

# C Teaching Creole Speaking Children Issues Concerns And

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*Sociolinguistics and Language Education* - Nancy H. Hornberger  
2010-06-17

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative repertoire for students.

*Creoles in Education* - Bettina Migge 2010

This volume offers a first survey of projects from around the world that seek to implement Creole languages in education. In contrast to previous works, this volume takes a holistic approach. Chapters discuss the sociolinguistic, educational and ideological context of projects, policy developments and project implementation, development and evaluation. It compares different kinds of educational activities focusing on Creoles and discusses a list of procedures that are necessary for successfully developing, evaluating and reforming educational activities that aim to integrate Creole languages in a viable and sustainable manner into formal education. The chapters are written by practitioners and academics involved in educational projects. They serve as a resource for practitioners, academics and persons wishing to devise or adapt educational initiatives. It is suitable for use in upper level undergraduate and post-graduate modules dealing with language and education with a focus on lesser used languages.

*Dialects, Englishes, Creoles, and Education* - Shondel J. Nero 2012-11-12

This volume brings together a multiplicity of voices--both theoretical and practical--on the complex politics, challenges, and strategies of educating students--in North America and worldwide--who are speakers of diverse or nonstandard varieties of English, creoles, and hybrid varieties of English, such as African American Vernacular English, Caribbean Creole English, Tex Mex, West African Pidgin English, and Indian English, among others. The number of such students is increasing as a result of the spread of English, internal and global migration, and increased educational access. *Dialects, Englishes, Creoles, and Education* offers: \*a sociohistorical perspective on language spread and variation; \*analysis of related issues such as language attitudes, identities, and prescribed versus actual language use; and \*practical suggestions for pedagogy. Pedagogical features: Key points at the beginning of each chapter help focus the reader and provide a framework for reading, writing, reflection, and discussion; chapter-end questions for discussion and reflective writing engage and challenge the ideas presented and encourage a range of approaches in dealing with language diversity. Collectively, the chapters in this volume invite educators, researchers, and students, across the fields of TESOL, applied linguistics, sociolinguistics, English, literacy, and language education, to begin to consider and adopt context-specific policies and practices that will improve the language development and academic performance of linguistically diverse students.

*Friendship and Peer Culture in Multilingual Settings* - Maryanne Theobald 2016-12-22

Internationally, linguistic diversity is at its highest to date. With increasing numbers of children learning additional languages, it is important to understand the nature of the social relationships that

children are experiencing. This volume features the rich, varied and complex aspects of children's friendships in multilingual settings.

*The Young Colonials* - Carl C. Campbell 1996

"Argues that in content and orientation islands' educational system during colonial period was geared more to the metropole than to the local situation. Uses career and initiatives of J.O. Cutteridge, British educational official in Trinidad, to portray the occasional absurdity of the system. Highlights religious bodies' meaningful role in building schools and in other educational activities. Concludes that despite problems, education did provide a mechanism for upward social mobility and for overcoming barriers imposed by race, class, or ethnicity. Includes list of island scholars from late-19th century through 1939"--*Handbook of Latin American Studies*, v. 58.

*The Handbook of Bilingualism and Multilingualism* - Tej K. Bhatia  
2014-09-15

\*\*Honored as a 2013 Choice Outstanding Academic Title\*\* Comprising state-of-the-art research, this substantially expanded and revised Handbook discusses the latest global and interdisciplinary issues across bilingualism and multilingualism. Includes the addition of ten new authors to the contributor team, and coverage of seven new topics ranging from global media to heritage language learning Provides extensively revised coverage of bilingual and multilingual communities, polyglot aphasia, creolization, indigenization, linguistic ecology and endangered languages, multilingualism, and forensic linguistics Brings together a global team of internationally-renowned researchers from different disciplines Covers a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling Assesses the latest issues in worldwide linguistics, including the phenomena and the conceptualization of 'hyperglobalization', and emphasizes geographical centers of global conflict and commerce  
**Georgetown University Round Table on Languages and Linguistics (GURT) 1996: Linguistics, Language Acquisition, and Language Variation** - James E. Alatis 1996-08-15

This volume examines linguistics, language acquisition, and language variation, emphasizing their implications for teacher education and language education. A majority of the essays consider issues in second language acquisition, dealing specifically with learners and instructors, or concentrating on the larger social and societal context in which learning and acquisition occur. Topics highlighted include the current and often controversial debate over bilingual education, language variation, and the past, present, and future role of linguistics in language pedagogy.

