

Chapter 1 : Table of Contents: Piaget-Vygotsky :

Relationships between the clinical method and the zone of proximal development in a constructivist approach to language acquisition / Ioanna Berthoud-Papandropoulou & Helga Kilcher Intentionality, communication, and language / Ignasi Vila.

The Development of Navajo Bilingual Education. Bilingual education in the United States has been directed by various language education policies to which there are three dimensions: To propose a language education policy, particularly in the design of bilingual education programs for nonstandardized languages, three types of languages or dialects must be considered: On this basis, the problems of bilingual education for the Navajo have involved the development of an orthography; standardization, so that the written language may be taught; and modernization, to facilitate the handling of modern concepts. The last five years have been marked by a growing acceptance of the potential value of Navajo bilingual education, which is recognized as more than an answer to a language problem; rather, it is a central element in changing education from an alien function to one shared or controlled by the community. Reviews educational research on bilingual education and describes biases present in recent evaluations of bilingual programs. Contrary to assumptions about bilingual programs, recent findings suggest that native-language programs may be very effective. They support a strong foundation in the native language and set the basis for subsequent learning in English. This article describes a pilot project in bilingual education, which is designed to enable the Quichua-speaking child to enter the official Ecuadorian educational system after three years of school in Indian communities. The Indian child is instructed in both Quichua and Spanish in the primary grades. The results of this experimental curriculum and the current direction of bilingual education in Guatemala are discussed. Three facets of language and language education are discussed: Describes the present state of the Basque language within the educational field in Spain and France. A New Thrust for Bilingual Education. Describes eligibility requirements for a federal grant to set up bilingual education programs in school districts having a substantial number of children belonging to ethnic groups, and who need instruction in their native language and culture. Means of planning a proposal and carrying out its provisions are discussed and several samplings of bilingual programs that are already underway are presented. Preparing for Bilingual Education , American Education. Some , bilingual teachers are needed to instruct students of limited English-speaking ability in elementary and secondary grades. Discusses the impact of the Bilingual Education Act in developing bilingual teacher training and describes some notable bilingual training programs for student teachers at a number of universities. Evaluation Politics and Practices , Evaluation Review. Part of the history of bilingual education and its evaluation is reviewed, and the implications for evaluation practice are discussed. Technical problems in conducting a bilingual evaluation are identified; and federal, state, and local strategies for coping with these problems are discussed. Considers the cultural diversity of the United States and its history of bilingualism. Looks at and provides examples of recent community college efforts in the area of bilingual education and presents a rationale for a community college role which includes meeting national demands for trained bilingual personnel, increasing global interaction, and improving educational access. Discusses the arguments frequently made against bilingual education: The assertion is made that the opportunity and public identity that we hold out for individuals of other cultures can be broadened to allow them to bring the strengths of their own cultures with them. A critical policy decision is choice of language used as instructional medium. Evidence suggests bilingual education policies are desirable on social justice grounds in pluralist societies. An educational system that serves a multilingual society and provides only monolingual schooling exercises power unjustly. New Jersey has had transitional bilingual programs since and a state bilingual law since The New Jersey Education Association is proud of its record supporting bilingual education.

Chapter 2 : Staff View: Piaget-Vygotsky :

Social interaction and individual understanding in a community of learners / Ann L. Brown, Kathleen E. Metz, & Joseph C. Campione -- Relationships between the clinical method and the zone of proximal development in a constructivist approach to language acquisition / Ioanna Berthoud-Papandropoulou & Helga Kilcher -- Intentionality, communication, and language / Ignasi Vila -- Some impressions.

