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Most importantly from a language teaching perspective, a classroom community that is aware of and embraces its own diversity is likely to engender more productive learning. In addition, awareness-raising activities could enable some individuals to understand themselves better, and so adapt their learning strategies to become more effective and efficient learners.

Raising awareness of diversity in the language classroom ...

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DIVERSITY

Language Diversity in the Classroom - Language Policy Web Site

Abstract The focus of culture in English language teaching (ELT) has traditionally been on the target culture of English speaking countries. However, the new status of English as international language (EIL) has led to significant changes in the practice of teaching and learning culture in ELT.

Cultural Diversity in English Language Teaching: Learners ...

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Accompanying CD-ROM contains primary source documents along with articles on research and practice that are in the public domain. In addition, there are numerous Internet links to copyrighted materials relevant to educating English learners.

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A collection of 18 essays addressing the policy and politics of educating English language learners. Subjects include demographic change and its educational implications, American responses to language diversity, public controversies over bilingual education, high-stakes testing and its impact on English language learners, and the precarious status of language rights in the USA.

Bilingualism is a reality that many Americans still find difficult to accept; hence the prominence of English-only activism in U.S. politics. This collection of essays analyzes the sources of the anti-bilingual movement, its changing directions, and its impact on education policy. The book also explores efforts to resist the English-only trend, including projects to revitalize Native American languages.

This introductory text for students of linguistics, language, and education provides background and up-to-date information and resources that beginning researchers need for studying language diversity and education. Three framing chapters offer an update on the philosophy of social research, revealing how important language is for all the processes of learning in which humans engage, whether it is learning about the world through education, or learning about the nature of social life through research in the human sciences. These chapters also review the links between language, power, and social justice, and look at dynamic changes occurring in "language diversity and education" research. Four central chapters give state-of-the-art, comprehensive coverage to the chief areas of language diversity that affect the practice of education: standard and non-standard varieties; different cultural

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discourse norms; bilingual and ESL education; and gendered discourse norms. This book is intended for graduate students of applied linguistics, sociolinguistics, psycholinguistics, the social psychology of language, anthropological linguistics, and other related disciplines; and graduate students of education, including in-service teachers taking advanced professional development courses. Special features enhance its usefulness as a text for courses in these areas: * A clear, jargon free writing style invites careful reading. * All ideas are well within the range that graduate students in the language disciplines or in education can relate to their work, but theoretical ideas are kept to a necessary minimum and linked with practical examples in every case. * Extensive references guide readers to the book's up-to-date, international, and cross-cultural bibliography. * "Discussion Starter" questions at the end of each chapter highlight key points and stimulate informed, reflective discussion.

This book provides comprehensive coverage of language contact in classroom settings. Particularly highlighted are the range and implications of attitudes towards languages and dialects - with close attention to nonstandard varieties - studies of Black English, foreign-language teaching and learning, as well as broad consideration of the assumptions and intentions underpinning bilingual and multicultural education.

Publisher Description

Linguistic Diversity and Teaching raises questions and provides a context for reflection regarding the complex issues surrounding new English learners in the schools. These issues

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exist within a highly charged political climate and involve not only language, but also culture, class, ethnicity, and the persistent inequities that characterize our educational system. The text addresses these issues through conversations among experts, practitioners, and readers that are informed by representative case studies and by a range of theoretical approaches. It is designed to engage readers in beginning to evolve their own practical theories, to help them explore and perhaps modify some basic beliefs and assumptions, and to become acquainted with other points of view. Throughout, readers are encouraged to interact with the text and to develop their own perspective on the issue of linguistic diversity and teaching. This is the fourth volume in *Reflective Teaching and the Social Conditions of Schooling: A Series for Prospective and Practicing Teachers*, edited by Daniel P. Liston and Kenneth M. Zeichner. It follows the same format as previous volumes in the series. *Part I includes four cases dealing with different aspects of the impacts of the changing demographics of public schools. Each case is followed by space for readers to write their own reactions and reflections, and a set of reactions to the cases written by prospective and practicing teachers, administrators, and professors. *Part II presents three public arguments representing very different views about linguistic diversity: in public schools, English should be the only language of instruction; all children should receive instruction in both their first language and English; planning for instruction should be based not on absolutes, but on what is realistically possible in particular settings. *Part III offers the authors' own interpretations of the issues raised throughout the text, outlines a number of ways in which teachers can continue to explore these topics, and includes exercises for further reflection. A glossary and annotated bibliography are provided. This text is pertinent for all prospective and practicing teachers at

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any stage of their training. It can be used in any undergraduate or graduate course that addresses issues of language diversity and teaching.

This book provides comprehensive coverage of language contact in classroom settings. A thorough analysis of the sources and implications of social “disadvantage” is presented first, since the nonstandard dialects that children bring with them to school – and the unfavourable perceptions of these dialects – have traditionally given rise to educational difficulties. The persistence of these perceptions is particularly highlighted. More general issues surrounding the range and implications of language attitudes are dealt with, as is the important “test case” of Black English. The book also discusses foreign-language teaching and learning, as well as the assumptions and intentions underpinning bilingual and multicultural education. Given its breadth and its style, this book should be of interest and value to all teachers, as well as to students and researchers concerned with any aspect of the social life of language.

As the number of English language learners across the United States - and indeed, the world - increases exponentially, it is critical that pre-service teachers be prepared. This title helps tomorrow's teachers anticipate the diversity of contemporary classrooms and to understand and meet the needs of English language learners.

The U.S. population is diverse. With nearly 20% of children and adults in the United States speaking a native language other than English, the need for information about language and

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literacy skills has never been greater. In this revised edition of Literacy and Language Diversity in the United States (first published in 1996), the author takes a fresh look at the issues related to the differences between the literacy performance and educational achievement of language minorities and native speakers of English in this country and the social and educational policy debates that surround literacy in the 21st century.

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