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Language, Migration and Social Inequalities Alexandre Duchene, Melissa Moyer, Celia Roberts, 2013-11-12 Migration and the mobility of citizens around the globe pose important challenges to the linguistic and cultural homogeneity that nation states rely on for defining their physical boundaries and identity as well as the rights and obligations of their citizens A new social order resulting from neoliberal economic practices globalisation and outsourcing also challenges traditional ways the nation state has organized its control over the people who have typically travelled to a new country looking for work or better life chances This collection provides an account of the ways language addresses core questions concerning power and the place of migrants in various institutional and workplace settings It brings together contributions from a range of geographical settings to understand better how linguistic inequality is re produced in this new economic order Affirming Students' Right to Their Own Language Jerrie Cobb Scott, Dolores Y. Straker, Laurie Katz, 2009-06-02 A Co publication of the National Council of Teachers of English and Routledge This landmark volume responds to the call to attend to the unfinished pedagogical business of the NCTE Conference on College Composition and Communication 1974 Students Right to Their Own Language resolution Chronicling the interplay between legislated litigated education policies and language and literacy teaching in diverse classrooms it presents exemplary research based practices that maximize students learning by utilizing their home based cultural language and literacy practices to help them meet school expectations *A Guide for Children's Literature Teachers and Students* Gustavo Sánchez Canales, Amaya Arigita García, 2025-07-24 This book is a helpful and engaging resource which caters to school and university teachers and pre service teachers of Early Years and Primary Education as well as to a general readership interested in children s literature Parents with a keen interest in this type of literature will also particularly benefit from this comprehensive guide which combines both theory and practice It addresses essential theoretical concepts such as the definition of children s literature literary genres and a literary historical overview while also providing practical strategies to inspire reading and creative writing through literary works To complement the content the book includes supplementary audio materials featuring a curated selection of nursery rhymes poems and fables The authors firmly believe that their innovative approach to children s literature will captivate and inspire a wide range of readers **Deaf Education Beyond the Western World** Harry Knoors, Maria Brons, Marc Marschark, 2019-01-16 By exploring practice based and research based evidence about deaf education in countries that largely have been left out of the international discussion thus far this volume encourages more researchers in more countries to continue investigating the learning environment of deaf learners based on the premise of leaving no one behind Featuring chapters centering on 19 countries from Africa Asia Latin America and Central and Eastern Europe the volume offers a picture of deaf education from the perspectives of local scholars and teachers who demonstrate best practices and challenges within their respective regional contexts **Handbook of Research on Reading Comprehension, Second Edition** Susan E. Israel, 2017-01-02

This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment. It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research

The Routledge International Handbook of English Language Education in Indonesia Subhan Zein, Fuad Abdul Hamied, 2025-10-29 This handbook is a landmark volume offering an unparalleled exploration of English language education in the world's largest archipelagic nation. Home to over 17 000 islands and more than 600 ethnolinguistic groups, Indonesia has an extraordinary linguistic and cultural diversity making up a unique context for English language education. With the growing prominence of Indonesia's superdiversity, this comprehensive resource on English language education in the country is timely. This handbook assembles cutting edge research reviews from a diverse group of contributors, both Indonesian and international. It investigates key themes across six major areas: history and policy, curriculum and assessment, pedagogy, teacher education, English in the education system, and innovative approaches to the English language teaching and research. With perspectives ranging from historical and sociolinguistic to pedagogical and ideological, the chapters provide a multidimensional understanding of the complexities and opportunities shaping English language education in Indonesia. An essential resource for academics, policymakers, teachers, and students, this volume not only captures the dynamism of English education in Indonesia but also charts pathways for future scholarship, practice, and policymaking. It serves as a critical reference for anyone seeking to understand and contribute to the evolving landscape of English language education in the nation.