For a related study, see PS While analysis revealed a high number of imitations, imitations were low in number when compared to total language used. Maximum use of imitation occurred when subjects were between 20 and 22 months of age. Imitations were especially evident in conversational situations, such as reading, which involve the lexical procedure of designation and in which child and adult jointly attend to an object. Children were found to actively use exclusive imitations with no creative use in any context in different contexts at different ages. Findings suggest that imitation appears to be an important mechanism by which children incorporate words into their early vocabulary, maintain dialogue, and coordinate their speech with adult linguistic behavior. Five line charts are provided. Some authors, like Ervin, state that imitation does not contribute to language development, while others, like Noerk, remark the important role of imitation. From a general point of view, these discussions refer to the relations between imitation and morphological and syntactic development. In the same sense, Rogdon and Kurdek show the importance of imitation for the first vocabulary acquisition, while Bruner gives a relative role to the issue. In this sense, our work is an attempt to clarify the relationship between imitation and the first language outcome. Emilio was 0;10 and Roger 0;5. All children were recorded until the age of two. Address for correspondence; Ignasi Vila. Department of General Psychology. Finally, we distinguished between invitation and exclusive imitation. The latter corresponds to those utterances which only take place as imitations with no other creative use in any context. Figure I shows its evolution as function of the age. Both m del Mar and Emilio reach it when their vocabulary increases from 80 to words 83 to in 4 MS del Mar and 87 to in Emilio. This is not the case, therefore, of Roger. Our data, anyway, especially M? Figure II establishes the relationship between imitations and lexical procedures used in conversational contexts. Our three subjects, for instance, use, among their first five words, the formulae ya esta allgone and hola hello, together with the term papa dady. On the contrary, Einilio, clearly referential boy, makes an important use of imitations along all this period. Roger can be considered in an intermediate position. Figure m shows the relationship between imitation and total language in our subjects. That is to say, although imitation appears as an important mechanism in some contexts, the global consideration of our subjects, Ian-- guage shows imitations as a small part of it. Figure iv shows the relationship between exclusive imitations and the total of language used by our subjects making more evidence the role of imitation respecting first language. FIGURE IV The analysis of Figure IV gives support to the previous esta tements. Ms del Mar stands on the opposite side with a very low number of imitations. Figure V presents the relationship between exclusive imitations and the total number of imitations. This is important as it reveals how both subjects recognise imitation as a mechanism to increase their vocabulary, in a similar way, Emiiiio shows an important number of exclusive imitations respecting the total number of imitations, although, in his case, this domain the linguistic scene from its outcome. First, we remark the low number of total imitations respecting the global language utilized. That reveals as evident if we understand language as communication and, therefore, child, uses it to express its communicative intentions. In this sense, imitation is a mechanism that can hardly achieve this objective. Secondly, the imitations showed appeared in conversational situations, that is to say, interchange situations in which child and the adult interact or pay attention jointly in relation to objects. Its study shows how in this situations the number of imitations increases considerably, especially the exclusive imitations, showing the importance of imitation in relation to lexical acquisition once the subjects have elaborated the designation concept. On the contrary, M9 del Mar, whose mother adopts an opposite role respecting the conversational "scaffolding", uses imitation, as well as Roger,

DOWNLOAD PDF INTENTIONALITY, COMMUNICATION, AND LANGUAGE

IGNASI VILA

exclusively to incorporate new words to her active vocabulary. That is to say, imitation appears as an important mechanism to incorporate words to the first vocabulary. *New Directions in the Study of Language*. *Journal of Genetic Psychology* , ,

LEADER: nam a a s enk 0 eng d: |a (OCOLC) |a NLM |c NLM |d AZS |d PVU.

