

'THE CHILD'S CONSTRUCTION OF THE CURRICULUM

GABRIELLE M. IVINSON¹

Open University, UK

Abstract: The curriculum both as a whole and in its parts can be understood as a social representation. Teachers' social representations of the curriculum, instantiated in classroom practice and discourse, provide the resources from which children internalize the curriculum. Children re-construct the curriculum as an active process that depends both on the development of their own socio-cognitive resources and on the structuration provided in specific classrooms.

The paper investigates how children in classrooms with different types of structuration represent the curriculum and how these change over time. Comparable case studies were carried out in schools chosen to reflect three types of curriculum organization. Twelve classrooms took part in the study including two parallel classrooms in each school and at each of two year groups. Ethnographic investigations were employed to compile a typology of classroom practices used to map the range and type of curriculum structuration in each classroom. Children's representations of the curriculum were investigated through a sorting task. Analysis focused on both children's performance and their talk about the task.

Findings demonstrate significant differences in the classificatory systems used by children according to year group and type of curriculum. Conclusions suggest: that as children gain experience of schooling they construct more elaborate social representations of the curriculum regardless of curriculum type; that between the two year groups categories undergo qualitative transformations and that curriculum structuration becomes more a feature of the way the older children re-construct the curriculum, specifically the collection type curriculum which facilitated the re-construction of a markedly different curriculum in comparison to the other types.

¹ Address for correspondence: Gabrielle M. Ivinson, School of Education, Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom. Email: G.M.Ivinson@Open.ac.uk

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The Childs Construction Of Language

Judd E. Hollander



The Childs Construction Of Language:

Multidisciplinary Approaches to Understanding Early Development of Spatial Skills: Advances in Linguistic, Behavioral, and Neuroimaging studies Hui Li,Jin Sun,Xiao Zhang,2021-06-04 **Heritage and School Language**

Literacy Development in Migrant Children Raphael Berthele,Amelia Lambelet,2017-11-15 This book discusses literacy development in heritage language speakers and presents the results of four different quantitative studies that investigate the transfer of literacy skills in bi and multilingual language development The empirical studies focus on different populations of pupils most of them located in various parts of Switzerland and emphasise the potential residing in shared or transferred resources between their heritage languages and the languages spoken in the region to which their family has immigrated The goal of all studies was to gain an understanding of the factors both linguistic and non linguistic in nature that contribute to the development of language skills in both the heritage and school languages Theoretical assumptions are put to the test via hypothesis testing and the generally shared assumptions on bilingual education are questioned based on the data Furthermore methodological problems in the investigation of linguistic interdependence are discussed This book contributes to the scholarly investigation of potential beneficial effects in academic proficiency across languages in migrant children

Children's Competencies Development in the Home Learning Environment Frank Niklas,Caroline

Cohrssen,Simone Lehl,Amy R. Napoli,2021-08-02 **Children's Early Text Construction** Clotilde Pontecorvo,Margherita Orsolini,Barbara Burge,Lauren B. Resnick,2014-02-04 For decades research on children s literacy has been dominated by questions of how children learn to read Especially among Anglophone scholars cognitive and psycholinguistic research on reading has been the only approach to studying written language education Echoing this debates on methods of teaching children to read have long dominated the educational scene This book presents an alternative view In recent years writing has emerged as a central aspect of becoming literate Research in cognitive psychology has shown that writing is a highly complex activity involving a degree of planning unknown in everyday conversational uses of language At the same time developmental studies have revealed that when young children are asked to write they show a surprisingly sophisticated understanding of the representational constraints of alphabetic writing systems They show this understanding long before they can read conventional writing on their own The rich structure of meanings involved in the word text provided the glue that brought together a group of scholars from several disciplines in an international workshop held in Rome Reflecting the state of the field at the time the majority of the workshop participants were scholars working in languages other than English especially the romance languages Their work mirrors a linguistic and psychological research tradition that Anglophone scholars knew little of until recently This volume provides English language readers with updated versions of the papers presented at the meeting The topics discussed at the workshop are represented in the chapters as follows the relationship between acquisition of language and familiarity with written texts the reciprocal permeability between spoken and written

language the initial phases of text construction by children and the educational conditions that facilitate written language acquisition and writing practice *Children's Construction of the English Pronominal System* Harold H. Chipman,1980

Developing Children's Critical Thinking through Picturebooks Mary Roche,2014-07-25 This accessible text will show students and class teachers how they can enable their pupils to become critical thinkers through the medium of picturebooks By introducing children to the notion of making meaning together through thinking and discussion Roche focuses on carefully chosen picturebooks as a stimulus for discussion and shows how they can constitute an accessible multimodal resource for adding to literacy skills while at the same time developing in pupils a far wider range of literary understanding By allowing time for thinking about and digesting the pictures as well as the text and then engaging pupils in classroom discussion this book highlights a powerful means of developing children s oral language ability critical thinking and visual literacy while also acting as a rich resource for developing children s literary understanding Throughout Roche provides rich data and examples from real classroom practice This book also provides an overview of recent international research on doing interactive read alouds on what critical literacy means on what critical thinking means and on picturebooks themselves Lecturers on teacher education courses for early years or primary levels classroom teachers pre service education students and all those interested in promoting critical engagement and dialogue about literature will find this an engaging and very insightful text *The Development of Language* Martyn Barrett,2016-01-28 This book presents a general overview of our current knowledge of language development in children All the principal strands of language development are covered including phonological lexical syntactic and pragmatic development bilingualism precursors to language development in infancy and the language development of children with developmental disabilities including children with specific language impairment Written by leading international authorities each chapter summarises clearly and lucidly our current state of knowledge and carefully explains and evaluates the theories which have been proposed to account for children s development in that area **Language; Its Nature, Development and Origin** Otto Jespersen,1922

The Practical Assessment and Management of Children with Disorders of Development and Learning Mark Wolraich,1987 *Didakometry and Sociometry* ,1978 *The Law Journal for the Year 1832-1949* ,1878 **The English Quarterly** ,1987 *Biennial Report of the County Superintendent of Schools* Cook County (Ill.). Department of Public Instruction,Cook County (Ill.). Office of Superintendent of Schools,1879 **The New York Supplement** ,1899 *The English Reports: Exchequer* ,1915 V 1 11 House of Lords 1677 1865 v 12 20 Privy Council including Indian Appeals 1809 1865 v 21 47 Chancery including Collateral reports 1557 1865 v 48 55 Rolls Court 1829 1865 v 56 71 Vice Chancellors Courts 1815 1865 v 72 122 King s Bench 1378 1865 v 123 144 Common Pleas 1486 1865 v 145 160 Exchequer 1220 1865 v 161 167 Ecclesiastical 1752 1857 Admiralty 1776 1840 and Probate and Divorce 1858 1865 v 168 169 Crown Cases 1743 1865 v 170 176 Nisi Prius 1688 1867 **The Northeastern Reporter** ,1899 Includes the decisions of the Supreme Courts

of Massachusetts Ohio Indiana and Illinois and Court of Appeals of New York May July 1891 Mar Apr 1936 Appellate Court of
Indiana Dec 1926 Feb 1927 Mar Apr 1936 Courts of Appeals of Ohio The Law Times Reports of Cases Decided in the
House of Lords, the Privy Council, the Court of Appeal ... [new Series]. ,1876 **Linguistics and Language Behavior**
Abstracts ,2008 **The Virginia Law Register** ,1900 *The Law Times Reports* ,1889

Unveiling the Magic of Words: A Overview of "**The Childs Construction Of Language**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**The Childs Construction Of Language**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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