

YOUNG BILINGUAL *learners* AT HOME AND SCHOOL

researching multilingual voices

Rose Drury



Young Bilingual Learners At Home And School Researching Multilingual Voices

AW Chickering



Young Bilingual Learners At Home And School Researching Multilingual Voices:

Young Bilingual Learners at Home and School Rose Drury, 2007 Official documents on early education tend to gloss over the experience of children who are learning English as an additional language in generalized terms. Because their learning situation is not well understood, bilingual children may be given few opportunities to display their abilities at school. Based on the author's ethnographic study, this book examines the experiences of three four-year-old bilingual children as they begin school in three English nursery classes. It thus provides insights into young children's use of first languages as well as English and consequently provides a fuller and richer picture of bilingual children's learning. The book reveals some of the ways in which young bilingual children experience preschool as they begin to learn the language required for formal schooling. It demonstrates how they take control of their own learning at home. And it asks questions: How do Samia, Maria, and Nazma find their own way through preschool? What are their individual strategies for getting by and beyond that for learning during their first year of formal schooling? How do they syncretize home and school learning? The detailed picture that emerges will fill in the detail missing from the current over-generalized view of bilingual children in the early years and provide an important new perspective to a growing body of literature on young bilingual children. It will be essential reading for all teachers, early childhood practitioners, and early years policymakers operating in multilingual environments.

Multilingualism in the Early Years Sandra Smidt, 2016-04-19 Multilingualism in the Early Years is a highly accessible text that examines the political, theoretical, ideological, and practical issues involved in the education of children speaking two or more languages. Drawing on current research and thinking about the advantages and disadvantages of being multilingual, Smidt uses powerful case studies to reveal how language or languages are acquired. She explores language in terms of who shares it, its relationship to class, culture, power, identity, and thinking, and its fascinating role as it moves from the personal to the public and political. More specifically, the book studies what it means to be bilingual through an analysis of the language histories submitted by a range of people, how language(s) define people, a brief history of minority education in the UK, how practitioners and teachers can best support all young children as learners whilst they continue to use their first languages and remain part of and partners in their communities and cultures, being bilingual: an advantage or a disadvantage, the impact of multilingualism on children's educational and life chances. Multilingualism in the Early Years is a really useful text for practitioners working with multilingual children as well as any student undertaking courses in early childhood education.

Learning to Teach in the Primary School Teresa Cremin, James Arthur, 2014-02-24 Flexible, effective, and creative primary school teachers require subject knowledge, an understanding of their pupils, and how they learn, a range of strategies for managing behaviour, and organising environments for learning, and the ability to respond to dynamic classroom situations. This third edition of *Learning to Teach in the Primary School* is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers. Twenty-two new

authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin

Handbook of Urban Education H. Richard Milner IV, Kofi Lomotey, 2013-11-20 This volume brings together leading scholars in urban education to focus on inner city matters specifically as they relate to educational research theory policy and practice Each chapter provides perspectives on the history and evolving nature of urban education the current education landscape and helps chart an all important direction for future work and needs The Handbook addresses seven areas that capture the breadth and depth of available knowledge in urban education 1 Psychology Health and Human Development 2 Sociological Perspectives 3 Families and Communities 4 Teacher Education and Special Education 5 Leadership Administration and Leaders 6 Curriculum Instruction and 7 Policy and Reform

Well-being in the Early Years Caroline Bligh, Sue Chambers, Chelle Davison, Ian Lloyd, Jackie Musgrave, June O'Sullivan, Susan Waltham, 2025-02-28 A multi disciplinary and holistic approach to the well being of young children to support child development modules on a variety of programmes The emotional physical and social well being of young children is a prime area of the new Early Years Foundation Stage EYFS and is at the forefront of current policy and debate This text goes beyond issues of safeguarding to address how the well being of young children can be affected by a range of circumstances and how well being is promoted by professionals from a variety of disciplines It looks at various aspects of well being in the young child from a number of perspectives and examines key issues such as special and additional needs poverty and deprivation abuse race ethnicity and culture

Re-Designing Teacher Education for Culturally and Linguistically Diverse Students Ana Christina da Silva Iddings, 2016-12-08 Through a critical ecological lens this book examines how to prepare preservice teachers to be resourceful and responsive practitioners in addressing the intellectual needs of children often labeled as culturally and linguistically diverse It explores a comprehensive re design of a teacher education program grounded in research on the complex factors that affect the teaching and learning of linguistically and culturally diverse children Re Designing Teacher Education for Culturally and Linguistically Diverse Students challenges

hegemonic cultural and linguistic norms quantitative and static views of resources the impact of U S education policy and the limited attention to the agency identities and strategic actions of diverse students and their families *Language in Interaction* Inbal Arnon, Marisa Casillas, Chigusa Kurumada, Bruno Estigarribia, 2014-07-17 Understanding how communicative goals impact and drive the learning process has been a long standing issue in the field of language acquisition Recent years have seen renewed interest in the social and pragmatic aspects of language learning the way interaction shapes what and how children learn In this volume we bring together researchers working on interaction in different domains to present a cohesive overview of ongoing interactional research The studies address the diversity of the environments children learn in the role of para linguistic information the pragmatic forces driving language learning and the way communicative pressures impact language use and change Using observational empirical and computational findings this volume highlights the effect of interpersonal communication on what children hear and what they learn This anthology is inspired by and dedicated to Prof Eve V Clark a pioneer in all matters related to language acquisition and a major force in establishing interaction and communication as crucial aspects of language learning **Handbook on Positive**

