

Language Power G

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Subjectivity, Language and the Postcolonial

- Hannah Botsis 2017-11-10

In *Subjectivity, Language and the Postcolonial*, Hannah Botsis draws on theoretical work that exists at the intersection of critical social psychology, sociolinguistics and the political economy of language, to examine the relationships between language, subjectivity, materiality and political context. The book foregrounds the ways in which the work of Bourdieu could be read in conjunction with 'poststructural' theorists such as Butler and Derrida to offer a critical understanding of subjectivity, language and power in postcolonial contexts. This critical engagement with theorists traditionally from outside of psychology allows for a situated approach to understanding the embodied and symbolic possibilities and constraints for the postcolonial subject. This exploration opens up how micro-politics of power are refracted through ideological categories such as language, race and class in post-apartheid South Africa. Also drawing on the empirical findings of original research undertaken in the South African context on students' linguistic biographies, the book offers a unique perspective - critical social theory is brought to bear on the empirical linguistic biographies of postcolonial subjects, offering insight into how power is negotiated in the postcolonial symbolic economy. Ideal for advanced undergraduate and postgraduate students on courses including social psychology, sociolinguistics, sociology, politics, and education, this is an invaluable resource for students and researchers alike.

The Routledge Handbook of English

Language Education in Bangladesh - Shaila Sultana 2020-12-18

This Handbook is a comprehensive overview of English language education in Bangladesh. Presenting descriptive, theoretical, and empirical chapters as well as case studies, this Handbook, on the one hand, provides a comprehensive view of the English language teaching and learning scenario in Bangladesh, and on the other hand comes up with suggestions for possible decolonisation and de-eliticisation of English in Bangladesh. The Handbook explores a wide range of diverse endogenous and exogenous topics, all related to English language teaching and learning in Bangladesh, and acquaints readers with different perspectives, operating from the macro to the micro levels. The theoretical frameworks used are drawn from applied linguistics, education, sociology, political science, critical geography, cultural studies, psychology, and economics. The chapters examine how much generalisability the theories have for the context of Bangladesh and how the empirical data can be interpreted through different theoretical lenses. There are six sections in the Handbook covering different dynamics of English language education practices in Bangladesh, from history, policy and practice to assessment, pedagogy and identity. It is an invaluable reference source for students, researchers, and policy makers interested in English language, ELT, TESOL, and applied linguistics.

Language Power - Gage Learning Corporation 1997

"Gage Language Power reinforces grammar, writing, and study skills. Each book consists of

six units addressing key skill areas - vocabulary, sentences, grammar and usage, capitalization and punctuation, composition and study skills."-- publisher's website.

The Politics of Researching Multilingually - Prue Holmes 2022-02-21

This book offers a unique understanding of how researchers' linguistic resources, and the languages they use in the research process, are often politically and structurally shaped and constrained, with implications for the reliability of the research. The chapters are written by both experienced and novice researchers, who examine how they negotiated the use of their own, and others', linguistic and communicative resources when undertaking their research in politically-charged, and linguistically and culturally diverse contexts. The contributing authors are either from the Global South, or engaged in work which is contextualised within the Global South; or they face linguistic structural hegemonies in the Global North which challenge their research processes. They utilise diverse theoretical, methodological and disciplinary approaches to produce a collection of engaging and accessible accounts of researching multilingually in their contexts. These accounts will help readers to make theoretically and methodologically informed choices about the political dimensions of languages in their own research when researching multilingually.

Multicultural Education in South Korea - Mi Ok Kang 2014-11-13

This book examines the political, ideological, and socio-cultural politics underlying the 2009 National Multicultural Curriculum Reform and recent multicultural education policies in South Korea. Unlike the conservative groups in Western countries who argue that supporting cultural diversity and the cultural rights of minority groups balkanizes ethnic differences and divides the community, the New Rights and the conservative groups in South Korea have been very supportive of multicultural discourses and practices and have created many multicultural policy agendas geared toward ushering in what have they called "the multicultural era." Through the Critical Discourse Analysis (CDA) of government multicultural policy documents, a range of media

