

***CELF-5 Metalinguistics:
Language Competence and Classroom Success***



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Presenter

Financial:

Wayne Secord is the co-author of the CELF-5 Metalinguistics and he receives a royalty from the sale of this test.

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Pearson Clinical Assessment

Course content will focus mainly on the CELF-5 Metalinguistics, and secondarily on the CELF-5. Pearson Clinical Assessment is the publisher of CELF-5 Metalinguistics and the CELF-5. Pearson is hosting this webinar.

Language Assessment Questions

- | | |
|---|---|
| <p>1. Is there a language disorder?</p> | <p>1. Core Language Score</p> |
| <p>2. What is the nature of the disorder?</p> <p>Receptive and Expressive
Listening and Speaking
Reading and Writing
Syntax, Morphology, Semantics
Language and Memory
Metalinguistic Competence</p> | <p>2. Language Composites & Index Scores</p> <ul style="list-style-type: none"> • Modality Bases • Linguistic Bases • Memory Interfaces |
| <p>3. What are the language strengths and weaknesses?</p> | <p>3. Profiling</p> |

The Clinical Perspective

Question 1. *Is there evidence of a language disorder?*

Total Language, Receptive or Expressive (Modalities)

Question 2. *What is the nature of the disorder?*

**Language Strengths and Weaknesses (Content) Syntax,
Morphology, Semantics, Language & Memory, Metalinguistics**

Question 3. *How does this student's performance compare with that of his/her peers?*

Educational level of performance compared to age & grade

Question 4. *Does the student's clinical performance profile meet criteria for eligibility for speech and language services?*

The Educational Perspective

Question 1. *Which aspects of communication in context are compromised?*

Pragmatics – Nonverbal Communication

Question 2. *Which aspects of academic performance are compromised?*

Listening, Speaking, Reading, Writing, Metalinguistic

Question 3. *Which curriculum objectives are compromised?*

**English & language arts, social studies, sciences,
arithmetic, algebra, phys. education, arts**

Questions 4. *Which are the student's strengths, weaknesses, and learning adjustments?*

The Social Perspective

Question 1. *What aspects of social communication are compromised?*

Pragmatics - Perspective Taking - Nonverbal communication

Question 2. *What aspects of peer relations are compromised?*

Play or game activities, friendship, interactive sharing or participating in conversations or discussions

Question 3. *What aspects of student-adult relationships are compromised?*

Respect, following directions for activities, behavioral management, mutual respect, trust etc.

Question 4. *What areas of social communication represent strengths?*

The Cognitive Perspective

Brain Behavior
Cognitive Considerations
Executive Functions
Working Memory



What is "Metalinguistics"?

Metalinguistic Awareness is demonstrated when a student exhibits the ability to talk about, analyze, and think about language independent of the concrete meaning of each word.

An Illustration

Think of the many meanings of the word "**BRIDGE.**"

- Internal image – local bridge (concrete/based on experience)
- Extension of contexts – Golden Gate bridge (based on learning)
- Extension by analogy – "London Bridge is falling down" (game)
- Abstract/Figurative -- "The bridge between US and Russia is tenuous" "Can you ever bridge the generation gap?"



A Research Perspective

Metalinguistic skills comprise:

- **Epilinguistic capacity** -- monitoring of the actual speech production (Tunmer, Bowey, Pratt, & Herriman, 1984).
- **Metalinguistic awareness** -- ability to see words as decontextualized objects and manipulate and analyze them apart from content and production (Gombert, 1992; Shulman & Capone, 2010).

Metalinguistic awareness has its foundation in *semantic, syntactic, and pragmatic (linguistic) competence*.



CEL F5
METALINGUISTICS

Metalinguistics and Literacy

- **Reading Comprehension** and metalinguistic skills are strongly linked (Achugar, Schleppegrell, & Oteiza, 2007).
- **Teaching Multiple Meanings** (homonyms) and ambiguity detection skills to 3rd graders improves reading comprehension (Zipke, Ehri, and Cairns, 2009).
- **Metalinguistic Facility** is essential in the writing process for initial production (composition) and revision (editing), as writers choose words, analyze communicative intent, and assess syntax for both functions (Myhill & Jones, 2007; Myhill, 2012).
- **Explicit Teaching** about language and using language as a tool is important for literacy development (Achugar, Schleppegrell, & Oteiza, 2007; Enright, 2013; Fang & Schleppegrell, 2010).



