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Handbook of Literacy in Diglossia and in Dialectal Contexts Elinor Saiegh-Haddad, Lior Laks, Catherine McBride, 2022-03-14 This volume is the first published collection of papers on the impact of diglossia and dialectal variations on language and literacy acquisition impairment and education. The authors are pioneering in this field and are leading researchers with substantial experience in conducting research in this area. A wide range of areas and languages are covered including the US, South Africa, Israel, and various European countries. The chapters present novel data and insights regarding the role of dialectal variations on language and literacy from a wide range of countries and perspectives. These insights have significant theoretical and practical implications. A majority of literacy learners worldwide are taught to read and write in a language variety or a dialect that is not the same as their spoken language. Not only is this the global norm but it is probably also the greatest obstacle to literacy learning. This volume is the first published collection of papers on the role of dialect in language and literacy acquisition impairment and education in a variety of languages and situations across Europe, the Middle East, North America, Africa, and Asia. The authors are pioneers in this field. LOITASA Research in Progress Birgit Brock-Utne, Zubeida Desai, Martha A. S. Qorro, 2005 **Postcolonial Polysystems** Haidee Kruger, 2012 *Postcolonial Polysystems: The Production and Reception of Translated Children's Literature in South Africa* is an original and provocative contribution to the field of children's literature research and translation studies. It draws on a variety of methodologies to provide a perspective both product and process oriented on the ways in which translation contributes to the production of children's literature in South Africa with a special interest in language and power as well as post and neocolonial hybridity. The book explores the forces that affect the use of translation in producing children's literature in various languages in South Africa and shows how some of these forces precipitate in the selection, production, and reception of translated children's books in Afrikaans and English. It breaks new ground in its interrogation of aspects of translation theory within the multilingual and postcolonial context of South Africa as well as in its innovative experimental investigation of the reception of domesticating and foreignising strategies in translated picture books. The book has won the 2013 EST Young Scholar Prize.

Primary Education in Crisis Brahm Fleisch, 2008 In the past decade, the national preoccupation has been on the crisis in secondary schools. Lurking behind the intractable problem of low pass rates, the dysfunctional schools, and the small number of higher grade mathematics and science graduates is the calamity in primary education. Drawing on the work of researchers in a range of fields including psychology, sociology, anthropology, linguistics, economics, the health sciences, and mathematics education, this book documents the depth and scope of the primary education crisis and provides a comprehensive and rigorous explanation of its causes. Primary education in crisis pulls together the wealth of research on health, poverty, resources, language, and teaching as factors in academic achievement in reading, writing, and mathematics. At the centre of the book is an analysis of the published studies that systematically document what teachers teach and fail to teach and why it is

that teaching is at the heart of the crisis in primary education The author suggests that there are no quick fixes but only hard choices and that for reform to succeed it must be evidence based

Language of Instruction in Tanzania and South Africa - Highlights from a Project, 2010-01-01 This book is based on chapters in a series of four books from the first five years 2002 2006 of the Language of Instruction in Tanzania and South Africa LOITASA project LOITASA is a NUFU funded Norwegian University Fund project which began in January 2002 and will continue through to the end of 2011 The chapters reflect the state of the research at the end of the first five years of LOITASA in 2006 and were selected by reviewers independent of the project The selection of chapters brought together bring to the forefront the dilemmas facing developing countries as they seek to position themselves in an increasingly interconnected global system while at the same time maintaining a sense of national and regional identity The chapters in this collection reflect both positive outcomes when the medium of instruction is a widely known language as well as the challenges of mother tongue instruction in countries where historically a powerful language like English has dominated The four LOITASA books in this series from which the chapters in this book are drawn are Language of instruction in Tanzania and South Africa LOITASA published by E Zubeida Desai the South African project leader and Martha Qorro who is on the project steering committee in Tanzania

English-Medium Instruction and Translanguaging BethAnne Paulsrud, Zhongfeng Tian, Jeanette Toth, 2021-01-20 This book offers a critical exploration of definitions methodologies and ideologies of English medium instruction EMI contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels in a variety of countries with different approaches to translanguaging different named languages and different policies These studies include several underrepresented contexts across the globe providing a broad view of how translanguaging in EMI is understood in these educational settings Furthermore this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom

English as a Language of Learning, Teaching and Inclusivity Liesel Hibbert, 2023-08-18 Hibbert explores South Africa's higher education crisis utilising case studies and first hand experiences with English as the language of instruction The historical overview provides a framework with which to understand the complicated nature of using English as a language of instruction in South Africa past and present Student narratives are presented to illustrate mainly breakthroughs but also challenges An overview is provided of imported English teaching methodologies and how they have emerged and developed in the local educational system over decades It is demonstrated how these methodologies relate to socio economic and political events and trends at each juncture By applying defamiliarisation as a research method of investigation students translanguaging struggles are recorded and discussed both pre pandemic and in the pandemic period The experiences of non monolingual English speaking staff and students and of local English African language bilinguals is foregrounded as they are

by far the majority in South African higher education and schools The relevance of the experiences and learning paths of those staff and students is enhanced This book aids lecturers across disciplines and English language facilitators in the improvement of English acquisition curricula through exposure to arguments case studies and learning path narratives in this volume and prompts and inspires researchers to develop further theories and experiments in their own context