sources, the 2009 national curriculum reform policy documents, and the 200 Korean language arts textbooks from 23 textbook publishers, *Multicultural Education in South Korea: Language, ideology, and culture in Korean language arts education* examines how the conservative Korean government's interpretation and practices of multiculturalism have been infiltrated and challenged by progressive and migrant-led agents/agencies. The analysis of academic, official, and popular discourses on migrant Others is focused on, but not limited to: "The multicultural era" and struggles for hegemonic power; Politics of multicultural knowledge control in education and society; Formation of discourses on multicultural society and multicultural education; Examining the national curriculum: The politics of representing migrant Others; and The hidden curriculum of multicultural education: Limitations and possibilities. The author's insightful discussion on the politics of knowledge, education, and teaching in multicultural societies will prove particularly useful to policy makers, think-tank officials, and academic scholars in education.

The Whole Language - Gregory Boyle 2021-10-19

"The founder of Homeboy Industries, the largest and most successful gang-intervention program in the world--through a series of stories that bear witness to the transformative power of tenderness--challenges ideas about God and about people."--Provided by publisher.

G-Man - Beverly Gage 2022-11-22

"This is a monumental work about power, responsibility, and democracy itself." —Jon Meacham, Pulitzer Prize winner and author of *American Lion: Andrew Jackson in the White House* Publishers Weekly * "Top Ten Books of 2022" A major new biography of J Edgar Hoover that draws from never-before-seen sources to create a groundbreaking portrait of a colossus who dominated half a century of American history and planted the seeds for much of today's conservative political landscape. We remember him as a bulldog--squat frame, bulging wide-set eyes, fearsome jowls--but in 1924, when he became director of the FBI, he had been the trim, dazzling wunderkind of the administrative state, buzzing with energy and

big ideas for reform. He transformed a failing law-enforcement backwater, riddled with scandal, into a modern machine. He believed in the power of the federal government to do great things for the nation and its citizens. He also believed that certain people--many of them communists or racial minorities or both-- did not deserve to be included in that American project. Hoover rose to power and then stayed there, decade after decade, using the tools of state to create a personal fiefdom unrivaled in U.S. history. Beverly Gage's monumental work explores the full sweep of Hoover's life and career, from his birth in 1895 to a modest Washington civil-service family through his death in 1972. In her nuanced and definitive portrait, Gage shows how Hoover was more than a one-dimensional tyrant and schemer who strong-armed the rest of the country into submission. As FBI director from 1924 through his death in 1972, he was a confidant, counselor, and adversary to eight U.S. presidents, four Republicans and four Democrats. Franklin Roosevelt and Lyndon Johnson did the most to empower him, yet his closest friend among the eight was fellow anticommunist warrior Richard Nixon. Hoover was not above blackmail and intimidation, but he also embodied conservative values ranging from anticommunism to white supremacy to a crusading and politicized interpretation of Christianity. This garnered him the admiration of millions of Americans. He stayed in office for so long because many people, from the highest reaches of government down to the grassroots, wanted him there and supported what he was doing, thus creating the template that the political right has followed to transform its party. G-Man places Hoover back where he once stood in American political history--not at the fringes, but at the center--and uses his story to explain the trajectories of governance, policing, race, ideology, political culture, and federal power as they evolved over the course of the 20th century.

Race and Ethnicity in Multi-ethnic Schools - James Ryan 1999

This text explores the representation of race/ethnicity in a multiethnic school. Employing a critical case study approach, it appeals to the wider social context to explain the unequal struggle over the meaning of race and ethnicity

in the school. In doing so it examines how stereotyping, curriculum, identity and language practices provide advantages for some and penalize others. The book also provides suggestions for how educators might find ways to introduce discourses that make it possible for traditionally marginalized students and members of the community to have their voices heard and to shape meanings that work in their interest.