CEL F5
METALINGUISTICS

Language Disorders and the Metalinguistic Bridge

- Students with language disorders, who have received language intervention to establish the fundamentals of semantic, syntactic and pragmatic knowledge in the early grades, may not have acquired adequate metalinguistic awareness, including semantic (e.g., multiple meanings and word uses) and syntactic flexibility (e.g., paraphrasing, indirect uses) for oral or written communication **and perform in the average or low-average range on CELF-5.**
- Those students may not have crossed the bridge to **metalinguistic awareness** and or acquired metacognitive abilities that are separate from linguistic skills, They may not have **"Paid the Toll"** at the **Metalinguistic Bridge.**



Metalinguistics and Academics

- **Some metalinguistic skills that will have an impact on academic performance and social interaction are:**
 - The ability to make and understand inferences and make predictions
 - Understanding and using multiple meaning words
 - Understanding and using using abstract or figurative language
 - Understanding humor or sarcasm
 - Formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions
 - The ability to adapt the content and structure of messages to match context or cultural expectations (e.g., politeness, indirect directives)
 - Resolving incongruities between linguistic content and nonverbal expressions of meanings or intentions



STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage One (Ages 1 ½ to 2)

- Distinguished print from non-print
- Knows how to interact with books: right side up, page turning from left to right
- Recognizes some printed symbols: e.g., TV character's name, brand names, signs

Stage Two (Ages 2 to 5 ½ or 6)

- Ascertain word boundaries in spoken sentences
- Ascertain word boundaries in printed sequences

Wallach, G. P., & Miller, L. (1988).



STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Two Continued (Age 2 to 5 ½ or 6)

- Self-monitors own speech and makes changes to more closely approximate the adult model; phonological first, lexical and semantic speech style last
- Believes that a word is an integral part of the object to which it refers (word realism)
- Able to separate words into syllables
- Inability to consider that one word could have two different meanings

Wallach, G. P., & Miller, L. (1988).



STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Three (Ages 6 to 10)

- Begins to take listener perspective and use language form to match
- Understands verbal humor involving linguistic ambiguity: e.g., riddles
- Able to resolve ambiguity: lexical first-as in homophones, deep structures next-as in ambiguous phrases ("Will you join me in a bowl of soup?"), phonological or morphemic next (Q: "What do you have if you put three ducks in a box?" A: "A box of quackers.")

Wallach, G. P., & Miller, L. (1988).



STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Three Continued (Ages 6 to 10)

- Able to understand that words can have two meanings, one literal and the other nonconventional or idiomatic: e.g., adjectives used to describe personality characteristics such as *hard, sweet, bitter*
- Able to resequence language elements, as in pig Latin
- Able to segment syllables into phonemes
- Finds it difficult to appreciate figurative forms other than idioms

Wallach, G. P., & Miller, L. (1988).




STAGES OF CHILDREN'S METALINGUISTIC ABILITY

Stage Four (Ages 10+)

- Able to extend language meaning into hypothetical realms, e.g., to understand figurative language such as metaphors, similes, parodies, analogies, etc.
- Able to manipulate various speech styles to fit a variety of contexts and listeners

Wallach, G. P., & Miller, L. (1988).



CELF 5
METALINGUISTICS

METALINGUISTIC DIFFICULTIES

1. Planning for production of statements, questions, paragraphs, stories in speaking/writing.
2. Making predictions and forming hypotheses.
3. Problem-solving for strategic language use.
4. Self-monitoring to identify errors and problems.
5. Correcting inefficient approaches and behaviors.
6. Recognizing syllable, word, phrase, clause, and sentence boundaries in speech/print.
7. Monitoring, self-correcting, editing speech and writing.
8. Playing with language (riddles, jokes, rhymes).
9. Analyzing and talking about language.



CELF 5
METALINGUISTICS

METALINGUISTIC NEEDS

1. Processing time to plan responses and/or pre-organization of expected responses.
2. Highlighting and explicating schema/scripts to foster planning, predicting and hypothesizing.
3. Strategy training to foster problem-solving & Meta language use.
4. Practice in self-monitoring and evaluating.
5. Identifying sources of breakdowns & correcting inefficiencies.
6. Learning of phonemic contrasts and syllable boundaries and conventions of print.
7. Highlighting syllables, words, phrases, clauses, and sentences.
8. Practice in playing with various language components (words, phrases, clauses).
9. Practice in analyzing- discussing oral and written language (meaning features, patterns, rules, applications)



- Test Objective
- Major Skills Assessed
- Test Overview



Test Objective

- ***CEL F–5 Metalinguistics***

Focuses on the evaluation of metalinguistic awareness as demonstrated by being able to ***talk about, analyze, and think about language*** independently of the concrete meanings of words.

In other words, the student must make a momentary shift from the content or meaning to the form or linguistic expression (Edwards & Kirkpatrick, 1999).



Major Skills Assessed

Some **Metalinguistic Skills**, assessed by *CELF-5 Metalinguistics*, are known to have an impact on academic performance.

They are:

- The ability to make and understand inferences
- Using and understanding multiple meanings words
- Using figurative language and understanding humor and sarcasm
- Formulating spoken or written sentences that meet cultural expectations for conveying messages or expressing emotions or opinions



Test Overview

• **CELF-5 Metalinguistics** is used to assess metalinguistic skills with five stand-alone tests for ages 9:00 - 21:11

- **Metalinguistics Profile**
 - **Making Inferences**
 - **Conversation Skills**
 - **Multiple Meanings**
 - **Figurative Language**
- **Provides 3 Index Scores: The Total Metalinguistic Score, and The Meta-Pragmatics and Meta-Semantics Index scores.**
- Designed for students who have adequate linguistic knowledge, but lack the metalinguistic skills needed for literacy in Grades 3 and up.
- Ideal for students with subtle language disorders or students on the autism spectrum.