The acquisition of speech and language represent significant achievements for all children. These aspects of child development have received substantial attention in the research literature and a considerable body of theoretical knowledge exists to chart progress from infancy to maturity. Cross-cultural studies have identified the common purposes served by the acquisition of oral language by children, and the essential similarity in the sequence through which speech develops irrespective of geography and culture. What is less clear is precisely ‘how’ children learn to say what they mean and ‘how’ teachers and parents can support and enhance the development of meaningful speech in their children. Until now, children’s speech has been underused as a means of promoting learning in the formal school setting. New requirements within the National Curriculum are trying to address this gap, but there remains a lack of clarity as to what this means for practice, and how it relates to the broad base of curricular objectives. This book brings together a body of work, from different countries; it offers an improved understanding of how strategies for developing speaking and listening may impact metacognitive awareness, and raise standards of literacy and dialogic thinking for all children.
This book was previously published as a special issue of Early Child Development and Care.

The second book in the series introduces students to the text type; poetry. It exposes students to a number of delightful and beautifully illustrated poems written by the author and by popular children’s poets, so that they are able to recognise that poems do not all look alike. Cleverly designed activities, which are outcome linked, motivate students to identify and respond to a number of poetic forms and inspire them to create their own poems using a range of poetic techniques. The solutions for the activities are provided at the back of the book. This series is highly recommended for any teacher teaching English in upper or lower secondary school. Includes photocopy masters.

This book examines the linkage between literacy and linguistic diversity, embedding them in their social and cultural contexts. It illustrates that a more complete understanding of literacy among diverse populations and in multicultural societies requires attention to issues of literacy per se as well as to improving an educational process that has relevance beyond members of majority cultures and linguistic groups. The focus of the book is on the social and cultural contexts in which literacy develops and is enacted, with an emphasis on the North American situation. Educators and researchers are discovering that cognitive approaches, while very valuable, are insufficient by themselves to answer important questions about literacy in heterogeneous societies. By considering the implications of family, school, culture, society, and nation for literacy processes, the book answers the following questions. In a multi-ethnic context, what does it mean to be literate? What are the processes involved in becoming and being literate in a second language? In what ways is literacy in a second language similar and in what ways is it different from mother-tongue literacy? What factors must be understood to better describe and facilitate literacy acquisition among members of ethnic and linguistic minorities? What are some current approaches that are being used to accomplish this? These are vital questions for researchers and educators in a world that has a large number of immigrants, a variety of multi-ethnic and multi-lingual societies, and an increasing degree of multinational activity. Beyond addressing applied concerns, attending to these questions can provide new insights into basic aspects of literacy.

Spoken Language is a key component of the primary national curriculum and is fundamental to children’s language development and learning. The need for teachers to develop talk in its own right and also use talk as a means of learning is central to effective primary practice. In the past, Initial Teacher Education and CPD have focused on literacy (reading and writing) to the detriment of speaking and listening. However, research strongly supports talk as fundamental to learning and teaching. It has also been identified as an area where teachers feel less confident. This fully updated third edition of Unlocking Speaking and Listening tackles key issues surrounding spoken language with rigour, depth and a strong focus on research, providing education professionals with clear, practical strategies for engaging in purposeful talk, while also celebrating children’s implicit understanding and love of the
spoken word. Drawing on recent classroom research, Unlocking Speaking and Listening considers what children and teachers need to know in order to develop as effective speakers and listeners. The book addresses: Planning and assessing talk Drama and storytelling Working with EAL children Developing talk in Science and Mathematics Special educational needs Using technology to enhance children’s communication Two new chapters on the importance of talk to underpin children’s reading development are also included. With contributions from experts in the field, this vital and fully updated resource will help both trainee and practising primary teachers understand and promote the importance of speaking and listening as an effective tool for learning across the primary curriculum.

This is a textbook which looks at the practice of ELT from an Indian perspective. It has a training-oriented approach and can be used as a manual by teacher trainers, students at the undergraduate and graduate levels in B.Ed. and allied programmes.

The perfect way to study for Virginia’s elementary education and special education reading teacher certification test, with subject reviews and two model practice tests Focusing on what entry level Virginia elementary and special education teachers need to be certified to teach, this test-prep guide includes targeted strategies for the selected-response and constructed-response questions, and reviews of every test specification a candidate will be tested on, including instructional process, assessment and diagnostic teaching, oral language and communication, reading development, and writing and research. The two practice tests are full-length model exams that include answers and explanations to help candidates succeed when they take the test.

