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Tracking nursery children's counting.

Adams, G. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 35, No. 3. Proceedings of the day conference, University of Reading, UK, November 7, 2015. London: British Society for Research into Learning Mathematics (BSRLM). 55-60 (2016).

Summary: This study explores how a child's competence in counting develops during the Nursery year in a state-funded primary school in central London where all of the children speak English as an additional language. For this doctoral research project I tracked the developmental journey of seven children in the Nursery setting. I carried out task-based interviews with the children over the year and evaluated their counting skills and their ability to spot counting mistakes made by a puppet when counting in a real-life context. I also observed the children counting in class and reviewed their class teacher's planning and assessment of counting to triangulate the data gathered in the task-based interviews. I interviewed the parents of the children involved at the beginning of the study to establish relevant contextual information.

Classification: F21 C51 C31

Keywords: educational research; pre-school education; nursery education; counting; interviews; second-language learners; bilingualism; cognitive development; student observations; lesson planning; assessment; parents

<http://www.bsrlm.org.uk/IPs/ip35-3/BSRLM-IP-35-3-10.pdf>