

1. Record Nr.	UNINA9910790073703321
Titolo	Applied Linguistics and Primary School Teaching // edited by Sue Ellis and Elspeth McCartney [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2011
ISBN	1-139-06323-5 1-107-21424-6 1-283-11242-6 9786613112422 1-139-07551-9 1-139-06975-6 1-139-07777-5 1-139-08006-7 0-511-92160-8 1-139-08233-7
Descrizione fisica	1 online resource (xxi, 332 pages) : digital, PDF file(s)
Classificazione	LAN009000
Disciplina	372.6
Soggetti	Language arts (Elementary) - Curricula English language - Study and teaching (Elementary) - Foreign speakers Applied linguistics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction / Sue Ellis and Elspeth McCartney -- Part I. Policy and diversity in the twenty-first-century primary school -- Introduction to Part I / Sue Ellis and Elspeth McCartney -- 1. The control of language or the language of control? Primary teachers' knowledge in the context of policy / Dominic Wyse -- 2. Working with children who speak English as an additional language : an Australian perspective on what primary teachers need to know / Jennifer Hammond -- 3. Preparing for diversity : the alternatives to 'linguistic coursework' for student teachers in the USA / Deborah A. Horan and Afra Ahmed Hersi -- 4. Supporting children with speech, language and communication needs / Maggie Vance -- 5. Foreign language teaching in the primary school :

meeting the demands / Dan Tierney -- Part II. The range and focus of applied linguistics research -- Introduction to Part II / Sue Ellis and Elspeth McCartney -- 6. Grammar for designers : how grammar supports the development of writing / Debra Myhill -- 7. The use of corpus-based approaches in children's knowledge about language / Alison Sealey -- 8. Words and pictures : towards a linguistic understanding of picture books and reading pedagogy Vivienne Smith -- 9. From storytellers to narrators : how can the history of reading help with understanding reading comprehension? / Elspeth Jajdelska -- 10. Talk about text : the discursive construction of what it means to be a reader / Gemma Moss -- 11. Why we need to know about more than phonics to teach English literacy / Terezinha Nunes and Peter Bryant -- 12. Understanding children's reading comprehension difficulties / Jessie Ricketts, Joanne Cocksey and Kate Nation -- 13. Classroom discourse : the promise and complexity of dialogic practice / Adam Lefstein and Julia Snell -- 14. Pedagogy and bilingual pupils in primary schools : certainties from applied linguistics / Angela Creese -- Part III. Empowering teachers and teachers' use of knowledge -- Introduction to Part III / Sue Ellis and Elspeth McCartney -- 15. Building knowledge about language into a primary teacher education course / Henrietta Dombey and Jane Briggs -- 16. Using the International Phonetic Alphabet to support accurate phonics teaching / Greg Brooks -- 17. Developing word-level literacy skills in children and without typical communication skills / Kenn Apel, Elizabeth B. Wilson-Fowler and Julie J. Masterson -- 18. The development of the Speech, Language and Communication Framework (SLCF) / Mary Hartshorne -- 19. How to empower teachers working with children with language impairments : why a 'just-in-time' model might work / Sue Ellis and Elspeth McCartney -- 20. Communication impairment in a multilingual context / Carolyn Letts -- 21. Teacher education and applied linguistics : what needs to be understood about what, how and where beginning teachers learn / Viv Ellis and Jane Briggs.

---

### Sommario/riassunto

Modern primary teachers must adapt literacy programmes and ensure efficient learning for all. They must also support children with language and literacy difficulties, children learning English as an additional language and possibly teach a modern foreign language. To do this effectively, they need to understand the applied linguistics research that underpins so many different areas of the language and literacy curriculum. This book illustrates the impact of applied linguistics on curriculum frameworks and pedagogy. It captures the range of applied linguistics knowledge that teachers need, and illustrates how this is framed and is used by policy makers, researchers, teacher educators and the other professions who work with teachers in schools. It considers how to effect professional development that works. It is essential reading for primary teachers but also for speech and language therapists, educational psychologists, learning support teachers and all those doing language or literacy research in the primary classroom.

---