Beyond Grammar - Mary R. Harmon
2012-09-10

Beyond Grammar: Language, Power, and the Classroom asks readers to think about the power of words, the power of language attitudes, and the power of language policies as they play out in communities, in educational institutions, and in their own lives as individuals, teachers, and participants in the larger community. Each chapter provides extended discussion of a set of critical language issues that directly affect students in classrooms: the political nature of language, the power of words, hate language and bullying, gender and language, dialects, and language policies. Written for pre-service and practicing teachers, this text addresses how teachers can alert students to the realities of language and power--removing language study from a "neutral" corner to situate it within the context of political, social, and cultural issues. Developing a critical pedagogy about language instruction can help educators understand that classrooms can either maintain existing inequity or address and diminish inequity through critical language study. A common framework structures the chapters of the text: * Each chapter begins with an overview of the language issue in question, and includes references for further research and for classroom use, and provides applications for classroom teachers. * Numerous references to the popular press and the breadth of language issues found therein foreground current thought on socio-cultural language issues, attitudes, standards, and policies found in the culture(s) at large. * References to current and recent events illustrate the language issue's importance, cartoons address the issue, and brief "For Thought" activities illustrate the point being discussed and extend the reader's knowledge and awareness. * "Personal Explorations" ask readers to go beyond the text to develop further

understanding; "Teaching Explorations" ask teachers to apply chapter content to teaching situations. *Beyond Grammar: Language, Power, and the Classroom* is intended for undergraduate and master's level courses that address literacy education, linguistics, and issues of language and culture.

Foundations of Bilingual Education and Bilingualism - Colin Baker 2021-03-08

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translanguaging, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

Handbook of Research in Second Language

Teaching and Learning - Eli Hinkel

2011-01-25

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Language Power - Gage Learning Corporation 1997

"Gage Language Power reinforces grammar, writing, and study skills. Each book consists of six units addressing key skill areas - vocabulary, sentences, grammar and usage, capitalization and punctuation, composition and study skills."-- publisher's website.

Vocabulary Power Plus Book G - Daniel Reed 2005

This is the first book in the six-volume series, "Vocabulary Power Plus for the New SAT," which prepares students for the revised Scholastic Aptitude Test. Recommended for 7th grade, this book lays the foundation for success on the SATs. The skills necessary to achieve higher scores are emphasized throughout the entire "Vocabulary Power Plus" series.

Adolescent Second Language Learning and Multilingualism - Linda Harklau 2022-05-19

This is the first book dedicated exclusively to presenting the current state of scholarship on

multilingual development and language use among adolescents. Drawing upon the fast-growing interdisciplinary field of youth studies, the book provides a detailed examination of the linguistic, cognitive, and literacy development of multilingual teenagers in home, school, community, and global contexts. Areas covered include:

- effective needs analysis
- using the CEFR as a resource for course planning
- writing scenarios for classroom teaching and assessment
- triangulating course objectives, materials, and learners' goals
- key terminology

Extra resources are available on the website: www.oup.com/elt/teacher/lcp

Brian North is a co-author of the CEFR and of its companion volume, and was Chair of Equals from 2005 to 2010. Mila Angelova is the Academic Vice Chair of Equals and Head Director of Studies at AVO Language and Examination Centre, in Sofia. Elzbieta Jarosz is a member of the Equals Certification Panel and is the Academic Director of Gama College, in Krakow. Richard Rossner is a co-founder of Equals, and a co-author of the European Profiling Grid and the Equals Framework.

Language and Education in Japan - Y. Kanno
2008-01-17

The first critical ethnography of bilingual education in Japan. Based on fieldwork at five different schools, this examines the role of schools in the unequal distribution of bilingualism as cultural capital. It argues that schooling gives children unequal access to bilingualism thus socializing them into different futures.

