

# TEACHING CARIBBEAN STUDENTS

Research on Social Issues  
In the Caribbean and Abroad

Tony Bastick and Austin Ezenne

# Teaching Caribbean Students

**Allison Skerrett**



## 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 education 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

**Teaching Multiculturalized 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 multiculturalized 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

Great Teachers Barbara Bruns, 2014

**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 speak 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 is 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 s and culture are addressed 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 children s 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

**How to Teach Students Who Don't Look Like You** Bonnie M. Davis, 2012-07-18 Engage diverse learners in your classroom with culturally responsive instruction How to Teach Students Who Don t Look like You helps educators recognize the impact that culture has on the learning process The term diverse learners encompasses a variety of student groups including homeless children migrant children English language learners children experiencing gender identity issues children with learning disabilities and children with special needs This revised second edition reflects the latest trends in education and includes new coverage of standards based culturally responsive lesson planning and instruction differentiated instruction RTI and the Common Core

State Standards Bonnie M Davis helps all educators Tailor instruction to their own unique student population Reflect on their own cultures and how this shapes their views of the world Cultivate a deeper understanding of race and racism in the U S Create culturally responsive instruction Understand culture and how it affects learning How to Teach Students Who Don't Look like You provides crucial strategies to assist educators in addressing the needs of diverse learners and closing the achievement gap This book fires up educators by speaking from the soul to reach the heart from the research to engage the mind and from the skillful hand to build the necessary expertise Peggy Dickerson Professional Service Provider Region XIII Texas Education Service Center Austin TX The vignettes and classroom situations help the reader understand how race plays out in our society and in our classrooms Dr Davis takes on a very volatile topic and is able to engage the reader without offending The examples vignettes cases and stories will hook the readers just as they did me Once I began reading the book I could not put it down Ava Maria Whittemore Minority Achievement Coordinator Frederick County Public Schools MD

**Teaching Transnational Youth—Literacy and Education in a Changing World** Allison Skerrett, 2015 This is the first book to specifically address the needs of transnational youth a growing population of students who live and go to school across the United States and other nations including Mexico and different Caribbean islands The author describes a coherent approach to English language arts and literacy education that supports the literacy learning and development of transnational students while incorporating these students unique experiences to enrich the learning of all students Drawing from exemplary teachers classroom practice and research based approaches the book demonstrates how teachers can engage with transnationalism to reap the unique and significant benefits this phenomenon presents for literacy education These benefits include a deeper appreciation of cultural and linguistic diversity an increased awareness of world citizenship and the development of globally informed ways of reading writing investigating and thinking Book Features Describes a comprehensive approach to literacy education that is more inclusive productive and powerful for all students Shows teachers how attending to transnationalism can fit within and enhance the work they already do with all of their students Includes learning activities that align with best practices for building multicultural multilingual and other forms of border crossing knowledge and skills Includes specific strategies teachers can use to address the unique challenges that transnationalism poses such as extended absences from the classroom Allison Skerrett shows in this book that teachers can mitigate harm through specific choices in their teaching by viewing difference as a resource that is available to a greater degree when we are fortunate enough to have transnational students in our classrooms Randy Bomer Professor and Chair Curriculum and Instruction The College of Education University of Texas at Austin This well researched and engagingly written book brilliantly illuminates the often hidden or sorely misunderstood life and schooling experiences of transnational youth It is a primary text for courses on literacy theories and practices and fills a critical gap in how we conceptualize and implement literacy instruction for all youth Jabari Mahiri professor of education UC Berkeley

**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 *Learning, Teaching, and Community* Lucinda Pease-Alvarez, Sandra R. Schecter, 2006-04-21 This volume brings together established and new scholarly voices to explore how participatory and situated approaches to learning can contribute to educational innovation The contributors critical examinations of educational programming and engagements provide insights into how educators youth families and community members understand and enact their commitments to diversity and equitable access Collectively these essays complicate notions of community alerting readers to ways in which community can be constructed other than in geographical and ethnoracial terms as alliances and collaborations of individuals joining together to accomplish or negotiate shared agendas The focus on agency combined with social context a dialectic to which all of the authors speak enlarges and invigorates our sense of what is pedagogically possible in societies characterized by diversity and flux Part I Linking Pedagogy to Communities focuses on dynamic initiatives where practitioners collaborate with community members and other professionals as they acknowledge and build on the cultural linguistic and intellectual resources of ethnic minority students and their communities Part II Professional Learning for Diversity centers on the authors experiences in facilitating opportunities for working with prospective and practicing teachers to develop situated pedagogies highlighting both the challenges that emerge and the transformations that occur Part III Learning in Community and Community in Learning illustrates how educational innovation can extend beyond the realm of schools and classrooms by elucidating ways in which individuals construct learning venues in out of school settings Learning Teaching and Community Contributions of Situated and Participatory Approaches to Educational Innovation is a compelling and timely text ideally suited for courses focused on teacher education and development informal learning equity and education multilingual and multicultural education



language and culture educational foundations and school reform educational restructuring and will be equally of interest to faculty researchers and professionals in these areas