Resources and guidance for the journey of Common Core implementation In this age of the Common Core State Standards, all content area teachers must integrate literacy standards into their curriculum. If you’re like most content area educators, you’re feeling a bit overwhelmed at the thought of addressing all the new standards, or you might just need a little extra help. In this hands-on resource, Common Core literacy expert Katherine McKnight offers secondary teachers a clear understanding of what literacy looks like in math, science, and technical subjects. McKnight gives educators proven teaching techniques that help develop literacy skills in students. She also offers a wealth of practical strategies and ready-to-use activities that content area teachers can integrate seamlessly. Included are Ideas for implementing the literacy requirements of the Common Core across content areas A selection of activities that support literacy skills and build content knowledge in math, science, and technology classrooms An easy-to-use Difficulty Dial that indicates the complexity of each activity Robust student samples that bring the activities to life across a variety of grade levels and subjects Common Core Literacy for Math, Science, and Technical Subjects is designed for practicality. With bonus web downloads, a literacy resource guide, and countless ideas for deepening content knowledge, this book provides excellent support for rigorous Common Core implementation. Praise for Common Core Literacy for Math, Science, and Technical Subjects “A realist with an incisive wit, Katie’s robust pedagogy and trenchant analysis inspire all of us to incorporate the CCSS meaningfully in specific content areas. For her gifted writing, let alone her substantive and easy-to-implement ideas, this is a godsend for content area teachers. Move it to the top of the priority reading stack.” —Rick Wormeli, veteran educator, author, and teacher trainer
“McKnight eloquently dispels much of the mythology surrounding the new standards, and explains how to help students find success. You’ll find this engaging book your ‘go-to’ resource for implementing the Common Core.” —Richard M. Cash, Ed.D., educational consultant; author, Advancing Differentiation: Thinking and Learning for the 21st Century

This book offers a systematic yet flexible programme for teaching spoken language one step at a time. It targets the essential spoken language skills crucial for every child’s educational development - Conversation; Listening; Narrative; Discussion - and provides auditing tools, checklists and guidance to help the non-specialist teacher to build language, literacy and communication skills. This highly-accessible book, complete with online resources, supports differentiated teaching by providing simple methods for monitoring individual development and reviewing progress. The book includes practical, realistic teaching objectives and classroom procedures, advice on teaching methods and suggestions for activities. This resource is specially designed to combine with other teaching programmes, making spoken language teaching manageable within existing resources - without specialist training. There are downloadable tools and links online, including a training pack to ensure that the whole school benefits from this tried-and-tested model. Teachers, teaching assistants, literacy coordinators and SENCOs working in the early years and primary, and anyone working with children of any age with spoken language difficulties will find this resource invaluable.

Concerned with the teaching and learning of English as an interactive process, this book looks at the development of English in terms of the three profile components of the National Curriculum - Speaking and Listening, Reading, and Writing. Each section reviews current research and shows how it applies to the primary classroom context in terms of the children's development, and of the teacher's role in managing English across the whole curriculum.

Discusses five dimensions embraced by early learning -- physical well being and motor development, social and emotional development, approaches toward learning, language development, and cognition and general knowledge -- with the goal of achieving a common vocabulary that expresses current knowledge and common views about the needs of children and the nature of their development. The discussion of each specific dimension includes an introduction followed by a rationale and general definition; a discussion of individual, cultural, and contextual variation; and a summary statement.

This concise, accessible book explores the connection between language acquisition and emergent literacy skills, and how this sets the stage for later literacy development. Chapters address formative early experiences such as speaking and listening, being read to, and talking about print concepts and the alphabet. Written for early childhood professionals, reading specialists, and speech–language pathologists, the book describes effective assessment and instructional approaches for fostering language learning and emergent literacy in typically developing children and those at risk for language delays. Vivid case examples illustrate specific ways to collaborate with parents to give all children a strong foundation for school readiness and success.
'I would thoroughly recommend this as a book which enables and empowers at many levels of experience. Every staff room should have a copy' - English Four to Eleven The Third Edition of Developing Language and Literacy 3 - 8 is an insightful introduction to teaching and learning English in the early years. The new edition has been fully updated to reflect requirements for teaching English in the early years, including the new curriculum guidance for the Early Years Foundation Stage and the new Primary Framework. It covers all aspects of language and literacy and draws on contemporary ideas, research and classroom expertise to guide practice. The book includes chapters on: - Speaking and Listening - Reading - Resources for Language and Literacy - Writing - Spelling, Handwriting and Punctuation - Bilingual Learners - Language, Literacy and Gender - Children with Difficulties - Involving Parents and Carers - Assessment - Planning Along with activities to promote reflective practice, the author provides suggestions for further reading, and useful websites. Further resource material for each chapter accompanies the book on the SAGE website- www.sagepub.co.uk/Browne. This book will be an essential guide for early years and primary trainee teachers.