Development of Minority Children and Youth Natasha J. Cabrera, Birgit Leyendecker, 2017-02-07 This Handbook presents current research on children and youth in ethnic minority families It reflects the development currently taking place in the field of social sciences research to highlight the positive adaptation of minority children and youth It offers a succinct synthesis of where the field is and where it needs to go It brings together an international group of leading researchers and in view of globalization and increased migration and immigration it addresses what aspects of children and youth growing in ethnic minority families are universal across contexts and what aspects are more context specific The Handbook examines the individual family peers and neighborhood policy factors that protect children and promote positive adaptation It examines the factors that support children s social integration psychosocial adaptation and external functioning Finally it looks at the mechanisms that explain why social adaptation occurs *Linguistics and Language Behavior Abstracts* ,2009 **Book**

Review Index - 2009 Cumulation Dana Ferguson, 2009-08 Book Review Index provides quick access to reviews of books periodicals books on tape and electronic media representing a wide range of popular academic and professional interests The up to date coverage wide scope and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool More than 600 publications are indexed including journals and national general interest publications and newspapers Book Review Index is available in a three issue subscription covering the current year or as an annual cumulation covering the past year 2009 ,2010-06-15 Reviews are an important aspect of scholarly discussion because they help filter out which works are relevant in the yearly flood of publications and are thus influential in determining how a work is received The IBR published again since 1971 as an interdisciplinary international bibliography of reviews it is a unique source of bibliographical information The database contains entries on over 1 2 million book reviews of

literature dealing primarily with the humanities and social sciences published in 6 820 mainly European scholarly journals Reviews of more than 560 000 scholarly works are listed The database increases every year by 60 000 entries Every entry contains the following information On the work reviewed author title On the review reviewer periodical year edition page ISSN language subject area in German English Italian Publisher address of journal *The Care and Education of Young Bilinguals* Colin Baker,2000 This text is a comprehensive introduction for all professionals working with bilingual children For speech therapists doctors psychologists counsellors teachers special needs personnel the book addresses important issues at a practical level **Volta Voices** ,2008 **Multilingual Europe** Charmian Kenner,Tina Hickey,2008 What can educators in different countries learn from each other about successful multilingual initiatives By comparing experiences from diverse settings France Ireland Luxembourg the Netherlands Spain Sweden and the UK the writers highlight ways of creating multilingual learning communities that promote language expertise intercultural understanding and educational achievement Multilingual Europe casts fresh light on how children and young people can develop their existing languages and learn new ones how identities are constructed in multicultural contexts how schools can link with families and communities how educators can devise innovative pedagogies for multilingual classrooms Collaboratively written by participants from the Multilingual Europe seminar series at Goldsmiths University of London the book shows how research policy and practice can work together for success This collection of international case studies will stimulate reflection for undergraduate and postgraduate students on education related courses students of language learning and teaching teacher educators researchers and policy makers The insights provided will interest language communities worldwide Contributors include Jean Conteh Christine Helot Aura Mor Sommerfeld and Dominique Portante *Current Index to Journals in Education* ,2001 **Handbook of child psychology** William Damon,K. Ann Renninger,Richard M. Lerner,Irving E. Sigel,2006 This book is part of a 4 volume set that reflects current understanding of child psychology Focusing on the concerns of a new century and now in its 6th edition the series is the definitive child psychologist s guide and reference work

Differentiated Literacy Instruction for English Language Learners Alice L. Quiocho,Sharon H. Ulanoff,2009 Differentiated Literacy Instruction for English Language Learners assists teachers in developing a multifaceted approach to successful instruction uniquely clarifying the critical role of culture and language in working with English language learners Carefully crafted chapters guide literacy educators from initial assessment to the development of successful differentiated instruction Drawing on their vast experience with teaching English Learners Alice Quiocho and Sharon Ulanoff offer teachers a myriad of practical strategies lots of authentic teacher examples and detailed lesson plans They identify how to build English skills with English learners at every developmental level In addition the authors also feature a chapter detailing the steps necessary to reach English learners who have been identified for special education a topic infrequently covered in other texts The explicit lesson plans field studies and classroom vignettes crystallize the theories presented in this text

Teachers will find that Differentiated Literacy Instruction for English Language Learners promotes a personalized approach to English learning that will prove to be a vital tool for anyone hoping to maximize their students potential What reviewers say The authors know their field and they recognize and confirm teachers abilities and expertise to enhance English language learners content literacy development Janet Richards University of South Florida I think the authors do a wonderful job connecting theory to practice The writers do an excellent job of writing a clear and interesting text Debra Price Sam Houston State University There is much value in the pedagogical features of this book I have never seen such an extensive explanation of language acquisition and the different ways teachers can assess English learners I think that it will be the best book on the market in this regard Deanna Gilmore Washington State University British Education Index ,2005 *English Law and Ethnic Minority Customs* Sebastian M. Poulter,1986 *Bilingual Children's Language and Literacy Development* Roger Barnard,Ted Glynn,2003 This text contains case studies relating the experience of bilingual children in various settings in New Zealand primary schools The contexts include a Maori immersion school a Samoan bilingual unit and mainstream classrooms which cater for immigrant and deaf children Suggestions for educational policy teacher development and research are made

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