

# YOUNG BILINGUAL *learners* AT HOME AND SCHOOL

researching multilingual voices

Rose Drury



# Young Bilingual Learners At Home And School Researching Multilingual Voices

**Alison Clark, Rosie Flewitt, Martyn  
Hammersley, Martin Robb**



## **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 Silent Experiences of Young Bilingual Learners** Caroline Bligh, 2014-09-11 Many teachers are increasingly concerned with how to best support the learning of the rising numbers of bilingual learners in schools, particularly those children who are new to English and therefore cannot yet communicate with the teacher or their peers in their first language during the silent period. This book offers an alternative insight to that which is most commonly available to teachers and researchers as instead of examining language acquisition purely from a linguistic approach it explores the learning that is occurring through a sociocultural lens and even more significantly from the young child's perspective, the worm's eye view. Investigated through the experiences of young bilingual learners, allows the reader to make sense of the making meaning that occurs when the child cannot make sense of his/her new world nor communicate verbally in the language of instruction in the classroom. Remarkably, learning through the silent period is revealed as both complex and messy as the bilingual child mediates his or her own learning through a synthesis of alternative learning pathways. The silent period is presented as a crucial time for learning distributed through a synthesis of close observation, intense listening and most significantly copying the practices of others. Throughout the silent period the children are not only seen to be learning but also contributing to the classroom practices. The book not only initiates new understandings of second language learning but also offers creative ideas on how to raise the achievement of children who are learning English as an additional language.

**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      *Understanding Research with Children and Young People* Alison Clark,Rosie Flewitt,Martyn Hammersley,Martin Robb,2013-12-10 How do views about children shape research concerned with their lives What different forms can research with children take What ethical issues does it involve How does it impact on policy and practice and on the lives of children themselves This book helps you to understand how research is designed and carried out to explore questions about the lives of children and young people It tackles the methodological practical and ethical challenges involved and features examples of actual research that illustrate Different strategies for carrying out research Common challenges that arise in the research process Varying modes of engagement that researchers can adopt with participants and audiences and The impact that research can have on future studies policy and practice      Friendship and Peer Culture in Multilingual Settings Maryanne Theobald,2016-12-22 Internationally linguistic diversity is at its highest to date With increasing numbers of children learning additional languages it is important to understand the nature of the social relationships that children are experiencing This volume features the rich varied and complex aspects of children s friendships in multilingual settings      *Multilingual Digital Storytelling* Jim Anderson,Vicky Macleroy,2016-03-02 Classrooms are increasingly multicultural in their social composition and students are increasingly connected through digital media to local and global networks However pedagogy has failed to take full advantage of the opportunities these resources represent Multilingual Digital Storytelling draws attention to the interfaces between learner engagement creativity and critical digital literacy as well as addressing the multilingual within the multiliteracies framework Addressing a significant gap in the field of multiliteracies by focusing on multilingualism this book explores new digital spaces for language learning and methods of extending understandings of youth literacy in an increasingly interconnected world Drawing on innovative and multi site research projects based in mainstream and community schools in London and overseas this book discusses how young people become engaged creatively and critically with literacy by demonstrating how digital storytelling can be used as a tool for language development The book begins by considering linguistic cultural cognitive and social dimensions of language learning from a theoretical perspective whilst the

second part focuses on practical case studies that reflect and illustrate these theoretical principles Offering a powerful new perspective on multiliteracies pedagogy Multilingual Digital Storytelling will appeal to researchers and academics in the fields of education applied linguistics sociology and youth and community studies It will also be an invaluable resource for teachers teacher educators curriculum planners and policymakers

**Bilingual and Multilingual Education in the 21st Century** Christian Abello-Contesse, Paul M. Chandler, María Dolores López-Jiménez, Rubén Chacón-Beltrán, 2013-10-30 This book includes the work of 20 specialists working in various educational contexts around the world to create comprehensive and multidimensional coverage of current bilingual initiatives Themes covered include issues in language use in classrooms participant perspectives on bilingual education experiences and the language needs of bi and multilingual students in monolingual schools

**Foundations of Bilingual Education and Bilingualism** Colin Baker, 2011 Written as an introductory text from a crossdisciplinary perspective this book covers individual and societal concepts in minority and majority languages

*Bilingual Development in Childhood* Annick De Houwer, 2021-05-13 In the first decade of life children become bilingual in different language learning environments Many children start learning two languages from birth

**Bilingual First Language Acquisition** In early childhood hitherto monolingual children start hearing a second language through daycare or preschool

**Early Second Language Acquisition** Yet other hitherto monolingual children in middle childhood may acquire a second language only after entering school

**Second Language Acquisition** This Element explains how these different language learning settings dynamically affect bilingual children's language learning trajectories All children eventually learn to speak the societal language but they often do not learn to fluently speak their non societal language and may even stop speaking it Children's and families' harmonious bilingualism is threatened if bilingual children do not develop high proficiency in both languages Educational institutions and parental conversational practices play a pivotal role in supporting harmonious bilingual development

**Language & Literacy in the Early Years 0-7** Marian R Whitehead, 2010-03-03 Apart from any fair dealing for the purposes of research or private study or criticism or review as permitted under the Copyright Designs and Patents Act 1988 this publication may be reproduced stored or transmitted in any form or by any means only with the prior permission in writing of the publishers or in the case of reprographic reproduction in accordance with the terms of licenses issued by the Copyright Licensing Agency Enquiries concerning reproduction outside those terms should be sent to the publishers

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