*Australian Aboriginal English* - Ian G. Malcolm 2018-05-22

The dialect of English which has developed in Indigenous speech communities in Australia, while showing some regional and social variation, has features at all levels of linguistic description, which are distinct from those found in Australian English and also is associated with distinctive patterns of conceptualization and speech use. This volume provides, for the first time, a comprehensive description of the dialect with attention to its regional and social variation, the circumstances of its development, its relationships to other varieties and its foundations in the history, conceptual predispositions and speech use conventions of its speakers. Much recent research on the dialect has been motivated by concern for the implications of its use in educational and legal contexts. The volume includes a review of such research and its implications as well as an annotated bibliography of significant contributions to study of the dialect and a number of sample texts. While Aboriginal English has been the subject of investigation in diverse places for some 60 years there has hitherto been no authoritative text which brings together the findings of this research and its implications. This volume should be of interest to scholars of English dialects as well as to

persons interested in deepening their understanding of Indigenous Australian people and ways of providing more adequately for their needs in a society where there is a disconnect between their own dialect and that which prevails generally in the society of which they are a part.

**The Acquisition of Creole Languages** - Dany Adone 2012-06-28

The first study into how children acquire Creoles as their first language in the absence of a conventional language model.

*Research in Education* - 1974

**The West Indian Language Issue in British Schools (1979)** - Viv Edwards 2017-09-29

First published in 1979. The performance of West Indian children in British schools has been the subject of enquiries by both a parliamentary select committee and the Department of Education. It is widely believed that an important factor in the relative failure of West Indian children is the language they use, West Indian Creole, and while teachers and others who work with them are aware that their language is often very different from British English, they seldom understand the nature of the differences, or their implications. The aim of this book is to provide the non-specialist with an account of the language of West Indian children and to examine how linguistic 'interference' can affect their level of reading, writing and understanding, even when they have been born in Britain. It also considers the worrying possibility that negative attitudes towards them and their language may have an adverse effect on their motivation to learn standard English. Viv Edwards places great stress on the fact that, although Creole is different from British English, it is in no way deficient as a language. She emphasizes the importance of familiarity with the structure of Creole, since it is only in this way that the teachers can discriminate between real mistakes and Creole 'interference'. Attention is drawn to the relationship between language attitudes and social stereotypes and the danger that these might be translated into reality. Different strategies available to the teacher are examined, drawing on American experience in this field, and various initiatives taken by British teachers are described, thus making the study a work of practical value to teachers and others.

*Language, Power and Pedagogy* - Jim Cummins 2000-09-22

Population mobility is at an all-time high in human history. One result of this unprecedented movement of peoples around the world is that in many school systems monolingual and monocultural students are the exception rather than the rule, particularly in urban areas. This shift in demographic realities entails enormous challenges for educators and policy-makers. What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts? How long does it take second language learners to acquire proficiency in the language of school instruction? What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success? What adjustments do we need to make in curriculum, instruction and assessment to ensure that second-language learners understand what is being taught and are assessed in a fair and equitable manner? How long do we need to wait before including second-language learners in high-stakes national examinations and assessments? What role (if any) should be accorded students' first language in the curriculum? Do bilingual education programs work well for poor children from minority-language backgrounds or should they be reserved only for middle-class children from the majority or dominant group? In addressing these issues, this volume focuses not only on issues of language learning and teaching but also highlights the ways in which power relations in the wider society affect patterns of teacher-student interaction in the classroom. Effective instruction will inevitably challenge patterns of coercive power relations in both school and society.

