

TEACHING CARIBBEAN STUDENTS

Research on Social Issues
In the Caribbean and Abroad

Tony Bastick and Austin Ezenne

Teaching Caribbean Students

S. Joel Warrican



Teaching Caribbean Students:

Teaching Caribbean Students Tony Bastick, Maxine Henry-Wilson, Austin Ezenne, 2003-03-01 The foresights of the editors and the rigorous research of the authors have come together to provide us with this invaluable publication. Interwoven in the issues and findings of the research essays in this collection are two recurring themes: the identification of challenges posed in preparing Caribbean students to be positive actors in the new global network and the isolation of challenges posed in developing these global relations. Over recent years many of our teachers in the Caribbean have been recruited to work in metropolitan centres in North America and Europe. In many instances they have been placed in the centres with Caribbean communities. These teachers can therefore benefit from the findings of these research papers and better deal with the patterns of language use, crises, identification and other unique situations faced by our students abroad. The content of this publication should therefore be a must read for all our teachers to give them new insights and direct information on what they are confronting and what approaches they need to take. Maxine Henry Wilson MP Minister for Education, Youth and Culture Jamaica.

Teaching Language and Literacy to Caribbean Students Dennis R. Craig, 2006. In many parts of the world there are situations where the majority of the people speak a vernacular which differs significantly in grammar and idiom from the official language with which it coexists but nevertheless share the majority of a common vocabulary. This is the case in the Caribbean where childhood speakers of English-based Creole languages have significant difficulty in acquiring Standard English and literacy in English. However, pedagogical approaches to the plight of such children have not achieved a generally accepted theoretical position and have lacked consistency over the years, resulting in a high level of educational failure in the children. This book uses the English-speaking Caribbean as a case study in its presentation of a rational theoretical framework for classroom procedures in language and literacy teaching. It provides suggestion for the kind of detailed syllabi that need to be implemented at the primary, immediate post primary and the secondary levels of schooling but goes beyond that with end of chapter notes, questions and even suggestions for practical study and research activities. *Teaching Language and Literacy* is ideally suited to be used as a textbook for intending as well as practising teachers of language and literacy as well as language educators, students generally at both undergraduate and graduate levels. Although the book focuses on the English-speaking Caribbean, it will have relevance in similar vernacular situations where English is an official language, most notably in parts of North America and Britain where there are significant migrant populations from the Caribbean but also in African American communities of the USA where Black English is the everyday norm of speech.

Teaching Language & Literacy to Caribbean Students Dennis R. Craig, 2006

Hard Words S. Joel Warrican, 2005. Throughout the Caribbean there is concern about the standard of writing among students. This concern is verbalized in numerous reports from the Caribbean Examination Council (CXC) on students' performance in English in their certification examinations. *Hard Words* offers solutions to this problem by exploring the

effects of English based Creole on students writing and by promoting reading as powerful tool that can assist students and teachers in the classroom Existing studies of adolescents leisure reading rarely afford the opportunity to observe them engaging with reading material over an extended period In *Hard Words* the author uses observations and in depth interviews to gauge students reaction to different reading material reading related activities and streaming This study is unique in its provision of a programme to promote a culture of leisure reading as well as a mechanism for assessing the relationship between reading for pleasure and writing It also offers insights into students thoughts about reading their preference of reading materials and activities that can be used to encourage them to read more Through the use of figures tables samples of students writing and useful references the book provides a valuable source of teaching strategies for Caribbean Students in classrooms both within and outside the Caribbean

Great Teachers Barbara Bruns, Javier Luque, 2014-10-28 This book analyzes teacher quality in Latin America and the Caribbean which is the key to faster education progress Based on new research in 15 000 classrooms in seven different countries it documents the sources of low teacher quality and distills the global evidence on practical policies that can help the region produce great teachers

Great Teachers Barbara Bruns, 2014

Teaching Multicultural Students Alex Moore, 2003-10-04 Offers suggestions for making classroom and teaching practice more effective for bilingual and bidialectical pupils Case studies are used which give voice to student and practising teacher perspectives which are often unheard This book will help teachers develop practice that combats actual exclusion and the symbolic exclusion that some multicultural students experience