For a related study, see PS While analysis revealed a high number of imitations, imitations were low in number when compared to total language used. Maximum use of imitation occurred when subjects were between 20 and 22 months of age. Imitations were especially evident in conversational situations, such as reading, which involve the lexical procedure of designation and in which child and adult jointly attend to an object. Children were found to actively use exclusive imitations with no creative use in any context in different contexts at different ages. Findings suggest that imitation appears to be an important mechanism by which children incorporate words into their early vocabulary, maintain dialogue, and coordinate their speech with adult linguistic behavior. Five line charts are provided. Some authors, like Ervin, state that imitation does not contribute to language development, while others, like Moerk, remark the important role of imitation. From a general point of view, these discussions refer to the relations between imitation and morphological and syntactic development. However, only a few works are centred on the study of relationship between the first language outcoming and the imitative processes. In the same sense, Rogdon and Kurdek show the importance of imitation for the first vocabulary acquisition, while Bruner gives a relative role to the issue. In this sense, our work is an attempt to clarify the relationship between imitation and the first language outcoming. MA del Mar was incorporated into the study when she was 1;2. Emilio was 0;10 and Roger 0;5. All children were recorded until the age of two. Emilio speaks Castilian exclusively in the family environment while M4 del Mar and Roger use Catalan when speaking to their fathers. Most sessions had an emphasis on the mothers, although on several occasions, fathers or both parents, took part in the interaction. Department of General Psychology. All material obtained was transcribed following a 4 columns system where adult language, child language and both non-verbal behaviours were specified. Finally, we distinguished between imitation and exclusive imitation. The latter corresponds to those utterances which only take place as imitations with no other creative use in any context. Respecting our exposition we only distinguish between non imitative utterances produced within a discursive context and non imitative utterances out of a conversational situation. MB del Mar uses them in a Figure I shows its evolution as function of the age. Both Me del Mar and Emilio reach it when their vocabulary increases from 80 to words 83 to in Me del Mar and 87 to in Emilio. This is not the case, therefore, of Roger. Figure II establishes the relationship between imitations and lexical procedures used in conversational contexts. Our three subjects, for instance, use, among their first five words, the formulae *ya esta allgone* and *hola hello*, together with the term *Eapl dady*. The rest of terms variations are *cu-ca boo*, *pa bread*, *mama mummy*, *mas more* and *caca*. The analysis of Figure II shows how MI del Mar, an expressive girl, uses imitations in a decreasing number, increasing it at the end of the period studied. On the contrary, Emilio, clearly referential boy, makes an important use of imitations along all this period. Roger can be considered in an intermediate position. Figure III shows the relationship between imitation and total language in our subjects. That is to say, although imitation appears as an important mechanism in some contexts, the global consideration of our subjects, language shows imitations as a small part of it. Figure IV shows the relationship between exclusive imitations and the total of language used by our subjects making more evidence the role of imitation respecting first language. Mg del Mar stands on the opposite side with a very low number of imitations. Figure V presents the relationship between exclusive imitations and the total number of imitations. This is important as it reveals how both subjects recognise imitation as a mechanism to increase their vocabulary. In a similar way, Emilio shows an important number of exclusive imitations respecting the total number of imitations, although, in his case, this domain the linguistic scene from its outcoming. First, we remark the low number of total imitations respecting the global language utilized. That reveals as evident if we understand language as communication and, therefore, child, uses it to express its communicative intentions. In this sense, imitation is a mechanism that can hardly achieve this

objective. Secondly, the imitations showed appeared in conversational situations, that is to say, interchange situations in which child and the adult interact or pay attention jointly in relation to objects. These are situations like the. Its study shows how in this situations the number of imitations increases considerably, especially the exclusive imitations, showing the importance of imitation in relation to lexical acquisition once the subjects have elaborated the designation concept. That is to say, imitation appears as an important mechanism to incorporate words to the first vocabulary. It correlates with the conversational style proposed by the adult appearing, therefore, as a mechanism to obtain more input from the adult or simply to adequate himself to the adult when this, in an excessive use, offers imitation as a conversational model. *New Directions in the Study of Language. Journal of Genetic Psychology, ,*

Social interaction and individual understanding in a community of learners / Ann L. Brown, Kathleen E. Metz, & Joseph C. Campione --Relationships between the clinical method and the zone of proximal development in a constructivist approach to language acquisition / Ioanna Berthoud-Papandropoulou & Helga Kilcher --Intentionality, communication.

