

Children's language use in ECEC in a child perspective ^[1]

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AVAILABILITY

Access online (Request access) ^[2]

Excerpt from abstract

With inspiration from research in linguistic ethnography and children's perspectives, this article examines children's language use in Early Childhood Education and Care (ECEC) in a child perspective. The article is based on ethnographic fieldwork including video recordings from four children's entire days in a Danish day care centre. A multimodal analysis of an extended play sequence demonstrates how children's interactional language use is a creative and collective process that provides multiple opportunities to use and develop language practices, where children constantly align with each other to continue their common endeavours. The findings point to a need for broadening the conceptual understanding of language and of children's language learning as an integral part of children's everyday life in ECEC.

Region: Europe ^[3]

Tags: pedagogy and curriculum ^[4]

child development ^[5]

Source URL (modified on 29 Jun 2021): <https://childcarecanada.org/documents/research-policy-practice/21/06/children%E2%80%99s-language-use-ecec-child-perspective>

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