Teaching Postcolonial Environmental Literature and Media Cajetan Iheka, 2021-12-28 Provides strategies for teaching postcolonial environmental literature by writers from the Global South and indigenous peoples Topics and approaches include environmental justice queer ecofeminism animal studies migration anticolonialism petrofiction sea level rise environmental humanities and environmental justice organizations Works from Africa Latin America East Asia and the Caribbean are discussed

The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of Immigrant Students from the Commonwealth Caribbean Wendy P. Hope, 2005 This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960 s the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they

speaking and that used in American schools as well as the cultural differences between the culture of home and school. American. This mishandling and incorrect assessment of immigrants from the British Commonwealth Islands is most likely due to false assumptions made about the language they speak. Since English is the official language of these islands, the population of persons originating from them is assumed to consist of English speakers. Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies. In these nations, English is most likely reserved for official domains in government and education, while a patois is most likely the language of home, church, and friends. The linguistic situation is further complicated by the many varieties of dialect that exist. These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to the English spoken in countries where English is the native language. For a significant segment of the population, students are a by-product of the degree and quality of the education that they have received in their homeland. However, many have not attended school on a regular basis or have attended schools that are not well equipped or staffed, resulting in their not acquiring the necessary skills to do academic work in English as required in American schools. It is this population of students in a school located in Brooklyn, New York, that the study of teachers' beliefs, perceptions, and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon. This is an insightful and thought-provoking examination of middle school students in the Buxton Intermediate School. The purpose of this study, as stated by the author, is to examine teachers' practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools. Nonetheless, the study goes beyond its goal, informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment. To reach its goal, Dr. Wendy Hope studied a class of newly arrived students from Jamaica, Guyana, Trinidad and Tobago, and Barbados, as well as other Caribbean islands. It was part of a transitional program. This was a self-contained class taught for most of the day by one teacher who was also a Caribbean native, Ms. Jackson. Nonetheless, students also went to other classes such as mathematics, gym, music, and careers taught by other teachers. By examining the teaching practices of these educators who work with Caribbean students within this transitional program, issues of race, power, pedagogy, hegemony, cultural conflict, language, and more emerged to reveal that oftentimes well-intended and hard-working teachers employ approaches that are counterproductive to their goals, namely the education of their students. Two frameworks, one drawn from Henry Giroux's 1993 theory of Border Crossings and a second, Jim Cummins' 1993 theoretical framework for intervention, Empowering Minority Students, were employed. Both paradigms, although distinctively different, consider issues of power between students and teachers, schools, and the minority community and institutional structures impacting negatively on students. Furthermore, pedagogical issues stemming from a dominant-subordinate relationship that include use of the minority students' language and culture are addressed. The study is beyond the

purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their childrens education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

Achieving Inclusive Education in the Caribbean and Beyond Stacey N. J. Blackman, Dennis A. Conrad, Launcelot I. Brown, 2019-05-28 This book offers an international perspective of philosophical conceptual and praxis oriented issues that impinge on achieving education for all students It sheds light on the historical systemic structural organizational and attitudinal barriers that continue to be antithetical to the philosophy and practice of inclusive education within the Caribbean The first section of the book examines how globalized views of inclusion informed by philosophical ideas from the North have influenced and continue to influence the equity in education agenda in the region The second section considers how

exclusion and marginalization still occur across selected Caribbean islands. It provides both quantitative and qualitative data about the nature and experience of exclusion in selected Caribbean islands, the UK and USA. The third section tackles the practical realities of transforming education systems in the Caribbean for inclusion. In particular, it identifies teacher practices as the main site of interrogation that needs to be tackled if inclusion is to be successful. The fourth and final section examines the contribution of principals and exemplars to the development and advocacy for inclusive education. It discusses how educational leadership is understood as well as the role of school principals in making inclusion a reality in schools, the challenges experienced and the qualities of education leaders.

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