Written by expert contributors from Brunel University, this vital resource offers practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two.

The importance of the early years in young children’s lives and the rigid inequality in literacy achievement are a stimulating backdrop to current research in young children’s language and literacy development. This book reports new data and empirical analyses that advance the theory of language and literacy, with researchers using different methodologies in conducting their study, with both a sound empirical underpinning and a captivating analytical rationalization of the results. The contributors to this volume used several methodological methods (e.g. quantitative, qualitative) to describe the complete concept of the study; the achievement of the study; and the study in an appropriate manner based on the study’s methodology. The contributions to this volume cover a wide range of topics, including dual language learners; Latino immigrant children; children who have hearing disabilities; parents’ and teachers’ beliefs about language development; early literacy skills of toddlers and preschool children; interventions; multimodalities in early literacies; writing; and family literacy. The studies were conducted in various early childhood settings such as child care, nursery school, Head Start, kindergarten, and primary grades, and the subjects in the studies represent the pluralism of the globe – a pluralism of language, backgrounds, ethnicity, abilities, and disabilities. This book was originally published as a special issue of Early Child Development and Care.

Do you teach math to Spanish-Speaking ELLs (especially K-8)? If so, Math for ELLs is for you. There is a myth that "math is math" and there is no language involved; yet ELLs are not doing well in this subject. About three quarters of ELLs speak Spanish at home--this book focuses on these students. Make math come alive for Spanish-speaking ELLs. You will grasp the strategies as easy as "uno, dos, tres!"

This 2002 book examines approaches to teaching students making the transition from 'advanced' or 'superior' proficiency in a
foreign language to 'near-native' ability.

*Imaginative Narratives* is the first of four books in the series *Text Types*, written by June Keir. The series is designed to help students understand and appreciate the idea that texts differ from one another in terms of their purpose, structural features, language features and the medium in which they appear. The series introduces students to a range of text types and in this way enables them to become confident in identifying a text as a particular type and qualifies them to form expectations about its content, form and objectives. The series also functions to help students begin to write different types of text confidently and incorporate the different features of each text type accurately. The first book in the series introduces students to the text type; narrative. It exposes students to a number of engaging stories written by the author and by popular children's storytellers so that they are able to recognise what a narrative looks like. Carefully constructed activities which are outcome linked, help students understand how characters, settings and storylines are created so that they can begin to plan and finally write their own narrative. To motivate students to write, the book is clearly divided into sections to highlight the idea that creating a narrative happens in stages. The solutions for the activities are provided at the back of the book. This series is highly recommended for any teacher teaching English in upper or lower secondary school. Includes photocopy masters.

Speaking and listening, along with reading and writing, are essential components of literacy and learning development within the National Primary Strategy. This best-selling introductory text updates teachers on national developments and best practice in speaking and listening in the classroom through: speaking and listening issues: a review story-telling and drama oral and popular culture and media planning for talk across the curriculum the impact of ICT: software, email, internet, computer games.

Increasing numbers of children find it a challenge to stay focused on a task and follow even simple instructions in the classroom. *Teaching Children to Listen* outlines a whole-school approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener. The book includes: The Listening Skills Rating Scale - a quick assessment, which will able you to rate children on each of the four rules of good listening. Advice on using these findings to inform individual education plans that focus on a specific area of difficulty. 40 activities, including games to target whole-class listening and exercises particularly suitable for the Early Years. Each activity sets out what equipment you need, tips for facilitating and ideas for differentiation. Perfect for children aged 3-11, all the games and ideas have been tried-and-tested, and have proved successful with children with a range of abilities, including those with special needs.