Developing Culturally and Historically Sensitive Teacher Education Yolanda Gayol Ramírez, Patricia Rosas Chávez, Peter Smagorinsky, 2020-09-17 Shortlisted for the UK Literacy Association's Academic Book Award 2021. This volume explores the literacy education master's degree program developed at Universidad de Guadalajara in Jalisco, Mexico, with the aim of addressing the nation's emerging social, economic, technological, and political needs. Developing the program required taking into account the cultural diversity, historical economic disparities, indigenous and colonial cultures, and power inequities of the Mexican nation. These conditions have produced economic structures that maintain the status quo that concentrates wealth and opportunity in the hands of the very few, creating challenges for the education and economic life for the majority of the population. The program advocates providing tools for youth to critique and change their surroundings while also learning the codes of power that provide them a repertoire of navigational means for producing satisfying lives. Rather than arguing that the program can be replicated or taken to scale in different contexts, the editors focus on how their process of looking inward to consider Mexican cultures

enabled them to develop an appropriate educational program to address Mexico's historically low literacy rates. They show that if all teaching and learning is context dependent then focusing on the process of program development rather than on the outcomes that may or may not be easily applied to other settings is appropriate for global educators seeking to provide literacy teacher education grounded in national concerns and challenges. The volume provides a process model for developing an organic program designed to address needs in a national context especially one grounded in both colonial and heritage cultures and one in which literacy is understood as a tool for social critique, redress, advancement and equity.

Digital Pedagogies and the Transformation of Language Education Montebello, Matthew, 2021-05-14. Education has undergone numerous radical changes as the digital era has transformed the way we as humans communicate, inform ourselves, purchase goods and perform other mundane chores at home and at work. Social media is one of those phenomena that has affected not only society at large but has heavily influenced educational processes around the world. The demand for and availability of networked educational services have also increased, enabling online education to gain popularity and become an internationally accessible option. Furthermore, universities and other private higher educational institutions embrace digital technology and have adopted the new learning medium as they realize the prospects of having the world's population as a potential source of revenue. A related phenomenon has been the proliferation of massive open online courses (MOOCs). These have changed the ways in which learners interact with educational institutions, professors and with each other. At the same time, the upsurge in digital education has raised issues with language as online learners from all over the world and from a plethora of cultures and foreign languages have found themselves challenged to take full advantage and optimally benefit from the same educational media and resources that English speaking counterparts have tapped into. Digital Pedagogies and the Transformation of Language Education will answer questions of how to optimize language learning in such a defining new era and what the educational, sociological and technological dimensions of radical change are. The book will explore the different challenges and the multitude of opportunities that new and transformative pedagogies have enabled. Beyond teaching/learning practices being presented, this book also focuses on how learners will adjust to the technology and the readiness of practitioners to psychologically adjust to the changing and demanding media technology has unleashed. The chapters provide international experiences and perspectives on the impact of e-educational technologies on student experience, success, learning and comprehension in the realm of language learning specifically. This book is essential for educational technologists, online instructional designers, education policymakers and administrators, curriculum developers, practitioners, stakeholders, researchers, academicians and students who are interested in digital language pedagogies.

Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2007 United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2006. **Multilingualism and Multimodality** Ingrid de

Saint-Georges, Jean-Jacques Weber, 2013-09-03 In the social sciences and humanities researchers often qualify the period in which we are living as late modern post modern or superdiverse These terms seek to capture changing conditions and priorities brought about by a new social order This social order is characterized among other traits by an increased visibility of social cultural and linguistic diversity arising out of unprecedented migration and mobility patterns It is also associated with the development of information and communication technologies which in the digital era transform communication patterns identities relationships and possibilities for action For education these late modern conditions create numerous interesting challenges given that they are of course reflected in the classroom and other sites of learning Conditions of superdiversity mean that in educational institutions varied practices linguistic repertoires and symbolic resources come into contact posing questions about how institutions and actors choose to deal with this diversity Likewise digital technologies with their possibilities for assembling and using multimodal texts in new ways transform the learning experience redefining what counts as teaching learning knowledge or assessment By providing careful analyses of policies and interactions in superdiverse technologically complex educational contexts the authors of this volume contribute something important they give a shape a semiotic form to some of the issues raised by transnational migration sociocultural diversity and digital complexity They construct a framework for reflecting about the new social order and its impact on education They also reveal the kinds of new questions and new terrains that can and must be explored by linguistic research if it wants to stay relevant for education in these times of change

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