

THE LANGUAGE OF PRIMARY SCHOOL CHILDREN

CONNIE AND HAROLD ROSEN



The Language Of Primary School Children

Esther Mukewa Lisanza



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Language for Learning in the Primary School Sue Hayden, Emma Jordan, 2015-06-12 Language for Learning in the Primary School is the long awaited second edition of Language for Learning first published in 2004 and winner of the NASEN TES Book Award for Teaching and Learning in 2005 This handbook has become an indispensable resource packed full of practical suggestions on how to support 5 11 year old children with speech language and communication difficulties Colour coded throughout for easy referencing this unique book supports inclusive practice by helping teachers to Identify children with speech language and communication needs SLCN Understand speech language and communication skills Consider roles and responsibilities at primary school Plan a differentiated and adapted curriculum Consider the language demands across subjects Adopt a whole school approach Make use of a wide range of positive strategies Empower children to access the curriculum Language for Learning in the Primary School comes complete with a wealth of photocopiable resources giving teachers and teaching assistants the confidence to help children with SLCN more effectively in mainstream settings It will also be an extremely useful resource for speech and language therapists specialist teachers and educational psychologists

Learning Foreign Languages in Primary School María del Pilar García Mayo, 2017-06-16 This book presents research on the learning of foreign languages by children aged 6 12 years old in primary school settings The collection provides a significant and important contribution to this often overlooked domain and aims to provide research based evidence that might help to inform and develop pedagogical practice Topics covered in the chapters include the influence of learner characteristics on word retrieval explicit second language learning and language awareness meaning construction narrative oral development conversational interaction and how it relates to individual variables first language use feedback on written production intercultural awareness raising and feedback on diagnostic assessment It will be of interest to undergraduate and graduate students researchers teachers and stakeholders who are interested in research on how children learn a second language at primary school

The Multivoices of Kenyan Primary School Children Learning to Read and Write Esther Mukewa Lisanza, 2020-03-18 This book provides a rich and nuanced examination of children learning to read and write a second language in primary schools in Kenya taught by teachers who themselves have often learned English as a second or third language The author uses two case studies of an urban and a rural school to explore how different socioeconomic and cultural contexts can affect the enactment of language policies and their effect on literacy This book contributes a unique perspective to studies in language and literacy education due to its distinctive exploration of young children learning to read and write in the English language in Kenya and it will be of particular interest to students and scholars of applied linguistics language education bilingualism and language policy

The Teaching of Modern Foreign

Languages in the Primary School Patricia Driscoll, David Frost, 1999 It has been argued for some time that to improve language learning in Britain we need to start earlier as many other European countries do This book is addressed to policy makers and teachers who are considering the possibility of getting involved in the teaching of MFL in the primary school

Primary School Child, The Namita Ranganathan, 2000 Based on many years of teaching experience and drawing on her research among rural and urban children this book is addressed to students of education and psychology and can be used as a core text Dr Ranganathan discusses the theories of education and the philosophical orientation of important thinkers She studies the physical emotional social cognitive and moral development of children as also their needs and interests She also deals with the situation of exceptional children The author has taken care to ensure the book is sensitive to issues of gender class and caste Each chapter ends with a summary of the main ideas dealt with therein The book also contains a select reading list

Talk Two Joan Tough, 1995 Research has now brought a greater understanding of the potential young children have for acquiring their first language which extends to acquiring a second language given favourable experiences In this text Dr Tough argues the case of establishing conditions in school that promote bilingualism and presents the principles of second language learning in early childhood in a clear step by step approach to provide practical help for this who work with young children in school By following the suggested activities the skills needed for helping children become competent in the use of English are developed

Child Language Development in Singapore and Malaysia Anna Kwan-Terry, 1991 In recent years there has been increasing interest in the English used in Singapore and Malaysia including how children in these two countries acquire the languages used around them particularly on their acquisition of English This book is the first attempt to bring together studies on various aspects of this subject done by academics from the two countries It begins with two background papers on the linguistic situation in Singapore and Malaysia followed by studies of the cognitive development of children as it relates to language development The third and fourth sections of the book contain papers dealing variously with the sociolinguistic and psycholinguistic aspects of language use with important implications on language learning and teaching in a multilingual context

Social Worlds of Children Learning to Write in an Urban Primary School Anne Haas Dyson, 1993 Dyson supports efforts to make literacy curricula accessible to our schools

socioculturally diverse population This two year ethnographic study of K 3 children focuses on six students who would normally be deemed at risk and who do not tell stories in the written language format valued by most early literacy educators Their literacy learning particularly their writing development is portrayed as a social process in a complex social world Dyson s key theme is the link between composing a text and composing a place in this social world Dyson reconceptualizes classrooms as places for dynamic combinations of critical thinking humor growth and understanding for children and their teachers Harvard Educational Review