Scholars suggest that ethnicity is more salient for ethnic minority adolescents than for adolescents who are members of the ethnic majority. The aims for this study were: Specifically, it was hypothesized that the Multigroup Ethnic Identity Measure would show two factors, and that ethnic groups would differ on ethnic identity. The results supported the hypotheses. Los objetivos de este trabajo fueron: Correspondence concerning this article should be addressed to Dr. In particular, the American tity Dandy et al. Moreover, the role that higher intercul- own group and of the mainstream society they have to explore tural educative context plays in ethnic identity of majority and the values of the host society and those of their own ethnic, minority ethnic groups has received little attention. The pur- religion or cultural group. In other words, they have to deal pose for the present study was to clarify the construct of ethnic with the additional burden of having a dual reference point identity through examination of the structure and validity of a Tajfel, In line with this reasoning, Phinney widely used measure of ethnic identity Phinne, among proposes that most ethnic groups must resolve two basic students from diverse ethnic groups that attend an intercultural conflicts that occur as a result of their membership in a non- context of education in Chiapas that had never been studied dominant group. Firstly, non-dominant group members must before. Some writ- als, thus bringing about a threat to their self-concept. Phinney and Alipuria , p. This deinition suggests three com- that ethnic identity issues were significantly higher among ponents of the ethnic identity. Other empirical studies, with different Phinney identified three ethnic identity components: The ethnic identity issue is meaningful only in situations in However, a re-examination of the factorial structure with a which two or more cultural groups are in contact. In a culturally large sample of adolescents identified two distinct but con- homogeneous society, ethnic identity is not a useful concept nected dimensions: Affirmation as well as sense of belong- Phinney, It is evident, then, that all studies of this topic ing and Exploration Roberts, Phinney, Masse, Chen, Roberts compared minority groups versus majority groups. According to minority groups. In particular, no prior published research has two factors solution Roberts et al. In category 3, the pro- and validity of ethnic identity as measured by the MEIM in a portions were: In summary, the subjects came from widely dis- tural University in Chiapas, and 2 to examine the variability crepant backgrounds. Based on previous ind- ings Dandy et al. Specifically, we hypothesized that ethnic iden- in Spanish version Smith, , developed to provide tity would be higher among minority indigenous than major- a way to assess ethnic identity across diverse samples Phin- ity mestizos group subjects. Items were scored on a four-point Likert scale Participants ranging from 1 strongly disagree to 4 strongly agree , were coded in such a way that higher values indicated higher ethnic Participants were students mestizos and indig- identity. The measure has a reported reliability of. An school students and. Overall reliabil- of students studied each degree. The mean age was There were more females For the than males. The percentage of ethnic minorities in our sample 7 items Ethnic Identity Affirmation subscale, reliabilities were For the 5 item Ethnic Exploration subscale were. Specifically, the school had a student body of. Ethnocultural groups were self-identified, that is, deter- Procedure mined on the basis of responses to the open-ended item at the beginning of the MEIM. Mestizos are monolingual they speak Prior to beginning the study, the investigators obtained Spanish while indigenous are bilingual they speak indigenous the collaboration and support of administrators and teach- language and Spanish language. The oficial language in the ing staff members at the University. Participants received university is the Spanish but mestizos learn an indigenous lan- information about the aim of the research and signed an guage in the same university two hours a week. Nevertheless, informed consent agreement. After that, one member of the they study in Spanish language. The exploratory factor occupations. For the questionnaire, were grouped in three categories: There

