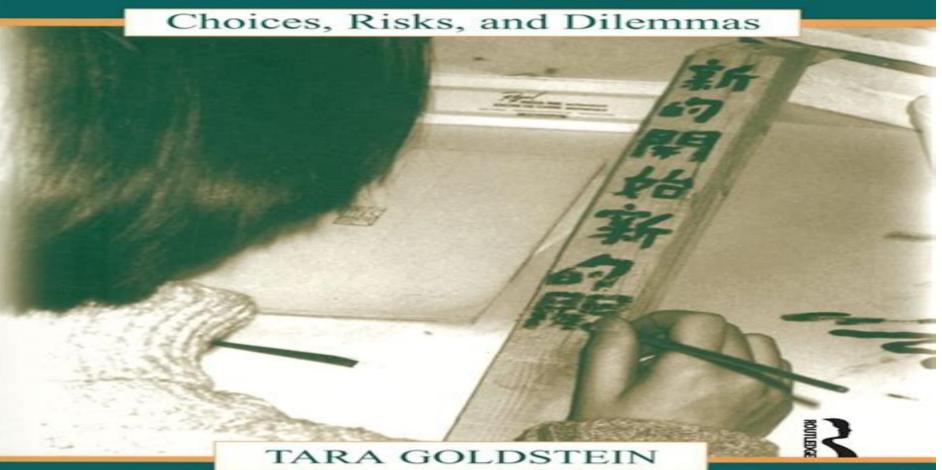
TEACHING AND LEARNING IN A MULTILINGUAL SCHOOL



Teaching And Learning In A Multilingual School Choices Risks And Dilemmas

Tara Goldstein, Gordon Pon, Timothy Chiu, Judith Ngan

Teaching And Learning In A Multilingual School Choices Risks And Dilemmas:

Teaching and Learning in a Multilingual School Tara Goldstein, Gordon Pon, Timothy Chiu, Judith Ngan, 2003-01-30 In depth portrayal and discussion of dilemmas choices and risks teachers and students must negotiate in a multilingual school Based on a Canadian study but applicable for all teachers working with linguistically and culturally diverse students

Teaching and Learning in a Multilingual School Tara Goldstein, In depth portrayal and discussion of dilemmas choices and risks teachers and students must negotiate in a multilingual school Based on a Canadian study but applicable for all teachers working with linguistically and culturally diverse students Teaching and Learning in a Multilingual School Tara Goldstein, Gordon Pon, Timothy Chiu, Judith Ngan, 2003-01-30 Teaching and Learning in a Multilingual School Choices Risks and Dilemmas is for teachers and teacher educators working in communities that educate children who do not speak English as a first language At the center of the book are findings from a four year critical ethnographic case study of a Canadian high school with a large number of emigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about responded to and negotiated the issues and dilemmas that arose The solutions and insights they derived from their experiences of working across linguistic cultural and racial differences will be extremely valuable to educators in other locales that have become home to large numbers of immigrant families. The book is designed to help readers think about how the issues and dilemmas in the case study manifest themselves in their own communities and how to apply the insights they gain to their own teaching and learning contexts Each chapter includes four components an excerpt from the ethnographic study an analytic commentary on the ethnographic text drawn from a variety of theoretical perspectives and academic disciplines including interactionist sociolinguistics language minority education English as a Second Language education critical literacy anti racist education and critical teacher education a pedagogical discussion and suggestions for further reflection and discussion The book features the use of ethnographic play writing to engage readers with the issues that arise in multicultural multilingual schools The author's play Hong Kong Canada is included in its entirety and is used to stimulate further discussion of the issues raised in each of the chapters Although it is organized around two different kinds of schooling dilemmas of speech and silence and dilemmas of discrimination everyday dilemmas of curriculum and assessment are also discussed throughout the book A methodological discussion of the choices the author made while designing conducting and writing up the critical ethnographic case study makes the book useful in qualitative research methodology courses A set of strategies and activities is provided for helping students develop English oral presentation skills Boys, Girls, and the Myths of Literacies and Learning Roberta F. Hammett, Kathy Sanford, 2008-03-28 This timely and authoritative book provides a critique and deconstructs the myths that serve to uphold the current moral panic around boys supposed failures in literacy and diminished chances of success Readers are asked to look beyond simple gender binarism to see different more complex and often more egregious categorizations of students in their classrooms

other than the simplistic male female categories and begin to question and address some of those issues poverty racism violence environment and more complex issues of gender patriarchy and hegemony The authors suggest different ways of teaching literacies to both boys and girls and propose that while solutions are not simple they are critically important in promoting positive educational experiences for all students regardless of gender class culture race or sexual orientation

