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Rachel Sandford

Grade 1xitsonga Paper 3:

Teaching Writing to Children in Indigenous Languages Ari Sherris, Joy Kreeft Peyton, 2019-02-18 This volume brings together studies of instructional writing practices and the products of those practices from diverse Indigenous languages and cultures By analyzing a rich diversity of contexts Finland Ghana Hawaii Mexico Papua New Guinea and more through biliteracy complexity and genre theories this book explores and demonstrates critical components of writing pedagogy and development Because the volume focuses on Indigenous languages it questions center margin perspectives on schooling and national language ideologies which often limit the number of Indigenous languages taught the domains of study and the age groups included Children's Books in Print, 2007, 2006 Swaziland National Bibliography, 1999 South African national bibliography State Library (South Africa), 1996 Classified list with author and title index 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 Southern African Books in and teachers discourses and practices for language in education policy and curriculum **Print** ,1994

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