Dialogic Approaches to TESOL - Shelley Wong
2022-01-27

This book locates dialogic pedagogy within the history of TESOL approaches and methods in which the communicative approach has been the dominant paradigm. Dialogic inquiry in the form of story telling, oral histories, and knowledge from the ground up and from the margins has much to offer the field. In dialogic approaches, the teacher and students learn in community and the students' home languages and cultures, their families and communities, are seen as resources. *Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows* explores teacher research, feminist contributions to voice, social identity and dialogic pedagogy, and the role of

teachers, students, families, and communities as advocates and change agents. After a brief history of TESOL methods and an introduction to dialogic pedagogy, four features of dialogic approaches to TESOL are identified and discussed: learning in community, problem-posing, learning by doing, and who does knowledge serve? The main text in each chapter considers a single topic related to the concept of dialogic pedagogy. Branching text leads to related discussions without losing the main point of the chapter. This structure allows readers to become well-rooted in each component of dialogic pedagogy and to "branch out" into deeper philosophic understandings as well as actual practices across a range of contexts. *Dialogic Approaches to TESOL* offers a place for dialogue and reflection on the prospects for transforming educational institutions to serve those who have historically been excluded and marginalized. It provides questions, frameworks, and resources for those who are just beginning in the field and for U.S.-based educators who want to bring critical multicultural and multilingual perspectives into language arts, reading and literacy education.

Indigenous Knowledges, Development and Education - 2019-02-11

Indigenous knowledges are the subject of much discussion and debate in many contemporary academic fields. This is no less true in the fields of education and development studies—two fields with long histories of interaction with indigenous knowledges and peoples. Yet, despite this similar level of interest and interaction, there has yet to emerge a book that draws together the two fields as they interact with and learn from indigenous epistemologies.

[Arihant CBSE Term 1 Social Science Sample Papers Questions for Class 10 MCQ Books for 2021 \(As Per CBSE Sample Papers issued on 2 Sep 2021\)](#) - Nandini Sharma 2021-10-12

This year has witness major changes in the field of academics; where CBSE's reduced syllabus was a pleasant surprise while the introduction of 2 Term exam pattern was little uncertain for students, parents and teachers as well. Now more than ever the Sample Papers have become paramount importance of subjects with the recent changes prescribed by the board. Give final punch to preparation for CBSE Term 1

examination with the all new edition of 'Sample Question Papers' that is designed as per CBSE Sample Paper that are issued on 02 Sept, 2021 for 2021 - 22 academic session. Encouraging with the motto of 'Keep Practicing, Keep Scoring', here's presenting Sample Question Paper - Social Science for Class 10th that consists of: 1. 10 Sample Papers along with OMR Sheet for quick revision of topics. 2. One Day Revision Notes to recall the concepts a day before exam 3. The Qualifiers - Chapterwise sets of MCQs to check preparation level of each chapter 4. CBSE Question Bank are given for complete practice 5. Latest CBSE Sample Paper along with detailed answers are provided for better understanding of subject. TOC One Day Revision, The Qualifiers, CBSE Qualifiers, CBSE Question Bank, Latest CBSE Sample Paper, Sample Paper (1- 10).

The World Book Encyclopedia - 2002

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

Language Power Now - Teacher's Resource, Level B - Ruth McQuirter Scott 2015-09-11

IJER Vol 19-N3 - International Journal of Educational Reform 2010-11-16

The mission of the International Journal of Educational Reform (IJER) is to keep readers up-to-date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities. As the only peer-reviewed scholarly publication that combines authors' voices without regard for the political affiliations perspectives, or research methodologies, IJER provides readers with a balanced view of all sides of the political and educational mainstream. To this end, IJER includes, but is not limited to, inquiry based and opinion pieces on developments in such areas as policy, administration, curriculum, instruction, law, and research. IJER should thus be of interest to professional educators with decision-making roles and policymakers at all levels turn since it provides a broad-based conversation between and among policymakers, practitioners, and academicians about reform goals, objectives, and methods for success throughout the world. Readers can call on IJER to learn from

an international group of reform implementers by discovering what they can do that has actually worked. IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes. Finally, it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U.S. and the world.

Language Learning Motivation in Japan - Matthew T. Apple 2013-10-01

This book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher-educators working in various educational contexts in Japan. Topics covered include the issues of cultural identity, demotivation, language communities, positive psychology, possible L2 selves and internationalisation within a key EFL context. The studies in the book utilise a wide variety of research methodologies aiming to narrow the gap between theory and practice and examine L2 motivation in primary, secondary and tertiary education. This volume will be of interest to research/teacher professionals who are currently engaged in active ESL/EFL practice, EFL educators, researchers, and teacher-trainers both inside and outside Japan, who are interested in research on L2 motivation in general and within the Japanese context in particular, as well as graduate and postgraduate researchers.

