gifts, Multicultural Education in the Kindergarten.** National Association for the Education of Young Children. Permission is granted to reproduce these materials in whole or in part for educational purposes only not for profit beyond the cost of reproduction provided that the author and Network receive acknowledgment and this notice is included: Activities that promote racial and cultural awareness. University of Illinois Cooperative Extension Service.

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Chapter 4 : Precious Children: Activities that Promote Racial and Cultural Awareness in the Classroom

"Language Exploration and Awareness: A Resource Book for Teachers, Third Edition" shows English teachers how they can expand their curriculum beyond the traditional emphases on grammar and syntax, to help their students learn about many aspects of the English language, including general semantics, regional and social dialects, syntax, spelling, history of the English language, social language.

Because it plays such a vital role in forming the foundation of reading development, phonemic awareness is the first thread in the tapestry of reading. Phonemic awareness is the ability to hear and manipulate phonemes, which are the smallest part of a spoken language. Phonemes are the element of language that allows discrimination and make a difference in the meaning of a specific word. In the English language, it is generally accepted that there are anywhere from 41 to 51 phonemes in spoken speech. While there are words with only one phoneme such as I or a, most words have more than one phoneme. Phonemes with more than one letter are usually referred to as blends, diphthongs, or digraphs depending on their composition. Instruction in phonemic awareness involves helping children examine and manipulate phonemes in spoken syllables and words. Beginning readers must also be able to make the connection that words are made up of sounds and that sounds are made up of letters and letter combinations Gunning, This understanding is the foundation on which to build solid reading skills. Children learn that words are made up of individual phonemes that help to make one word distinguishable from another word. Phonemic awareness is this ability to take words apart, to put them back together again, and to change them to something else. It is a foundational skill around which the rest of the threads of reading are woven. In addition to understanding sounds, a child also needs to understand the concept of a word, how the position of a word first word or last word makes a difference in a sentence, and that words consist of individual letters. Children must also understand that letters have positions in words first letter, middle letters, or last letter and that some of these letters form syllables. Some ways to help students develop their phonemic awareness abilities are through various activities that identify phonemes and syllables, sort and classify phonemes, blend phonemes to make words, break apart words into their various components, and interchange phonemes to make new words. Why Is Phonemic Awareness Important? According to the National Reading Panel Report National Institute of Child Health and Human Development, , the level of phonemic awareness that children possess when first beginning reading instruction and their knowledge of letters are the two best predictors of how well they will learn to read during the first two years of formal reading instruction. A strong understanding of phonemic concepts must be solidly in place prior to formal instruction in reading. The first signs of phonemic awareness usually appear in children between the age of two and three years old when they begin making rhymes out of words that they know. This is an important developmental milestone. In their early stages of writing development, these are also the styles that children will mimic in their own attempts at story writing. At the age of two or three, many children have observed adults writingâ€”so they make their own attempts at writing by making squiggles on paper. This development should be encouraged and supported in the preschool classroom and in the family. It is foundational development in the understanding of the link between writing and word messages.

Chapter 5 : Language Exploration and Awareness: A Resource Book for Teachers - Larry Andrews - Goog

Get this from a library! Language exploration and awareness: a resource book for teachers. [Larry Andrews] -- This text reviews basic aspects of a comprehensive approach to English language study in classrooms, and then demonstrates how teachers can create student-centred inquiry-oriented activities for the.

Chapter 6 : Language Exploration and Awareness: A Resource Book for Teachers by Larry Andrews

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