



Progression of dialogic language skills through primary school

Dul chun cinn scileanna teanga dhialógach tríd an mbunscoil



Agree		
I agree because in the picture I see...	I completely agree because when I look at this piece of evidence...	Considering this evidence, I fervently agree because...
Aontaím mar sa phictiúr feicim...	Aontaím go hiomlán mar nuair a fhéachaim ar an bpíosa fianaise seo ...	Ag breithniú na fianaise seo, aontaím go huile is go hiomlán de bhrí go ...
Disagree		
I disagree because in the video...	I completely disagree because when I examined the evidence...	Having examined the photographs, I ardently disagree because...
Ní aontaím óir san fhíseán...	Easaontaím go hiomlán mar nuair a scrúdaigh mé an fhianaise ...	Tar éis dom na grianghraif a scrúdú, is go láidir a easaontaím as siocair ...
Clarify		
Why did...?	How would you explain this aspect of the photo...?	Considering this part of evidence, could there be other possible outcomes?
Cén fáth a raibh/ a ndearna...?	Conas a mhíneofa an ghné seo den ghrianghraf...?	Agus an mhír seo den fhianaise á cur san áireamh, an bhféadfadh torthaí féideartha eile a bheith ann?



Give an opinion		
My favourite is...	In my opinion this evidence shows...	Considering this evidence, I believe...
Is é an ceann is fearr liom...	Dar liom go léiríonn an fhianaise seo ...	Ag smaoineamh ar an bhfianaise seo, creidim...
Question		
Why is...?	What would happen if...?	What is the difference between...?
Cén fáth a bhfuil...?	Cad é a tharlódh dá...?	Cad é an difríocht idir...?
Build on		
I would like to add... because in the picture I see...	I think...because the evidence shows for instance...	I would like to add to what ... said because it is clear from the photograph that...
Ba mhaith liom a lua freisin ... cionn is go bhfeicimse sa phictiúr...	Sílim... toisc go léiríonn an fhianaise mar shampla ...	Ba mhaith liom cur leis an méid a dúirt... toisc go bhfuil sé soiléir ón ngrianghraf go ...
Active Listening		
<p>The teacher will have to model active listening, displaying how to focus attention on the speaker, offer responses etc. (Reggio Emilia Approach 2019). This can also be developed as children progress through primary school. Children in younger classes could be asked to focus on one of these for a short period of time while older children could be asked to focus on numerous aspects and do so for longer periods (Stauffer 1980).</p> <p>Beidh ar an múinteoir éisteacht ghníomhach a léiriú, ag taispeáint conas aird a dhíriú ar an gcainteoir, freagraí a thairiscint srl. (Reggio Emilia Approach 2019). Is féidir é sin a fhorbairt freisin de réir mar a théann páistí ar aghaidh tríd an mbunscoil. D'fhéadfaí a iarraidh ar pháistí i ranganna níos óige cloí le ceann amháin acu sin ar feadh tréimhse ghearr ama agus d'fhéadfaí a iarraidh ar pháistí níos sine díriú ar ghnéithe éagsúla agus é sin a dhéanamh ar feadh tréimhsí níos faide (Stauffer 1980).</p>		



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

References:

- Reggio Emilia Approach (2019). Reggio Emilia Approach. [online] Reggio Children. Available at: <https://www.reggiochildren.it/en/reggio-emilia-approach/>.
- Stauffer, R. (1980). The language experience approach to the teaching of reading. (2nd ed.). New York: Harper and Row.