*Winner of the Primary Books category at the 2004 Education Resources Awards and Highly Commended in the Books for Learning Teaching category of the 2004 TES/NASEN Special Needs Book Awards. Written by two experienced speech language therapists, who have worked extensively alongside mainstream teachers, this book provides activities that are both teacher and child friendly.*
It contains a collection of graded games and activities designed to foster the speaking, listening and understanding skills of children aged from 5 to 7. The activities are divided into two main areas: Understanding Spoken Language: Following Instructions; Getting the Main Idea; Thinking Skills; Developing Vocabulary; Understanding Inference. Using Spoken Language: Narrating; Describing; Explaining; Predicting; Playing with Words. "Each activity has a clear aim, simple instructions, and requires minimal equipment. "Activities may be carried out by teachers, classroom assistants or volunteers. "Incorporates user-friendly opportunities for assessment, target setting and evaluation. "Includes photocopiable material to support the activities. "Many of the activities can be used by speech language therapists, and the book can be used as an effective part of a speech and language programme. "Promotes the skills outlined in Speaking and Listening in the English National Curriculum Key Stage One. Catherine Delamain has forty-seven years’ experience of working with young children. Her last post before retiring was team leader for education in a large speech and language therapy service. She is currently collaborating in the delivery of a rolling programme of training for first and primary school teachers, designed to help them meet the needs of children with speech and language difficulties in mainstream schools. Jill Spring is a speech & language therapist specialising in speech and language disorder in children, and the impact of these difficulties on their learning. She qualified in 1972 and has worked in paediatric settings including community clinics, assessment centres, opportunity playgroups and mainstream schools. She is currently senior clinician in a speech and language unit, and is actively involved in providing training for teachers and learning support assistants, health visitors and those involved in nursery education.

Covers a broad range of topics within the fields of education and human development. Includes the ways in which learners construct knowledge at the different stages of human development, the educational tools used by teachers to teach, and educational politics.

This book offers an inclusive approach to developing children’s language and thinking skills and their emotional literacy in three core areas of the curriculum. By running small, practical group sessions, involving games and activities, children can build up their confidence gradually.

This book guides language teachers in planning and teaching activities that promote the development of speaking and listening skills at all levels of target language proficiency, for teachers of any modern language. Kathleen M. Bailey draws on her extensive experience as a language teacher, teacher educator, and language learner to interweave practical activities with the research and theory that support their use. Activities include the use of pictures, songs, drama techniques, tasks, and projects to promote the development of speaking and listening skills. The author shares reflections of her own and encourages readers to reflect on their own experiences and become aware of their existing mental constructs through multiple reflection tasks and discussion questions. Each chapter provides focusing questions. The systematic chapter structure scaffolds the readers' understanding of the concepts explored, which include communication strategies, interactive and non-interactive listening, speaking anxiety, accentedness and
intelligibility, and much more. Through its companion website this book provides access to resources that enable readers to continue their own professional development as teachers of listening and speaking in second and foreign language contexts.

The teaching of speaking and listening has again been identified as central to children's learning and literacy development, yet it is an area in which teachers have little confidence. This book aims to address a recognized need by tackling key issues surrounding speaking and listening with rigour, depth and a strong focus on research. The contributors offer practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two. It also covers significant inter-related areas: drama and storytelling ICT EAL gifted and talented pupils SEN. Written by expert contributors from Brunel University, this book is a vital resource to help both trainee and practising primary teachers understand and promote the importance of speaking and listening as an effective tool for learning across the primary curriculum.

'I would thoroughly recommend this as a book which enables and empowers at many levels of experience. Every staff room should have a copy' - English Four to Eleven The Third Edition of Developing Language and Literacy 3 - 8 is an insightful introduction to teaching and learning English in the early years. The new edition has been fully updated to reflect requirements for teaching English in the early years, including the new curriculum guidance for the Early Years Foundation Stage and the new Primary Framework. It covers all aspects of language and literacy and draws on contemporary ideas, research and classroom expertise to guide practice. The book includes chapters on: - Speaking and Listening - Reading - Resources for Language and Literacy - Writing - Spelling, Handwriting and Punctuation - Bilingual Learners - Language, Literacy and Gender - Children with Difficulties - Involving Parents and Carers - Assessment - Planning Along with activities to promote reflective practice, the author provides suggestions for further reading, and useful websites. Further resource material for each chapter accompanies the book on the SAGE website- www.sagepub.co.uk/Browne. This book will be an essential guide for early years and primary trainee teachers.

The third book in the series introduces students to five text types. The students are shown examples of procedures, explanations, recounts, reports and descriptions. All of these texts are topical, clearly presented and engagingly illustrated. Students are encouraged to read each text type carefully, respond to them and identify their special features. Cleverly constructed activities which are outcome linked guide students to plan and write their own five text types. This series is highly recommended for any teacher teaching English in upper primary or lower secondary school. Includes photocopy masters.