Language in Epistemic Access Caroline Kerfoot, Anne-Marie Simon-Vandenberg, 2018-07-26 This book focuses on how to address persistent linguistically structured inequalities in education primarily in relation to South African schools but also in conversation with Australian work and with resonances for other multilingual contexts around the world The book as a whole lays bare the tension between the commitment to multilingualism enshrined in the South African Constitution and language in education policy and the realities of the dominance of English and the virtual absence of indigenous African languages in current educational practices It suggests that dynamic plurilingual pedagogies can be allied with the explicit scaffolding of genre based pedagogies to help redress asymmetries in epistemic access and to re imagine policies pedagogies and practices more in tune with the realities of multilingual classrooms The contributions to this book offer complementary insights on routes to improving access to school knowledge especially for learners whose home language or language variety is different to that of teaching and learning at school All subscribe to similar ideologies which include the view that multilingualism should be seen as a resource rather than a problem in education Commentaries on these chapters highlight evidence based high impact educational responses and suggest that translanguaging and genre may well offer opportunities for students to expand their linguistic repertoires and to bridge epistemological differences between community and school This book was originally published as a special issue of *Language and Education*

Safe Spaces Cornelia Roux, 2012-10-26 This book examines the crucial issues affecting Human Rights Education in contexts of culture religious and societal diversity It exhibits an impressive scholarly achievement capturing and combining the insights of both established academics and emerging researchers Each author succeeds in distilling the knowledge of their particular fields of interest as well as conveying the essence of their intuitive understanding and the richness of the context This book considers a variety of connected content and methodological issues in three major sections Philosophical and policy perspectives Gender discourses diverse perspectives and Discourses on narratives as safe spaces The Edition is further strengthened by allowing international reviewers the opportunity of engaging with the contributors in the Introduction and Conclusion an innovative departure from conventional formats and which will provide a global perspective to the readers The focus of the various chapters succeeds in establishing both a foundation and platform for dialogue surrounding human rights and human rights education in modern policy and governance Aptly named *Safe Spaces* the Edition offers in depth and credible safe nuances spaces in terms of the somewhat reified concept of human rights at a time when human rights remains a highly topical and contested international issue As such the book imparts an immense scope of theoretical and empirical perspectives reflected

by the distinguished intellectuals who navigate the terrain of their respective disciplines with profound erudition This book represents a collaborative effort of immeasurable value This exemplary edition is both timeous and will prove timeless

Drum ,2009-04 Plurilingualism in Teaching and Learning Julie Choi,Sue Ollerhead,2018-01-09 Assembling a rich and diverse range of research studies on the role of plurilingualism across a wide variety of teaching and learning settings this book supports teacher reflection and action in practical ways and illustrates how researchers tease out and analyze the complex realities of their educational environments With a focus on education policies teaching practices training and resourcing this volume addresses a range of mainstream and specialized contexts and examines the position of learners and teachers as users of plurilingual repertoires Providing a close look into the possibilities and constraints of plurilingual education this book helps researchers and educators clarify and strengthen their understandings of the links between language and literacy and offers them new ways to think more rigorously and critically about the language ideologies that shape their own beliefs and approaches in language teaching and learning *Physical and Symbolic Borders and Boundaries and How They Unfold in Space* Basak Tanulku,Simone Pekelsma,2024-03-05 This book critically examines how borders and boundaries physical and symbolic unfold in different geographies and spaces It aims to understand why they exist and how they are constructed deconstructed and reconstructed The book explores why certain borders boundaries persist while others are removed and new ones are erected It does not focus on one form of border boundary or geographic location It shifts its attention to different geographies borders and boundaries It also focuses on intersections between them and how they complete each other The book provides case studies from the past and present allowing readers to connect subjects periods and geographies The chapters address classical subjects such as nation states and tackle novel questions such as ownership against access that is of urban infrastructures COVID 19 and lockdowns and the divides within digital worlds The book benefits from visual essays that complement the theoretical and empirical chapters showing the complexity of the phenomenon in a simple and effective way The book will be of interest to academics researchers and students working in the fields of urban and rural studies urban sociology cities and communities urban and regional planning urban anthropology political sciences and migration studies human geography cultural geography urban anthropology and visual arts Focus on First Year Success Brenda Leibowitz,Antoinette Van der Merwe,Susan Van Schalkwyk,2009-11-01 The importance of the first year experience is now well recognised This collection of papers makes a fascinating and important contribution to our understanding of students transition to higher education This is a scholarly engaging and illuminating text that is relevant not only in the context of South Africa but for anyone interested in student learning in the first year of university education David Gosling Plymouth University **e-Infrastructure and e-Services for Developing Countries** Radu Popescu-Zeletin,Karl Jonas,Idris A. Rai,Roch Glitho,Adolfo Villafiorita,2012-03-23 This book constitutes the thoroughly refereed post conference proceedings of the Third International ICST Conference on e Infrastructure and e Services for