Cambridge Guide to Second Language Teacher Education Anne Burns, Jack C. Richards, 2009-03-23 This collection provides an overview of current issues debates and approaches in Second Language Teacher Education SLTE presented by internationally prominent researchers educators and emerging scholars Chapters address such issues as distance education non native English speaking educators technology assessment standards and the changing contexts of contemporary language teaching and teacher education Pierre Bourdieu and Literacy Education James Albright, Allan Luke, 2010-04-26 In this volume scholars from around the world focus on how a Bourdieusian stance can enable a powerful socicultural and cultural analysis of literacy education theory and practice and serve as an effective tool in analyzing relations of hierarchy and domination Pierre Bourdieu and Literacy Education is intended for researchers practitioners and graduate students in literacy education sociology of education and curriculum theory and as a text for advanced courses in The Hopes and Experiences of Bilingual Teachers of English Melinda Kong, 2018-07-20 In this age of these areas internationalisation of higher education many bilingual teachers from non English speaking contexts pursue their postgraduate degrees in English speaking countries Most programmes focus on providing content knowledge to them while neglecting their investments Furthermore not much attention is given to what these bilingual teachers expect to gain from studying abroad as well as their lived experiences and identity construction both inside and outside the classroom in English speaking countries and when they return home Nevertheless these dimensions are crucial to their growth as teachers and users of English This book explores these neglected aspects through case studies of bilinguals from various backgrounds Through these case studies the book examines the hopes struggles and adaptation of bilinguals It provides insights into what international students should realistically expect when studying overseas and how to empower bilingual teachers users and learners of English **English Language Teaching Materials** Nigel Harwood, 2010-03-22 This volume presents a union of theoretical and practical pedagogical perspectives on materials design and development The Methodological Dilemma Revisited Kathleen Gallagher, 2018-04-17 In The Methodological Dilemma Revisited authors examine what in their research processes has given pause thwarted the process of seamless productivity or stalled the easy research output but has instead insisted upon a deeper analysis This resistance of the expedient explanation has consequences both for the research topics under study and the ways in which qualitative research is conducted in a globalized era of deepening social inequality The book is pedagogical in its orientation and reflects upon the politics of knowledge construction Working with queer and minoritized youth communities and other precarious publics the authors convey their relationships to groups they are inside

or outside of or allied with posing ethical questions about research designs and worldviews Themes such as representation refusal and resistance of hegemonies are nuanced by investigations into the ethical practical and scholarly dimensions of the turn toward collaboration in qualitative inquiry Other chapters examine the place value and concerns of aesthetic representation of qualitative research Finally the authors consider issues of criticality in research and the concepts of compassion and humility This book contains contributions from some of the most imaginative qualitative researchers making the most of their research dilemmas in order to reflect upon the challenges and resistances they encounter in the work of **The Methodological Dilemma** Kathleen Gallagher, 2008-05-19 Pt 1 Representation and contexts pt 2 Representation and relationships pt 3 Representation and bodies Culturally and Linguistically Diverse Classrooms Jennifer Miller, Alex Kostogriz, Margaret Gearon, 2009-10-20 A critical reality of contemporary education in a globalised world is the growing cultural racial and linguistic diversity in schools and the issues involved in educating increasing numbers of students who are still learning the dominant language This poses extraordinary challenges for second and foreign language teachers in many countries where such students must engage with the mainstream curriculum in a new language What do these increasingly plurilingual and multicultural classrooms look like And how do language teachers address the challenges of such diverse classrooms This book brings together a group of well recognised language education scholars who present their research in a range of international settings They focus on the key areas of pedagogy language policy and curriculum and exemplify new research directions in the field **Rethinking Languages Education** Ruth Arber, Michiko Weinmann, Jill Blackmore, 2020-11-26 Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory applied linguistics and education The contributors interrogate innovative and recent thinking and broach controversies about the theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty first century classrooms Crucially Rethinking Languages Education explores established understandings about language culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change and the politics of language culture and identity Rethinking Languages Education focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts The response to these questions is multi layered and takes into account the complex interactions between policy curriculum and practice as well as their contention and implementation In doing so this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages TESOL and EAL D education It includes diverse discussions around practice and addresses issues of the dominance of prestige Languages programs for minority and heritage languages as well as discussing controversies about the current provision of English and Languages programs around the world **Sociolinguistics and** Language Education Nancy H. Hornberger, Sandra McKay, 2010 This book provides an up to date overview of

sociolinguistics including topics of nationalism and popular culture style and identity creole languages critical language awareness multimodal literacies classroom discourse ideologies and power across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization The Multilingual Turn Stephen May, 2013-07-24 Drawing on the latest developments in bilingual and multilingual research The Multilingual Turn offers a critique of and alternative to still dominant monolingual theories pedagogies and practices in SLA TESOL and bilingual education Critics of the monolingual bias argue that notions such as the idealized native speaker and related concepts of interlanguage language competence and fossilization have framed these fields inextricably in relation to monolingual speaker norms In contrast these critics advocate an approach that emphasizes the multiple competencies of bi multilingual learners as the basis for successful language teaching and learning This volume takes a big step forward in re situating the issue of multilingualism more centrally in applied linguistics and in so doing making more permeable its key sub disciplinary boundaries particularly those between SLA TESOL and bilingual education It addresses this issue head on bringing together key international scholars in SLA TESOL and bilingual education to explore from cutting edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory pedagogy and practice in each of these fields