*Creoles in Education* - Bettina Migge 2010-05-17

This volume offers a first survey of projects from around the world that seek to implement Creole languages in education. In contrast to previous works, this volume takes a holistic approach. Chapters discuss the sociolinguistic, educational and ideological context of projects, policy developments and project implementation, development and evaluation. It compares different kinds of educational activities focusing on Creoles and discusses a list of procedures that are necessary for successfully developing, evaluating and reforming educational activities that aim to integrate Creole languages in a viable and sustainable manner into formal education. The chapters are written by practitioners and academics involved in educational projects. They serve as a resource for practitioners, academics and persons wishing to devise or adapt educational initiatives. It is suitable for use in upper level undergraduate

and post-graduate modules dealing with language and education with a focus on lesser used languages.

Promoting the Educational Success of Children and Youth Learning English - National Academies of Sciences, Engineering, and Medicine 2017-08-25

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs who account for more than 9 percent of enrollment in grades K-12 in U.S. schools are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Dissertation Abstracts International - 1998

**Tracks to Two-Way Learning** - WA Dept of Training and Workforce Development/Dept of Education 2012-09-12

*The Pacific and Australasia* - Kate Burridge 2008-12-10

This volume gives a detailed overview of the varieties of English spoken in the Pacific and Australasia, including regional, social and ethnic dialects (such as New Zealand, Australian Vernacular, or Maori English) as well as pidgins and creoles (such as Tok Pisin, Hawaii Creole, or Kriol in Australia). The chapters, written by widely acclaimed specialists, provide concise and comprehensive information on the phonological, morphological and syntactic characteristics of each variety discussed. The articles are followed by exercises and study questions. The exercises are geared towards students and can be used for classroom assignments as well as for self study in preparation for exams. Instructors can use the exercises, sound samples and interactive maps to enhance their classroom presentations and to highlight important language features. The accompanying CD-ROM contains interactive maps and speech samples that supplement the printed articles and offer material and data for further research. The rich detail found in the chapters as well as the valuable tools on the CD-Rom make this survey of English Varieties a mainstay for researchers and teachers. The content of the CD-ROM is online: <http://www.varieties.mouton-content.com>.

**Transformative Pedagogical Perspectives on Home Language Use in Classrooms** - Jules, Janice E. 2020-09-25

Linguists, researchers, and other practitioners in language education acknowledge that the resolution of language problems associated with breaking down language and cultural barriers that hinder the growth of learners' self-identities and national identities is ongoing. In fact, even with decades of research in home language use in the classroom, there are still classrooms worldwide where learners are deprived of the opportunity of building their self-esteem, confidence, and autonomy by communicating with their native language. The global nature of communication requires speakers to use all the languages in their repertoire effectively, thus reinforcing the need to encourage home language use in classrooms. Transformative Pedagogical Perspectives on Home Language Use in Classrooms is a cutting-edge research publication on the effective use of home language in the classroom that emphasizes the significance of this activity to the success of the overall language development of the learner. Particular attention is given to transformative pedagogy and the provision of valuable insights into how the teacher can guide and assist learners in the development of critical thinking skills. In addition, the book provides content that enables practitioners in language education and parents to explore their roles in assisting children in breaking down the language and cultural barriers that hinder the growth of their self-identity and national identity. Highlighting topics such as engineering education, cultural responsiveness, and transformative pedagogy, this book is essential for linguists, academicians, education professionals, curriculum designers, policymakers, administrators, instructional designers, researchers, and students.

**Due Respect** - Robert Brock Le Page 2001

Professor Robert Le Page was a pioneer in the field of English and Creole linguistics in the Caribbean. This collection of papers in honour of Le

Page addresses various topics in the field, pointing out the ways in which Le Page and his work have influenced, stimulated or been ignored by others. This is the first book on Caribbean language studies to include original sections on language in education, speakers' behaviour in informal discourse and language structure. Based on sound linguistic scholarship, the thirteen chapters are organized in three sections: Pedagogical and Sociological; Structure; and Discourse. Caribbean linguists have long been concerned that the findings of scholars in this field have been inaccessible to teachers and others interested in linguistics in the Caribbean. This book is geared for a wide audience, including school teachers, university students and teachers of linguistics in the Caribbean and the United States, and researchers on Creole languages.