Developing Countries AFRICOMM 2011 held in Zanzibar Tanzania in November 2011 The 24 revised full papers presented together with 2 poster papers were carefully reviewed and selected from numerous submissions The papers cover a wide range of topics in the field of information and communication infrastructures They are organized in two tracks communication infrastructures for developing countries and electronic services ICT policy and regulatory issues for developing countries

Multilingual classroom contexts Prof Christa van der Walt, Dr Verbra Pfeiffer, 2021-12-01 By far the majority of South African students get their schooling in a second language which means that our classrooms are multilingual This state of affairs is not exclusive to our country as can be seen in the many academic conferences on multilingual learning and teaching Terms like translanguaging and biliteracy appear in many articles and books that discuss the role language in education What makes the multilingual nature of our South African classrooms challenging is the fact that many learners switch from one language of learning and teaching to another at various points in their school career from home language to English or Afrikaans after the foundation phase from one language of learning and teaching to another when they move to new schools high school or tertiary institutions This book is an attempt to highlight the transitions from home to school from foundation to intermediate phase from primary to high school and from high school to tertiary institutions

Language of Instruction in Tanzania and South Africa (LOITASA) Birgit Brock-Utne, Zubeida Desai, Martha Qorro, 2003 This book covers research findings on the language and education situations in Tanzania and South Africa It outlines the policies governing language of instruction for education in the two countries and assesses the extent to which existing policies are being implemented It presents the history of the development of language policies in the two countries and considers how they are actually working in practice at classroom level The contributors further consider the economic viabilities of language policies and the necessity to rationalise languages and dialects for education purposes

Drawing for Science Education Phyllis Katz, 2017-03-23 This book argues for the essential use of drawing as a tool for science teaching and learning The authors are working in schools universities and continual science learning CSL settings around the world They have written of their experiences using a variety of prompts to encourage people to take pen to paper and draw their thinking sometimes direct observation and in other instances their memories The result is a collection of research and essays that offer theory techniques outcomes and models for the reader Young children have provided evidence of the perceptions that they have accumulated from families and the media before they reach classrooms Secondary students describe their ideas of chemistry and physics Teacher educators use drawings to consider the progress of their undergraduates understanding of science teaching and even their moral ethical responses to teaching about climate change Museum visitors have drawn their understanding of the physics of how exhibit sounds are transmitted A physician explains how the history of drawing has been a critical tool to medical education and doctor patient communications Each chapter contains samples insights and where applicable analysis techniques The chapters in this book should be helpful to researchers and teachers alike across the

teaching and learning continuum The sections are divided by the kinds of activities for which drawing has historically been used in science education An instance of observation Audubon Linnaeus A process how plants grow over time what happens when chemicals combine Conceptions of what science is and who does it Images of identity development in science teaching and learning

Language and Power in Post-Colonial Schooling Carolyn McKinney, 2016-07-15 Critiquing the positioning of children from non dominant groups as linguistically deficient this book aims to bridge the gap between theorizing of language in critical sociolinguistics and approaches to language in education Carolyn McKinney uses the lens of linguistic ideologies teachers and students beliefs about language to shed light on the continuing problem of reproduction of linguistic inequality Framed within global debates in sociolinguistics and applied linguistics she examines the case of historically white schools in South Africa a post colonial context where political power has shifted but where the power of whiteness continues to provide new insights into the complex relationships between language and power and language and subjectivity Implications for language curricula and policy in contexts of linguistic diversity are foregrounded Providing an accessible overview of the scholarly literature on language ideologies and language as social practice and resource in multilingual contexts Language and Power in Post Colonial Schooling uses the conceptual tools it presents to analyze classroom interaction and ethnographic observations from the day to day life in case study schools and explores implications of both the research literature and the analyses of students and teachers discourses and practices for language in education policy and curriculum

South African national bibliography , 1995

The Moral Ecology of South Africa's Township Youth S. Swartz, 2009-11-23 This book provides an engaging account of the moral lives of young black South Africans once the struggle against apartheid ended and took away their object of political resistance It shows how partial parenting partial schooling and pervasive poverty contributes to how a group of young people construct right and wrong and what rules govern their behavior

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