Organising Learning in the Primary School Classroom Joan Dean, 2013-01-11 Since the publication of the first edition *Organising Learning in the Primary School Classroom* has been recognised as an

indispensable guide for primary school teachers in their quest for more effective practice in the classroom. It gives help on everyday problems of classroom organisation: how to group children, how to set out a classroom physically, how to make the most efficient use of time and resources. Now in its 4th edition, the book retains these strengths but has been brought right up to date with the many changes that are taking place nationally and globally. The book begins with a survey of these recent changes and goes on to consider their implications for teachers if today's schools are to prepare children for what is to some extent an unknown future. In addition to chapters on classroom organisation, the book includes chapters on child development, creativity, PSHE and citizenship, teaching language and literacy, ICT, mathematics and science, the foundation subjects, working with parents, working effectively with Teaching Assistants, evaluating and assessing learning, teaching children with special educational needs or exceptional ability. Throughout the aim is to get teachers and student teachers to analyse their own classrooms and to produce solutions that will work for them. This book will be invaluable not only to newly qualified teachers but also to experienced practitioners wishing to review their work.

Language Learning and Intercultural

Understanding in the Primary School Wendy Cobb, Virginia Bower, 2021-11-29. This book provides a progressive and holistic embedded language curriculum. It provides guidance on inclusive approaches for students with English as an additional language, including native speakers in the target language, as well as language awareness activities that maximise links with learning in English. Practical and accessible, it contains classroom examples, plans, resources and pedagogical approaches, all underpinned by theory, research and practice. Each chapter examines specific themes relating to language, culture, identity and wellbeing, providing rich discussions and a range of perspectives. Case studies bring to life the examples provided, and reflection points offer the reader the opportunity to pause and consider an idea, resource or challenging concept before moving on. Presenting a lived narrative of shared voices, the authors invite readers to learn about their own cultural and linguistic identities and how these relate to their practice. This is a must-read for teachers, language specialists and school leaders who wish for a clear rationale for the role of language, culture, identity and wellbeing within and beyond the curriculum.

The Role of Metaphor and Symbol in Motivating Primary School Children Elizabeth Ashton, 2022-12-30. This book provides a fresh approach to motivation in primary school children by exploring the role of metaphor and symbol in language and art as a means of expressing insights developed through learning. The book investigates and transcends Piaget's dominant child developmental theories and considers alternative theories from psychiatry, not least ideas drawn from the theories of Jung and the works of McGilchrist. Using literary examples from primary school children's work, including prose and poetry, religious narratives and drama, and art based on Jungian archetypal images, the book analyses how creative approaches to lesson planning around metaphor and symbol enable children to achieve higher levels of understanding than had been previously thought possible. Ultimately, the volume evaluates why current practice largely fails to retain the initial enthusiasm shown for learning by

young children and instead offers a wealth of possible new foundations and insights for learning among primary school children Focusing the primary school curriculum on creative ability this book will be of great interest to academics researchers and post graduate students in the fields of educational psychology primary school education and educational theory

Teaching Modern Languages in the Primary School Patricia Driscoll, David Frost, 2005-06-23 It has been argued for some time that to improve language learning in Britain we need to start earlier as many other European countries do This book is addressed to policy makers and teachers who are considering the possibility of getting involved in the teaching of MFL in the primary school

Research in Education ,1974

Assessment in Action in the Primary School Colin Conner, 2003-09-02 Assessment has become one of the key issues in primary education over the past 10 years This edited volume of essays brings together perspectives from all the significant participants involved in assessment in the primary school teachers headteachers LEA advisors inspectors pupils academics and researchers The contributions illustrate effective assessment and examine how it is and can be achieved It will be of interest to school assessment co ordinators deputies and heads following NPQH courses and lecturers on IE courses

Bilingual Education in Primary School Daniela Elsner, Jörg-Ulrich Keßler, 2013-03-13 Bilinguale Unterrichtsformen sind in einem mehrsprachigen Europa derzeit stark angesagt sowohl in der Grund als auch der Sekundarschule Diese Einf hrung gibt einen guten berblick ber aktuelle Forschungsergebnisse Konzepte Fragen und Praktiken des bilingualen Unterrichts in der Primarstufe Das Buch wendet sich gleicherma en an Lehrkr fte Referendare und Studierende und informiert ber Chancen und Grenzen die bei der Einf hrung bilingualer Unterrichtsprogramme wie CLIL Immersion oder bilinguale Module ber cksichtigt werden m ssen Jedes Kapitel enth lt eine Kurzzusammenfassung vor und nachbereitende Fragen zum Text sowie Literaturempfehlungen zu den einzelnen Bereichen

Modern Foreign Languages in the Primary School Keith Sharpe, 2012-12-06 An overview of the place of modern languages in the primary school in the 21st century It is written for anyone with an active role in teaching languages in schools today either at primary or secondary levels It discusses the practical issues involved in teaching MFL to primary students

Teaching of Primary School Mathematics Mr. Rohit Manglik, 2024-07-26 Provides teaching strategies lesson planning and activity based learning techniques tailored for primary level math instruction

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