Teaching the Arts to Engage English Language Learners Margaret Macintyre Latta, Elaine Chan, 2010-12-20 Written for prospective and practicing visual arts music drama and dance educators Teaching the Arts to Engage English Language Learners offers guidance for engaging ELLs alongside all learners through artistic thinking By paying equal attention to visual art music drama and dance education this book articulates how arts classrooms can create rich and supportive contexts for ELLs to grow socially academically and personally The making and relating perceiving and responding and connecting and understanding processes of artistic thinking create the terrain for rich curricular experiences These processes also create the much needed spaces for ELLs to gain communicative practice skill and confidence Special features include generative texts such as films poems and performances that function as springboards for arts educators to adapt according to the needs of their classroom teaching tips formative assessment practices and related instructional tables and resources an annotated list of internet sites reader friendly research articles and instructional materials and a glossary for readers reference Ideas That Changed Literacy Practices Dennis Sumara, Donna E. Alvermann, 2021-10-29 A 2022 SPE Outstanding Book Award Winner How do ideas change practices and people In Ideas That Changed Literacy Practices 32 influential scholars in literacy education get personal about how they have worked on ideas and how those ideas have worked on them Together the essays offer never before revealed personal histories of the authors published writing about ideas that have shaped the field of literacy education As a collection the essays highlight some of the major themes that have guided and changed literacy practices over the last few decades They also offer a rare glimpse into the complex ways histories of research emerge alongside personal and political influences on policy and practice The volume includes an

introductory chapter by Sumara and Alvermann in which they detail the processes they used in creating a context for the significance of this work They begin with the premise that most literacy scholars rarely if ever reveal their personal and intellectual investments in ideas that have animated their research and other scholarly endeavors. That this observation range true for all of the contributors was evidenced in their responses to the invitation For example some replied by saying this was the most exciting project they had engaged in because it required reflection on what motivated them to write the requested 3 500 word essay others mentioned they were looking forward to reading what their peers would share Ideas That Changed Literacy Practices is a unique collection of autobiographical essays that situates literacy learning and teaching in a rich context of personal and professional knowledge that highlights and celebrates the vibrant complexities of the field of literacy education It is a unique and valuable resource for researchers and educators whether in K 12 or higher education Perfect for courses such as Introduction to Literacy Research Literacy Research and Methods Language Literacy and Culture Literacy Policy and Practice Narrative Research Interpretive Inquiry Research Methods in Education Foundations of Literacy Education Research Methods in Language and Literacy Popular Culture in Literacy Classrooms New and Digital Literacies History of Literacy Practices Educational Philosophy Reading and Language Arts Critical Theory Poststructuralism Digital Media Education Creative Writing Politics of Literacy Working with Gifted English Language Learners Michael S. Matthews, 2006 This book guides educators toward identifying gifted students in this population including a look at nonverbal and Spanish language testing and gives advice for integrating these students into the gifted program Educational Resource

Language Learning in New English Contexts Rita Elaine Silver, Lubna Alsagoff, Christine C M Goh, 2011-10-27 This edited volume is dedicated to the exploration of English language acquisition and development outside of the largely monolingual environments of North America the United Kingdom and Australia Specifically the studies investigate different facets of English language learning in Singapore and uses this experience to forge connections with other New English contexts Using empirical data drawn from a range of language classrooms the contributors emphasise the place of education within a global framework of English language learning In so doing they examine economic social and political factors influencing language education and present a refreshingly global perspective on English language acquisition This comprehensive examination of language learning in New English contexts will be of interest to researchers in applied linguistics and world Englishes

The Handbook of Educational Linguistics Bernard Spolsky, Francis M. Hult, 2010-02-01 The Handbook of Educational Linguistics is a dynamic scientifically grounded overview revealing the complexity of this growing field while remaining accessible for students researchers language educators curriculum developers and educational policy makers A single volume overview of educational linguistics written by leading specialists in its many relevant fields Takes into account the diverse theoretical foundations core themes major findings and practical applications of educational linguistics Highlights the multidisciplinary reach of educational linguistics Reflects the complexity of this growing field whilst remaining accessible to a

wide audience Language Practices of Migrant Youth Louisa Willoughby,2017-12-06 This ground breaking research explores language maintenance and shift focusing on a school community Following students language practice inside and outside of school the author offers a full picture of students multilingual practices and their role in shaping identity Using case studies of eight girls from Vietnamese and Cambodian backgrounds the book draws on data from questionnaires interviews and ethnographic observation to bring these language practices to life It explores the place of heritage languages English and other languages in the girls repertoires and investigates the role they see for these languages in their lives A key focus of the book is the role of the school environment in shaping students repertoires and unfolding sense of ethnic identity both directly through formal instruction and indirectly through its ethos and social composition It provides practical suggestions on the basis of extensive research for how schools can negotiate some of the challenges of catering to a multiethnic population Essential reading for anyone researching migrant language practice sociolinguistics or multicultural education

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