

Language Experience and School (Explorations in Language Study)

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Language In The Junior School Explorations In Language Study

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Lowe, Kylie Shaw, Sally Humphrey, Mark
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Language In The Junior School Explorations In Language Study:

Resources in Education ,1993-07 **Language in the Junior School** Eric Ashworth,1973 **Lore and Language** ,1974 *African Languages in Classrooms and Academia: Intellectualisation and Empowerment through Formal Education* Xolisa Tshongolo,2024-12-02 To date there have been few comprehensive books published which deal specifically with the role of African languages in academia and formal education Motinyane Mletshe and Tshongolo as editors have produced a book that fills this gap In this timely collection of 21 chapters written in African languages and English the contributors offer a critique of both language practice in the classroom as well as language planning policy creation and implementation challenges A timely and innovative contribution in the area of language in education teaching pedagogy as well as multilingualism **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 **Literacy in Australia: Pedagogies for Engagement, 3rd Edition** Amy Seely Flint,Lisbeth Kitson,Kaye Lowe,Kylie Shaw,Sally Humphrey,Mark Vicars,Jessa Rogers,Shelley Ware,2019-09-30 Infused with our authors personal experiences teaching Literacy in Australia 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included This enables students to master concepts and succeed in assessment by taking the roadblocks out of self study with features designed to get the most out of learning such as animations interactivities concept check questions and videos With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text pre service teachers will be well equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students

The Exploration of Multilingualism Larissa Aronin,Britta Hufeisen,2009 This volume offers an ontogenetic perspective on research on L3 multilingualism and multiple languages acquisition and a conceptually updated picture of multilingualism studies and third multiple language acquisition studies The contributions by prominent scholars of multilingualism present state of the art accounts of the significant aspects in this field This unique collection of articles adopts a broad spectrum and synthesized view on the topic The volume largely theoretical and classificatory features main theories prominent researchers and important research trends The articles also contain factual and historical material from

previous and current decades of research and offer practical information on research resources For lecturers students educators researchers and social workers operating in multilingual contexts The Exploration of Multilingualism is manifestly relevant **Modern Language Bulletin** New England Modern Language Association,1918 Foreign Language Learning Anxiety in China Deyuan He,2018-01-18 Already the focus of much interest for 50 years the study of foreign language learning anxiety FLLA still remains a popular research topic among scholars in Western countries FLLA is believed to be an important cause of students dumb English Considering the paucity of monographs on FLLA in China this book represents an important step towards filling this gap The author uses his PhD dissertation as a foundation for reviewing and discussing previous literature as well as the current status of and major issues concerning FLLA worldwide The book explores FLLA in China by using innovative triangulated research methodology combining both quantitative and qualitative methods namely surveys focused interviews and classroom observations It also highlights the significance and implications of the research results and predicts the future of global FLLA research with a particular focus on China Readers will discover the latest developments and issues concerning FLLA causes of FLLA and verified effective strategies for alleviating such anxiety

Research in Education ,1974 *Audiovisual Input and Second Language Learning* Carmen Muñoz,Imma Miralpeix,2024-09-15 This volume presents research on second language learning through audiovisual input conducted within the SUBTiLL Subtitles in Language Learning project at the University of Barcelona It includes studies exploring various language dimensions and skills such as vocabulary pronunciation and reading while also considering learner factors such as language learning aptitude and proficiency Two distinctive features of this collective volume are 1 the inclusion of children and teenagers as participants in studies addressing the gap concerning young learners in this line of research and 2 an emphasis on longitudinal studies enhancing the ecological validity of the findings The studies in this volume also showcase a diverse range of research instruments from eye tracking to retrospective interviews enriching our comprehension of this innovative research area A concluding chapter synthesizes these findings linking them to prior research and advancing our understanding of the role of audiovisual input in language acquisition