Race, Culture, and Identities in Second Language Education - Ryuko Kubota 2009-06-02

The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, the key questions addressed in this groundbreaking volume are these: How are issues of race relevant to second language education? How does whiteness influence students' and teachers' sense of self and instructional practices? How do discourses of racialization influence the construction of student identities and subjectivities? How do

discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo? Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading Questions and Discussion Questions in each chapter facilitate comprehension and encourage dialogue.

Giving Space to African Voices - Zehlia Babaci-Wilhite 2014-08-07

This book sets out to bring voices of the South to the debate on localization of education and makes the case that it should be considered a right in education. Despite all the scientifically-based evidence on the improved quality of education through the use of a local language and local knowledge, English as a language of instruction and "Western" knowledge based curriculum continue to be used at all educational levels in many developing nations. This means that in many African countries, the goal of rights to education is becoming increasingly remote, let alone that of rights in education. With this understanding and with the awareness of the education challenges of millions of children throughout Africa, the authors argue that local curriculum through local languages needs to be valued and to be preserved, and that children need to be prepared for the world in a language that promotes understanding. The authors make a clear case that policy makers are in a position to work towards a quality education for all as part of a more comprehensive right-based approach. We owe it to the children of the South to offer the best quality education possible in order to achieve social justice.

Academic Writing in a Second or Foreign Language - Ramona Tang 2012-01-12

It can be a challenge writing in a language that is not your native tongue. Constructing academic essays, dissertations and research articles in this second or foreign language is even more challenging, yet across the globe thousands of academics and students do so,

some out of choice, some out of necessity. This book looks at a major issue within the field of English for Academic Purposes (EAP). It focuses on the issues confronting non-native-English-speaking academics, scholars and students, who face increasing pressure to write and publish in English, now widely acknowledged as the academic lingua franca. Questions of identity, access, pedagogy and empowerment naturally arise. This book looks at both student and professional academic writers, using qualitative text analysis, quantitative questionnaire data, corpus investigations and ethnographic approaches to searchingly examine issues central to the EAP field.

Language Power - Gage Educational Publishing Limited 1997-01-01

"Gage Language Power reinforces grammar, writing, and study skills. Each book consists of six units addressing key skill areas - vocabulary, sentences, grammar and usage, capitalization and punctuation, composition and study skills."-- publisher's website.

Identity and Second Language Learning - Miguel Mantero 2006-12-01

This collection of research has attempted to capture the essence and promise embodied in the concept of "identity" and built a bridge to the realm of second language studies. However, the reader will notice that we did not build just one link. This volume brings to light the diversity of research in identity and second language studies that are grounded the notions of community, instructors and students, language immersion and study abroad, pop culture and music, religion, code switching, and media. The chapters reflect the efforts of contributors from Canada, Japan, Norway, New Zealand, the United Arab Emirates, and the United States who performed their research in the countries just mentioned and in other regions around the world. Because of this, this volume truly offers an international perspective.

Power Writing - Linda G. Lyle 2011-04-01

HAVE YOU EVER WONDERED ... What makes business writing "good" or "bad" ? How to banish "screen fright" and get a quick start ? Why you "get stuck" in your own prose? How to revise your writing without going crazy? Whether to use its or it's - and etcetera, ad nauseum? How to make your resume stand out

in a scan? . . . or simply what to say in special situations? You'll find these answers and more in POWER WRITING

Iceland and Images of the North - Sumarlidi Isleifsson 2011-05-20T00:00:00-04:00

With a radically changing world, cultural identity and images have emerged as one of the most challenging issues in the social and cultural sciences. These changes provide an occasion for a thorough reexamination of cultural, historical, political, and economic aspects of society. The INOR (Iceland and Images of the North) group is an interdisciplinary group of Icelandic and non-Icelandic scholars whose recent research on contemporary and historical images of Iceland and the North seeks to analyze the forms these images assume, as well as their function and dynamics. The 21 articles in this book allow readers to seize the variety and complexity of the issues related to images of Iceland.

