

YOUNG BILINGUAL *learners* AT HOME AND SCHOOL

researching multilingual voices

Rose Drury



Young Bilingual Learners At Home And School Researching Multilingual Voices

Dana Ferguson



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. The

Multilingual Turn in Languages Education Jean Conteh, Gabriela Meier, 2014-09-01 This book addresses the ways in which languages education around the world has changed in recent years to recognise and reflect the increasing phenomenon of societal multilingualism. It examines the implications for research, theory, policy, and practice. *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.

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

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

The Politics of Researching Multilingually Prue Holmes, Judith Reynolds, Sara Ganassin, 2022-02-21 This book offers a unique understanding of how researchers linguistic resources and the languages they use in the research process are often politically and structurally shaped and constrained with implications for the reliability of the research The chapters are written by both experienced and novice researchers who examine how they negotiated the use of their own and others linguistic and communicative resources when undertaking their research in politically charged and linguistically and culturally diverse contexts The contributing authors are either from the Global South or engaged in work which is contextualised within the Global South or they face linguistic structural hegemonies in the Global North which challenge their research processes They utilise diverse theoretical methodological and disciplinary approaches to produce a collection of engaging and accessible accounts of researching multilingually in their contexts These accounts will help readers to make theoretically and methodologically informed choices about the political dimensions of languages in their own research when researching multilingually

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

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

Linguistics and Language Behavior Abstracts, 2009 **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

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YC Young Children, 2004 **Compendium of Research on Bilingual Education**, 1995 Research in Oral Language National Conference on Research in English, 1967 Traditionally school programs have emphasized written language and it is only in comparatively recent years that oral language has been recognized as deserving of instructional attention It is the purpose of this bulletin to help teachers and

others concerned with elementary school programs more clearly see the importance of oral language become better informed about the research evidence which has been gained regarding it and make use of this knowledge in the development of programs and teaching practices *American Educational Research Association Annual Meeting Program* American Educational Research Association, 2004

The Voice of Evidence in Reading Research Peggy D. McCardle, Vinita Chhabra, 2004 A masterful synthesis of information from leading experts in the field this accessible resource helps school administrators educators and specialists answer complex questions about scientifically based reading research and make informed choices about t

Current Index to Journals in Education , 2002 Language, Literacy, and the Child Lee Galda, Bernice E. Cullinan, Dorothy S. Strickland, 1997 In the Second Edition of this popular textbook Galda Cullinan and Strickland continue to show new teachers how to use children s literature to support English language arts teaching and learning in kindergarten through eighth grade classrooms **LANGUAGE LITERACY AND THE CHILD** presents current theories and research alongside practical classroom applications With this organization the authors provide theoretically sound literature based practices and teaching ideas to help students as they begin to teach Differentiated Literacy Instruction for English Language Learners Alice L. Quirocho, 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 Quirocho 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

Second Language Instruction/acquisition Abstracts , 1995

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