INCLUSIVE EARLY CHILDHOOD EDUCATION: DEVELOPMENT, RESOURCES, AND PRACTICE, Sixth Edition, is a comprehensive special education resource book that provides essential information on a variety of early childhood learning disabilities, as well as strategies for including children with these special needs in regular educational settings. The author provides students with a solid grounding in theory and research, as well as practical guidelines, real-world vignettes, and hands-on program planning assistance to prepare them to integrate children with learning disabilities into their classrooms. Updated throughout, this edition also
introduces videos that are available for viewing at the Early Childhood Education Media Library, allowing students to see text concepts brought to life in real classroom settings. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Angela Wilson focuses on enhancing the speaking and listening skills of the pupils whom you support, analyzing how you can develop their skills, offering advice and guidance on a variety of learning styles and a breakdown of main principles of speaking and listening.

Speaking and Listening Activities for the Early Years contains 70 practical activities for developing speaking and listening skills in children aged 2-5 years old. The activities are linked to all the prime and specific areas of the Statutory Framework for EYFS and will enable practitioners to support children's development throughout the foundation stage and to assess and monitor their progress. These enjoyable and productive play activities help children to develop the skills needed to listen, understand, express themselves and enjoy language. When children learn to express themselves clearly and to listen to others, they benefit from improved social skills and a greater self-confidence. The vital communication skills covered in this book will not only provide children with the language skills they will need to succeed at school, they will also enable them to develop friendships and the ability to work cooperatively.

The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores the major components of literacy, offering an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Updated to reflect the needs of teachers in increasingly diverse classrooms, the fifth edition addresses scaffolding for English language learners, and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. Several valuable appendices include assessment tools, instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources. New to the Fifth Edition: Up-to-date and in line with ILA, CCSS, and most state and district literacy standards, this edition also addresses the important shifts and evolution of these standards. New chapter on Language Development, Speaking, and Listening covers early literacy, assessment, and interventions. New intervention strategies and activities are featured in all chapters and highlight a stronger technology component. Updated Companion Website with additional tools, resources, and examples of teachers using assessment strategies.

First Published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Before children are readers and writers, they are speakers and listeners. This book provides creative, hands-on strategies for
developing preschoolers' speaking, listening, and oral comprehension skills, within a literacy-rich classroom environment. Each chapter features helpful classroom vignettes; a section called Preschool in Practice, with step-by-step lesson ideas; and Ideas for Discussion, Reflection, and Action. The book addresses the needs of English language learners and describes ways to support students’ literacy development at home. The final chapter pulls it all together through a portrait of an exemplary day of preschool teaching and learning. Reproducible forms and checklists can be downloaded and printed in a convenient 8 1/2” x 11” size.

"Building Capacity promotes the vision that the teaching of African languages can best achieve its aim of boosting the economic and cultural development of the Africans if they are made to work in synergy with a revamping of the course contents of international languages that will be taught within the frame of a development-oriented literacy curriculum. Great emphasis is put on the oral skills in the use of African languages as they are to serve as a link between the community and the school for the ultimate revitalization of the positive aspects of African cultures in a world beset by globalization. The book is supplemented with a sample of texts in the appendix that are meant to be a bridge between formal texts taught in classrooms and literacy texts that can raise the genuine interests of the local populations in that they address their immediate needs. Among the possible topics language teachers are encouraged to explore in their classes are those concerning economic development, but also such issues as health, education, the environment, food security, and conflict resolution. ""In the face of the growing interest in the use of African Languages by Africans as symbols of personal and cultural identity and as means of empowering the rural communities in the enterprise of national development, the need for a methodologically appropriate manual to guide the teaching and learning of African languages becomes urgent. This book is a timely response, predicated on a policy of the symbiotic use of African languages along with partner (foreign-official) languages, to attain a balanced level of economic and socio-cultural development. It is based on a compendium of well-thought-out principles geared towards a rapid acquisition of written and oral language skills that are congruent with and reflect the socio-cultural and economic concerns of the linguistic community."" Beban Sammy Chumbow, Professor of Linguistics, University of Yaounde I ""Among the numerous proposals in this book is the necessity for Africans, and I would add, for the communities of Asia and Latin America, to re-think the contents of their language courses and assign them an objective which aims at the integral development of their communities. It is indeed imperative that these courses reflect clear objectives of seeking social, cultural, and economic developments that harmonize with African, Asian, and Latin American values that are deep rooted in their respective various cultures."" Jean-Pierre Angenot Professor of Linguistics, Federal University of Rond?n?ia, Porto Velho, Brazil."
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Jean-Pierre Angenot Professor of Linguistics, Federal University of Rond?nia, Porto Velho, Brazil.

Complete, practical guide to improving the listening skills of children of a range of abilities aged 3-11. >

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