Language and Power - Benedict R. O'G Anderson 2006

In this lively book, Benedict R. O'G. Anderson explores the cultural and political contradictions that have arisen from two critical facts in Indonesian history: that while the Indonesian nation is young, the Indonesian nation is ancient originating in the early seventeenth-century Dutch conquests; and that contemporary politics are conducted in a new language. Bahasa Indonesia, by peoples (especially the Javanese) whose cultures are rooted in medieval times. Analyzing a spectrum of examples from classical poetry to public monuments and cartoons, Anderson deepens our understanding of the interaction between modern and traditional notions of power, the mediation of power by language, and the development of national consciousness. *Language and Power*, now republished as part of Equinox Publishing's Classic Indonesia series, brings together eight of Anderson's most influential essays over the past two decades and is essential reading for anyone studying the Indonesian country, people or language. Benedict Anderson is one of the world's leading authorities on Southeast Asian nationalism and particularly on Indonesia. He is Professor of International Studies and Director of the Modern Indonesia Project at Cornell University, New York. His other works include *Imagined Communities: Reflections on the*

Origin and Spread of Nationalism and The Spectre of Comparisons: Nationalism, Southeast Asia, and the World.

Proceedings and Addresses - Pennsylvania-German Society 1924

The Power of Identity and Ideology in Language Learning - Peter I. De Costa 2016-05-09

This critical ethnographic school-based case study offers insights on the interaction between ideology and the identity development of individual English language learners in Singapore. Illustrated by case studies of the language learning experiences of five Asian immigrant students in an English-medium school in Singapore, the author examines how the immigrant students negotiated a standard English ideology and their discursive positioning over the course of the school year. Specifically, the study traces how the prevailing standard English ideology interacted in highly complex ways with their being positioned as high academic achievers to ultimately influence their learning of English. This potent combination of language ideologies and circulating ideologies created a designer student immigration complex. By framing this situation as a complex, the study problematizes the power of ideologies in shaping the trajectories and identities of language learners.

Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students - Keengwe, Jared 2019-06-14

Standardized tests have been selected as a key assessment factor in expanding the academic achievement of the national student population. However, these tests position immigrant students at the risk of academic failure, leading education experts to search for new strategies and teaching models. The *Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students* is a critical research publication that focuses on research-based pedagogical practices for teaching immigrant students. Edited by a prominent IGI Global editor, this book examines the latest professional development models and assessment practices of English learners (ELs). Covering essential topics such as second language acquisition (SLA), classroom

management, teacher education, refugee resettlement programs, and more, this publication is a valuable resource for academicians, professionals, researchers, administrators, faculty, and classroom teachers as the social and academic needs of English language learners continue to present a challenge for many schools and teachers.

Reconceptualising Authenticity for English as a Global Language - Richard S. Pinner 2016-06-07

This book examines the concept of authentic English in today's world, where cultures are in constant interaction and the English language works as a binding agent for many cross-cultural exchanges. It offers a comprehensive review of decades of debate around authenticity in language teaching and learning and attempts to synthesise the complexities by presenting them as a continuum. This continuum builds on the work of eminent scholars and combines them within a flexible framework that celebrates the process of interaction whilst acknowledging the complexity and individual subjectivity of authenticity. Authenticity is approached as a complex dynamic construct that can only be understood by examining it from social, individual and contextual dimensions, in relation to actual people. Authenticity is a problem not just for language acquisition but one which affects us as individuals belonging to society.