were ethnic group differences in estimation and with an oblimin rotation. To determine the categories 1 and 3. The evidence provided a fairly good fit to the data, with GFI of 0.94. Squared multiple correlations (SMCs) by ethnic group and to evaluate possible confounding by which indicate the proportion of variance in each item that is sex and socio-economic status, three-way analyses of variance explained by its respective factor, ranged from 0.15 to 0.45. The Affirmation subscale includes items 3, 5, 6, 7, 9, 11, and Goodness-of-fit indices for the one-factor model, Roberts et al. Although the equality of factor loadings was rejected, MEIM would select two components. An exploratory factor analysis was conducted, meaningful group differences were observed for the analysis and then a confirmatory factor analysis was conducted. Results from this factor analysis indicated two factors. The two-factor solution explained 68% of the patterns of loadings across groups revealed that substantial differences in loadings of items on Factor 1 were in general higher than Factor 2 and items that loadings for this two-factor solution are presented in Table 1. Such patterns in the item loadings of 11 items. The first factor was termed Affirmation. The second factor was termed Exploration. The correlation that corresponded to the two theoretical approaches. The two factors were comparable and high for each of factors were distinct but highly correlated. The results supported the two-factor solution. Table 3. Factor loadings. Interfactor correlations of the two factors for Indigenous, and Spend time to learn. This university is dedicated to create alternatives for the development and integration of different native ethnic groups from Mexico as well as identity were separate scores for ethnic identity, ethnic identity to preserve their languages, knowledge and traditions. One of the central aims of the IUC is to foster respect for indigenous mean of all items assessing that variable see Table 4. Possible people and their languages, costumes and fight against to the scores ranged from 1 to 4. In the analysis of ethnic identity and discrimination and racism which they have faced for centuries, ethnic identity affirmation scores, there was a significant main effect. Indigenous scored higher than mestizos in this university. This may explain why they get higher scores for ethnic identity and ethnic identity affirmation. In this sense, interactions among these variables. It will be important to explore the MEIM scores in another multicultural exploration mean scores. It could be expected that these adolescents would score higher than mestizos. We hypothesized Ethnicity was related positively to measures of psychological well-being such as coping ability, mastery, tolerance to diversity, and ethnic identity affirmation. In doing so, the creation of intercultural relations of the ethnic majority group. In line with earlier findings, multicultural education could be a positive strategy that permits to learn from the majority group. According to social identity theory, when minority people have experienced discrimination, they tend to reaffirm and revitalize their ethnic group identity and the identity through a process of exploring the meanings, level of knowledge of the culture diversity, an important aspect in this commitment, belonging or affirmation and consequences of current cultural diversity world. Unfortunately, our study not compares the multicultural education model and traditional education. However, in our sample, contrary to other research, we found that multicultural education had positive effects between intercultural education model and traditional education. We acknowledge the assistance of two anonymous reviewers who provided us with very useful criticisms of this article. Contrary, other studies suggested assimilation an earlier draft of this article. Multicultural education for young children from diverse ethnic groups, and how similar the other groups are: The pattern of relationship observed. The relationship was particularly strong for the majority group. In the same line of reasoning, Carter, R. Whereas majority members in the Netherlands clearly react more positively towards assimilating immigrants than towards integrating immigrants, in Israel it made little difference from diverse ethnocultural groups. Journal of Adolescence whether they assimilated or integrated. The cultural relations and to manage correctly the cultural diversity development of ethnic identity during adolescence. Development of

DOWNLOAD PDF INTENTIONALITY, COMMUNICATION, AND LANGUAGE IGNASI VILA

contemporary societies. First, this contribution employed only a quantitative measurement guide. Structure and measurement of a homogeneous sense of ethnicity. For instance, it seems to us ethnic identity for Asian American college students. Journal of Cross-Cultural Psychology, 51, 1-15. It is difficult that indigenous category can integrate the differences of cultural context. Consequently, it is not possible to assess the complex process of ethnic identity attraction among majority and minority groups in a multicultural context. Future research should be conducted using a multicultural context.

Chapter 5 : Full text of "ERIC ED Imitation and Language Acquisition."

calendrierdelascience.com is a platform for academics to share research papers.

Chapter 6 : Piaget Vygotsky: The Social Genesis Of Thought, 1st Edition (Paperback) - Routledge

To cite this article: Carina SiquÃ©s & Ignasi Vila (2018): Discursive strategies and learning of the school language: an ethnographic study in a classroom with high ethnic and linguistic diversity /.