**Teaching and Studying Transnational Composition** Christiane Donahue, Bruce Horner, 2022-11-18 Transnational composition is a site for engaging with difference across populations economies languages and borders and for asking how cultures languages and national imaginaries interanimate one another Organized in three parts the book addresses the transnational in composition in scholarship teaching and administration It brings together contributions from institutional geopolitical and cultural contexts ranging across North America Europe Latin America Africa the Middle East Asia and the Caribbean and covers writing in English Chinese multiple European languages Latin American Spanish African and West Indian Creoles and Guianan French Exploring the relationship among transnational international global and translingual approaches to composition while complicating the term composition itself essays draw on theories of border work mobility liminality cross border interaction center periphery contours superdiversity and transnational rhetoric and address among other topics models of cognitive processing principles of universal design and frames of critical literacy awareness

*Innovative Trends in Flipped Teaching and Adaptive Learning* Sein-Echaluce, María Luisa, Fidalgo-Blanco, Ángel, García-Peñalvo, Francisco José, 2019-05-15 Understanding new educational innovations is essential for the improvement of the training and learning process In order to effectively implement these new tools in the classroom teachers and trainers need access to real life cases in which these methods were successfully used Innovative Trends in Flipped Teaching and Adaptive Learning is a critical scholarly resource that examines current advances in educational innovation and presents cases that allow for the improvement of personalized and active learning Featuring a wide range of topics such as higher education teacher education and learning strategies this book is ideal for educators instructional designers academicians researchers and students

**A Guide to Teaching Practice** Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse, 2010-06-17 A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK Authoritative yet accessible it covers the important basic skills and issues that students need to consider during their practice such as planning classroom organization behaviour management and assessment The book's focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably within TTA and OfSTED frameworks In addition comprehensively revised and fully updated this fifth edition features brand new chapters on the foundation stage legal issues learning and teaching and using ICT in the classroom as well as new material on numeracy literacy children's rights progress files and gifted and talented children This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher

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 mainsite 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

**Approaches to Teaching the Works of Edwidge Danticat** Celucien Joseph, Suchismita Banerjee, Marvin Hobson, Danny Hoey, Jr., 2019-09-20 Providing an intellectual interpretation to the work of Edwidge Danticat this new edited collection provides a pedagogical approach to teach and interpret her body of work in undergraduate and graduate classrooms Approaches to Teaching the Works of Edwidge Danticat starts out by exploring diasporic categories and postcolonial themes such as gender constructs cultural nationalism cultural and communal identity and moves to investigate Danticat's human rights activism the immigrant experience the relationship between the particular and the universal and the violence of hegemony and imperialism in relationship with society family and community The Editors of the collection have carefully compiled works that show how Danticat's writings may help in building more compassionate and relational human communities that are grounded on the imperative of human dignity respect inclusion and peace

**Instructional Strategies, Conditions, Characteristics, and Contexts for Successfully Teaching Hispanic Caribbean Students** Monica Peña Flores, 2005

*Student-Driven Learning Strategies for the 21st Century Classroom* Alias, Nor Aziah, Luaran, Johan Eddy, 2016-11-09 The creation of a successful learning environment involves the examination and improvement upon current teaching practices As new strategies emerge it becomes imperative to incorporate them into the classroom Student Driven Learning Strategies for the 21st Century Classroom provides a thorough examination of the benefits and challenges experienced in learner driven educational settings and how to effectively engage students in these environments Focusing on technological perspectives emerging pedagogies and curriculum development this book is ideally designed for educators learning designers upper level students professionals and researchers interested in innovative approaches to student driven education

## Enjoying the Tune of Phrase: An Psychological Symphony within **Teaching Caribbean Students**

In some sort of consumed by displays and the ceaseless chatter of immediate conversation, the melodic elegance and psychological symphony developed by the published word frequently disappear into the back ground, eclipsed by the persistent noise and distractions that permeate our lives. Nevertheless, nestled within the pages of **Teaching Caribbean Students** a marvelous literary value brimming with fresh emotions, lies an immersive symphony waiting to be embraced. Constructed by an outstanding musician of language, this captivating masterpiece conducts visitors on a mental trip, skillfully unraveling the hidden tunes and profound affect resonating within each cautiously constructed phrase. Within the depths with this touching examination, we will explore the book is main harmonies, analyze their enthralling writing fashion, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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### **Table of Contents Teaching Caribbean Students**

1. Understanding the eBook Teaching Caribbean Students
  - The Rise of Digital Reading Teaching Caribbean Students
  - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Caribbean Students
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Teaching Caribbean Students
  - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Caribbean Students

- Personalized Recommendations
- Teaching Caribbean Students User Reviews and Ratings
- Teaching Caribbean Students and Bestseller Lists
- 5. Accessing Teaching Caribbean Students Free and Paid eBooks
  - Teaching Caribbean Students Public Domain eBooks
  - Teaching Caribbean Students eBook Subscription Services
  - Teaching Caribbean Students Budget-Friendly Options
- 6. Navigating Teaching Caribbean Students eBook Formats
  - ePub, PDF, MOBI, and More
  - Teaching Caribbean Students Compatibility with Devices
  - Teaching Caribbean Students Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Teaching Caribbean Students
  - Highlighting and Note-Taking Teaching Caribbean Students
  - Interactive Elements Teaching Caribbean Students
- 8. Staying Engaged with Teaching Caribbean Students
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Teaching Caribbean Students
- 9. Balancing eBooks and Physical Books Teaching Caribbean Students
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Teaching Caribbean Students
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching Caribbean Students
  - Setting Reading Goals Teaching Caribbean Students
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching Caribbean Students

- Fact-Checking eBook Content of Teaching Caribbean Students
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

### Teaching Caribbean Students Introduction

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