*International Handbook of Behavior Modification and Therapy* - Alan S. Bellack 2012-12-06

The rapid growth of behavior therapy over the past 20 years has been well documented. Yet the geometric expansion of the field has been so great that it deserves to be recounted. We all received our graduate training in the mid to late 1960s. Courses in behavior therapy were then a rarity. Behavioral training was based more on informal tutorials than on systematic programs of study. The behavioral literature was so circumscribed that it could be easily mastered in a few months of study. A mere half-dozen books (by Wolpe, Lazarus, Eysenck, Ullmann, and Krasner) more-or-less comprised the behavioral library in the mid-1960s. Seminal works by Ayllon and Azrin, Bandura, Franks, and Kanfer in 1968 and 1969 made it only slightly more difficult to survey the field. Keeping abreast of new developments was not very difficult, as Behaviour Research and Therapy and the Journal of Applied Behavior Analysis were the only regular outlets for behavioral articles until the end of the decade, when Behavior Therapy and Behavior Therapy and Experimental Psychiatry first appeared. We are too young to be maudlin, but "Oh for the good old days!" One of us did a quick survey of his bookshelves and stopped counting books with behavior or behavioral in the titles when he reached 100. There were at least half again as many behavioral books without those words in the title.

*English as a Global Language* - David Crystal 2012-03-29

Written in a detailed and fascinating manner, this book is ideal for general readers interested in the English language.

**International Handbook of Bilingualism and Bilingual Education** - Christina Bratt Paulston 1988

This handbook introduces a theoretical framework for the situations of language maintenance and shift in which bilingual education is found. It also provides a series of case studies of bilingualism or multilingualism within nation-states.

*Deaf Education and Challenges for Bilingual/Multilingual Students* - Musyoka, Millicent Malinda 2022-01-07

Biliteracy, or the development of reading, writing, speaking, listening, and thinking competencies in more than one language, is a complex and dynamic process. The process is even more challenging when the languages used in the literacy process differ in modality. Biliteracy development among deaf students involves the use of visual languages (i.e., sign languages) and auditory languages (spoken languages). Deaf students' sign language proficiency is strongly related to their literacy abilities. The distinction between bilingualism and multilingualism is critical to our understanding of the underserved, the linguistic deficit, and the underachievement of deaf and hard of hearing (D/HH) immigrant students, thus bringing the multilingual and immigrant aspect into the research on deaf education. Multilingual and immigrant students may face unique challenges in the course of their education. Hence, in the education of D/HH students, the intersection of issues such as biculturalism/multiculturalism, bilingualism/multilingualism, and immigration can create a dilemma for teachers and other stakeholders working with them. *Deaf Education and Challenges for Bilingual/Multilingual Students* is an essential reference book that provides knowledge, skills, and dispositions for teaching multicultural, multilingual, and immigrant deaf and hard of hearing students globally and identifies the challenges facing the inclusion needs of this population. This book fills a current gap in educational resources for teaching immigrant, multilingual, and multicultural deaf students in learning institutions all over the world. Covering topics such as universal design for learning, inclusion, literacy, and language acquisition, this text is crucial for classroom teachers of deaf or hard of hearing students, faculty in deaf education programs, language instructors, students, pre-service teachers, researchers, and academicians.

**African American, Creole, and Other Vernacular Englishes in**

**Education** - John R. Rickford 2013

This comprehensive bibliography provides more than 1600 references to publications from the past half century on education in relation to African American Vernacular English, English-based pidgins and creoles and other vernacular Englishes, with accompanying abstracts for many.

**The Haitian Creole Language** - Arthur Kean Spears 2012-09

The Haitian Creole Language is the first book dealing with the central role of Creole in Haiti and the Haitian diaspora, especially in the United States. Dispelling myths about Creole, with discussions of Haitian and Haitian Creole history, it provides a foundation for educators, service providers, policy makers, social scientists, and language and literature scholars to understand Creole in its historical, social, political, educational, and economic developmental contexts.