Race, Ethnicity and Gender in Education - Joseph Zajda 2010-03-23

Race, Ethnicity and Gender in Education: Cross-cultural, which is the sixth volume in the 12-volume book series *Globalisation, Comparative Education and Policy Research*, presents scholarly research on major discourses of race, ethnicity and gender in education. It provides an easily accessible, practical yet scholarly source of information about the international concern in the field of globalisation and comparative education. Above all, the book offers the latest findings to the critical issues concerning major discourses on race, ethnicity and gender in the global culture. It is a sourcebook of ideas for researchers, practitioners and policymakers in education, globalisation, social justice, equity and access in schooling around the world. It offers a timely overview of current issues affecting research in comparative education of race, ethnicity and gender. It provides directions

in education and policy research relevant to progressive pedagogy, social change and transformational educational reforms in the twenty-first century. The book critically examines the overall interplay between the state, ideology and current discourses of race, ethnicity and gender in the global culture. It draws upon recent studies in the areas of globalisation, equity, social justice and the role of the State (Zajda et al. , 2006, 2008). It explores conceptual frameworks and methodological approaches applicable in the research covering the State, globalisation, race, ethnicity and gender.

Language Power - Steck-Vaughn Company 2004

"Gage Language Power reinforces grammar, writing, and study skills. Each book consists of six units addressing key skill areas - vocabulary, sentences, grammar and usage, capitalization and punctuation, composition and study skills."-- publisher's website.

[Language and Power](#) - Gary Ives 2018-01-25

Essential study guides for the future linguist. *Language and Power* is an introduction to how English is used to influence, persuade and position us within hierarchies. It is suitable for students at advanced level and beyond. Written with input from the Cambridge English Corpus, it looks at the linguistic techniques in situations where language is used to exert influence, exploring how contexts affect the language we use. Short activities help explain analysis methods, guiding students through major modern issues and concepts. It summarises key concerns and modern findings, while providing inspiration for language investigations and non-examined assessments (NEAs) with research suggestions.

Bilingual Education and Minority Language Maintenance in China - Lubei Zhang 2019-01-10

This book looks closely at Yi bilingual education practice in the southwest of China from an educationalist's perspective and, in doing so, provides an insight toward our understanding of minority language maintenance and bilingual education implementation in China. The book provides an overview on the Yi people since 1949, their history, society, culture, customs and languages. Adopting the theory of language

ecology, data was collected among different Yi groups and case studies were focused on Yi bilingual schools. By looking into the application of the Chinese government's multilingual language and education policy over the last 30 years with its underlying language ideology and practices the book reveals the de facto language policy by analyzing the language management at school level, the linguistic landscape around the Yi community, as well as the language attitude and cultural identities held by present Yi students, teachers and parents. The book is relevant for anyone looking to more deeply understand bilingual education and language maintenance in today's global context.

Understanding Language Teaching - B. Kumaravadivelu 2006-04-21

This book traces the historical development of major language teaching methods in terms of theoretical principles and classroom procedures, and provides a critical evaluation of each.

Drawing from seminal, foundational texts and from critical commentaries made by various scholars, Kumaravadivelu examines the profession's current transition from method to postmethod and, in the process, elucidates the relationship between theory, research, and practice. The chief objective is to help readers see the pattern that connects language, learning, teaching methods, and postmethod perspectives. In this book, Kumaravadivelu: *brings together a critical vision of L2 learning and teaching--a vision founded at once on historical development and contemporary thought; *connects findings of up-to-date research in L2 learning with issues in L2

teaching thus making the reader aware of the relationship between theory, research and practice; *presents language teaching methods within a coherent framework of language-, learner-, and learning-centered pedagogies, thus helping the reader to see how they are related to each other; *shows how the three categories of methods evolved historically leading ultimately (and inevitably) to the emergence of a postmethod condition; and *provides the reader with a solid background in several interconnected areas of L2 pedagogy, such as concepts of competence, input factors, intake processes, interactional modifications, and instructional design. *Understanding Language Teaching: From Method to Postmethod* is intended for an international audience of teacher educators, practicing teachers and graduate students, researchers, curriculum planners, and materials designers in the field of second and foreign language teaching.

Language, Power and Identity Politics - Máiréad Nic Craith 2007-10-23

Dominance, identity and resistance are key themes in this volume in which contributors examine language in global, virtual and local settings. Power is highly contextual and the chapters focus on concepts such as world languages, linguistic rights and minority protection. Migrants and their vernaculars feature prominently and several case studies explore the social strategies employed by speakers on non-indigenous tongues. Religion and belief are key underlying themes in the final chapters, which analyze the misunderstandings that can occur in sensitive political contexts.