The Journal of the National Education Association National Education Association of the United States,1928 **Primary English Across the Curriculum** ,2012-08-22 This book supports trainee teachers working towards primary QTS in teaching primary English across all areas of the curriculum Focused on teaching a more integrated and inclusive curriculum this text draws out meaningful cross curricular links and explores how the teaching of English can take place across the whole curriculum It examines how a teacher s effective use of English is essential in supporting learning in all subjects and considers the role of the teacher in promoting English Chapters cover topics such as language literature EAL and thinking skills Incorporating the latest thinking in primary English and including exemplars of current good practice this practical guide encourages trainee teachers to explore learning and teachig in new ways About the Transforming QTS Series This series reflects the new creative way

schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide full up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links *The Junior High Clearing House*, 1928 **Children, Their Schools and What They Learn on Beginning Primary School** Genevoix Nana, 2013-11-13 This research is a pioneering study in comparative education in the context of Cameroon in particular and Africa in general which highlights present day school and classroom instances of language socialisation as instantiating Anglophone and Francophone education traditions in their representation of the British and French educational legacies from the colonial era Its findings point to practices specific to each study site and to Anglophone and Francophone subsystems of education as they translate local national and global education perspectives and parallel Anglophone and Francophone cultures writ large The narrative analysis and findings of this study are therefore of relevance to educational communities in other countries as issues of language socialisation ideology identity bilingualism multilingualism and comparative education are raised from a language and culture learning angle The findings of this work also present emerging patterns of communal practices resulting from the coexistence of both subsystems of education while the empirical data presented expose an inadequacy between official bilingualism discourse and its implementation in schools which may have a significant impact on future orientation of this policy in schools in Cameroon This book will be useful to scholars interested in the fields of language socialisation and comparative education in general and in Africa and Cameroon in particular It will also be of interest to language policymakers in the context of Cameroon as data from schools indicate that official bilingualism practice does not echo policy discourse and problematises the construct of a Cameroonian identity as constitutive of Anglophone Francophone and local cultures The data report however shows that the paradigm shift in teachers perceptions about the value of languages apparently influenced pupils attitudes towards the various languages to which they were being socialised both at home and in school and particularly shaped their understanding of the necessity of learning the second official language **Teaching Young Learners in Bilingual Settings** Paul Berge, 2024-09-23 Bilingual education or CLIL at primary school varies greatly across European educational contexts Teaching Young Learners in Bilingual Settings reports on a study that explored one such CLIL context in Dortmund Germany Through interviews and classroom observations the researcher and author sought not only to document some of what takes place in CLIL classrooms but to describe and understand teachers thoughts and beliefs about their CLIL teaching practices This research contributes to a better understanding of primary school CLIL programs and teachers and is relevant for researchers working in the fields of foreign language education bilingual education and language teacher cognition research Furthermore the insights into CLIL teachers thinking can support CLIL teachers administrators and policy makers as they seek to further develop CLIL pedagogy and programs [An Exploration of Language Planning Issues in Malawi](#) Alfred J. I. Matiki, 1998 [Handbook of Research on Teaching the English Language Arts](#) Diane

Lapp,Douglas Fisher,2011-01-18 Now in its third edition the Handbook of Research on Teaching the English Language Arts sponsored by the International Reading Association and the National Council of Teachers of English offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field Prominent scholars researchers and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field the Third Edition is restructured updated and includes many new contributors More emphasis is given in this edition to the learner multiple texts learning and sharing one s knowledge A Companion Website new for this edition provides PowerPoint slides highlighting the main points of each chapter

Advances in Help-Seeking Research and Applications Stuart A. Karabenick,Minna Puustinen,2013-06-01 Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help The rapid emergence of information and communications technologies and interactive learning environments however requires expanding the help seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search and whether help seeking is inevitably a social self regulated learning strategy There is also the need to focus attention on help seeking in the broader learning enterprise which includes its role in the collaboration process how to support adaptive rather than the over or under reliance on help seeking as well as to scaffold help seeking skills that render the process more efficient and useful To examine these and other issues the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field Its relevance extends to anyone attempting to understand the role of technology in education including educational researchers and teachers who do now or who expect to use technology to support instruction and the rapidly expanding numbers of those developing new technological applications

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