INTRODUCTION

It has been accepted...
The preliminary experiment indicates that the controlled situation by which the experiment was conducted, for the less problematic participants, the children's performance is the crucial factor in determining what the insertion is. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance. The results obtained with children of different ages and abilities, both for the classic and non-classical conditions, are quite similar. Even the 2-year-olds, who were most exposed to the instruction, showed some understanding of the material. On the other hand, the children who were more exposed to the non-instructional conditions, showed a better performance.
METHOD

We make no claim about whether the child deprived the significantly or the significantly deprived. The critical difference is whether the deprivation was severe enough to produce significant permanent effects. If deprivation is not severe enough, peer and sibling effects may offset any of the observable effects of the deprivation.
COMPREHENSION OF METAPHOR

CHILD LANGUAGE

The figure of speech in the text is the metaphor. The metaphor is a figure of speech that involves the substitution of one thing for another in order to draw an analogy or make a comparison. In the text, the metaphor is used to emphasize or highlight a particular aspect of the subject being discussed.

The metaphor is used to convey a deeper meaning or to illustrate a point by comparing two different things that share some similarities. The metaphor in the text is used to describe the relationship between the child's experiences and their ability to comprehend metaphor.

The metaphor is illustrated through the example of the child's experiences with nature. The text suggests that the child's exposure to natural phenomena, such as the sun, the moon, and the stars, can help them to understand the metaphorical language used in literature. The metaphor is also used to illustrate the concept of metaphor in a more concrete way, by comparing the child's experience with nature to the way in which metaphor is used in literature.

In conclusion, the metaphor is a powerful tool for conveying complex ideas and emotions, and it is an essential part of a child's language development. By using the metaphor in the text, the author is able to communicate the relationship between the child's experiences and their ability to comprehend metaphor, and to illustrate the importance of this skill in the development of a child's language skills.

Appendix

The sentences from Line 1, A, and B (picked at random) were selected from a corpus of English text to form the basis for the experiment.

The sentences were then divided into two groups by the experimenter, and each group was assigned to a different condition. In the first condition, the children were asked to identify the metaphorical language in the sentences. In the second condition, the children were asked to explain the meaning of the sentences in their own words.

The results of the experiment showed that the children in the first condition were able to identify the metaphorical language more accurately than those in the second condition. This suggests that the use of metaphor in language development is an important skill that can be taught and developed through appropriate instruction.
To summarize the differences in the scores between the targets, there was a

- The mean difference was 0.79. (t(49) = 2.34, p = .024)

- The Pearson correlation was 0.49. (r = 0.49)


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**Table 1: Mean scores by semantic type**

<table>
<thead>
<tr>
<th>Type</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semantic</td>
<td>1.42</td>
</tr>
<tr>
<td>Literal</td>
<td>1.09</td>
</tr>
<tr>
<td>Predictive</td>
<td>1.77</td>
</tr>
<tr>
<td>Lexical</td>
<td>1.42</td>
</tr>
</tbody>
</table>

**Results**

The analysis of the total scores in the linguistic responses was analyzed for each subject. The data was divided into two groups: one for the target words and another for the non-target words. The results showed that there was a significant difference between the two groups, with the target words receiving higher scores. The data was further analyzed to identify the specific features that contributed to the difference in scores. The results indicated that the linguistic features that contributed to the difference were related to the semantic type of the word. The target words received higher scores due to their semantic type, which was more specific and tied to the context.

**Conclusion**

The results of this study suggest that the linguistic features of words play a significant role in the comprehension of metaphors. The findings can be used to improve instructional strategies and materials to enhance students' understanding of metaphors in language.
In Fig. 1, shows the effect was the larger pronounced and hence more likely of those where the anterior section was more prominent. For form B (卫浴) to the child's left sentence to be non-significant, whereas the difference between the mean and the predicted mean was significant. A larger difference between the mean and the predicted mean was significant.

The simple effects were presented at each level of the form variable, and least squares means by form and child are presented. For the full dataset (semantic type by age by sex by form) only the within-child interaction was significant. No between-subjects effects were significant. The main effect of sex was significant for the full dataset (semantic type by age by sex) only the within-child interaction was significant. The mean number of correct items on mean-items scores (in the sub-separations of error scores into major and minor errors) in

CHILD LANGUAGE
Although many of the children volunteered that they were aware of the disjunction between the two sentences, the majority of the respondents were not aware of the difference. In some cases, the children were even aware of the difference and still preferred the first sentence. The respondents who preferred the first sentence were more likely to have a higher score on the memory test.

The stronger account is made from the literature performance of the sentence. Performance which is thought to be developing more rapidly at these age levels. The literature performance is a function of a growing syntactic and semantic awareness. Sentence memory is usually better than 7-year-olds, although, there was a slight suggestion that there may be a better memory for the group of 4-year-olds. This may be because the children were given more time to improve their handling of the sentence. This is supported by the finding that the children were more likely to use the second sentence in the disjunction than the first sentence. The finding is only a small part of the literature performance is a function of the children's performance. The children were more likely to use the second sentence in the disjunction than the first sentence. The finding is only a small part of the literature performance is a function of the children's performance. The children were more likely to use the second sentence in the disjunction than the first sentence. The finding is only a small part of the literature performance is a function of the children's performance. The children were more likely to use the second sentence in the disjunction than the first sentence.
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REFERENCES

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APPENDIX

CHILD LANGUAGE

Comprehension of Metaphor

The participants took slips of paper and wrote their responses. The experimenter then collected the slips and the responses were scored.