*Resources in Education* - 1994-08

*Creole Composition* - Vivette Milson-Whyte 2019-08-13

Creole Composition is a collection featuring essays by scholars and teachers-researchers working with students in/from the Anglophone Caribbean. Arising from a need to define what writing instruction in the Caribbean means, Creole Composition expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region. To this end, it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students. It features chapters addressing language, approaches to teaching, assessing writing, administration, and research in postsecondary education as well as professionalization of writing instructors in the region. Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction; other chapters seek to reform these traditional practices. Some chapters' interventions emerge from discussions in writing studies while other chapters reflect their authors' primary training in other fields, such as applied linguistics, education, and literary studies. Additionally, the chapters use a variety of styles and methods, ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format. Creole Composition, the first of its kind in the region, provides much-needed knowledge to the community of teacher-researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition, writing studies, and academic literacies. In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region, the collection advances the broader field of writing studies beyond national boundaries. Contributors include Tyrone Ali, Annife Campbell, Tresecka Campbell-Dawes, Valerie Combie, Jacob Dyer Spiegel, Brianne Jaquette, Carmeneta Jones, Clover Jones McKenzie, Beverley Josephs, Christine E. Kozikowski, Vivette Milson-Whyte, Kendra L. Mitchell, Raymond Oenbring, Heather M. Robinson, Daidrah Smith, and Michelle Stewart-McKoy.

*Longman Dictionary of Language Teaching and Applied Linguistics* - Jack C. Richards 2013-11-04

This best-selling dictionary is now in its 4th edition. Specifically written for students of language teaching and applied linguistics, it has become an indispensable resource for those engaged in courses in TEFL, TESOL, applied linguistics and introductory courses in general linguistics. Fully revised, this new edition includes over 350 new entries. Previous definitions have been revised or replaced in order to make this the most up-to-date and comprehensive dictionary available. Providing straightforward and accessible explanations of difficult terms and ideas in applied linguistics, this dictionary offers: Nearly 3000 detailed entries, from subject areas such as teaching methodology, curriculum development, sociolinguistics, syntax and phonetics. Clear and accurate definitions which assume no prior knowledge of the subject matter helpful diagrams and tables cross references throughout, linking related subject areas for ease of reference, and helping to broaden students' knowledge The Dictionary of Language Teaching and Applied Linguistics is the definitive resource for students.

*Language and Identity* - Paul Chamness Miller 2022-01-01

Language and Identity is the third volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, John L. Watzke, and Miguel Mantero, volume three sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and identity in several thematic sections: discourse, culture, identity in the professions, policy, pedagogy, and the learner. A resource

for scholars and students, *Language and Identity*, represents the latest scholarship in new and emergent areas of inquiry.

**Teaching Language and Literacy** - Dennis R. Craig 1999

**Language of Inequality** - Nessa Wolfson 1985

*CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE* brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

**The Handbook of Bilingualism** - Tej K. Bhatia 2008-04-15

The Handbook of Bilingualism provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

**Language Planning and Policy** - Anthony Liddicoat 2007-01-01

While literacy has always been central to language planning work, there are fewer studies which focus primarily on literacy as a language planning activity. This volume investigates the complex issues and social and political pressures relating to literacy in a variety of language planning contexts around the world.

**Dialects, Englishes, Creoles, and Education** - Shondel J. Nero 2006

Brings together a multiplicity of voices on the complex politics, challenges, and strategies of educating students - in North America and worldwide - who are speakers of diverse or nonstandard varieties of English, and hybrid varieties of English, such as African American Vernacular English, Caribbean Creole English, Tex Mex, among others.

**Language and Literacy (RLE Linguistics C: Applied Linguistics)** - Michael Stubbs 2014-01-10

Despite a vast amount of study, literacy is still a very confused topic, which requires the integration of findings from different areas. Reading and writing are psychological skills, but they are also linguistic skills (since people read and write meaningful language) and social skills (since written language serves particular functions in different societies). In this book Michael Stubbs provides a basis for a sociolinguistic theory of literacy. He believes that a systematic theory of literacy must be based on an understanding of a number of factors, such as the relationship between written and spoken language, including how English spelling works and how it is related to spoken English. Also of paramount importance are the social, educational and technological pressures on written language, which are particularly powerful in the case of an international language like English; the social and communicative functions which written language serves - largely administrative and intellectual functions; and the variability of spoken language and the relative uniformity of written language. The book also discusses the arguments behind deprivation theory as an explanation of educational failure. Reading failure is not well understood, but the author stresses that a vital element is the attitude of teachers towards the child's language. He emphasizes that it is important that teachers should understand as much as possible about the relationship between written language and the child's spoken language. Such understanding, he argues, can only increase tolerance of regional, social and ethnic diversity in language.

**Pacific Pidgins and Creoles** - Darrell T. Tryon 2004-01-01

*Pacific Pidgins and Creoles* discusses the complex and fascinating history of English-based pidgins in the Pacific, especially the three closely related Melanesian pidgins: Tok Pisin, Pijin, and Bislama. The book details the central role of the port of Sydney and the linguistic synergies between Australia and the Pacific islands in the late 18th and early 19th centuries, the role of Pacific islander plantation labor overseas, and the differentiation which has taken place in the pidgins spoken in the Melanesian island states in the 20th century. It also looks at the future of Pacific pidgins at a time of increasing vernacular language endangerment.

**International Collaborations in Literacy Research and Practice** - Cynthia B. Leung 2014-01-01

Literacy researchers and educators are currently involved in exciting international literacy projects. However, many in the field are not aware of these initiatives. In compiling this edited volume, our intent is to provide a resource book for university instructors and research faculty with examples of international literacy projects and what was learned from the projects. Chapter contributors offer stories of real people who collaborate across nations to exchange ideas, promote literacy development, and increase global understandings. The literacy initiatives presented in this book show how literacy colleagues have provided opportunities for students and educators of different countries to communicate in meaningful ways. Through international literacy projects and research, participants work to forge relationships based on mutual respect, despite their differing cultures and languages. They see their work as based on the mutual connectedness to the human community.

**Sociolinguistics and Language Teaching** - Sandra Lee McKay 1996

This text provides an introduction to the field of sociolinguistics for second and foreign language teachers. This book provides an introduction to the field of sociolinguistics for second and foreign language teachers. Chapters cover the basic areas of sociolinguistics, including regional and social variations in dialects, language and gender, World English, and intercultural communication. Each chapter has been specially written for this collection by an individual who has done extensive research on the topic explored. This is the first introductory text to address explicitly the pedagogical implications of current theory and research in sociolinguistics. The book will also be of interest to any teachers with students from linguistically diverse backgrounds.

**One Child, Two Languages** - Patton O. Tabors 2008

Practical, engaging guide to helping early childhood educators understand and address the needs of English language learners.

**International Deficit Thinking** - Richard R. Valencia 2019-12-20

*International Deficit Thinking: Educational Thought and Practice* explores the incontrovertible reality of the persistent and pervasive academic achievement gap in many countries between marginalized students (primarily of color) and their economically advantaged White counterparts. For example, *International Deficit Thinking* discusses the cases of low-socioeconomic Black and Mexican American students in the United States, Indigenous Māori students in New Zealand, and immigrant Moroccan and Turkish pupils in Belgium. The predominant theoretical perspective that has been advanced to explain the school failure of marginalized students is the deficit thinking paradigm—a parsimonious, endogenous, and pseudoscientific model that blames such students as the makers of their own school failure. Deficit thinking asserts that the low academic achievement of many marginalized students is due to their limited intellectual ability, poor academic achievement motivation, and being raised in dysfunctional families and cultures. Drawing from, in part, critical race theory, systemic inequality analysis, and colonialism/postcolonialism, award-winning author and scholar Richard R. Valencia examines deficit thinking in education in 16 countries (e.g., Canada; Peru, Australia; England; India; South Africa). He seeks to (a) document and debunk deficit thinking as an interpretation for school failure of marginalized students; (b) offer scientifically defensible counternarratives for race-, class-, language-, and gender-based differences in academic achievement; (c) provide suggestions for workable and sustainable school reform for marginalized students.