

EDITED BY GENEVA SMITHERMAN AND VICTOR VILLANUEVA

# *Language Diversity in the Classroom*

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From Intention to Practice



SWR  
Studies in Writing & Rhetoric

Foreword by  
**Suresh Canagarajah**

# Language Diversity In The Classroom From Intention To Practice

**Roger Beard, Debra Myhill, Jeni  
Riley, Martin Nystrand**



## **Language Diversity In The Classroom From Intention To Practice:**

**Language Diversity in the Classroom** Geneva Smitherman, Victor Villanueva, 2003 It is no secret that in most American classrooms students are expected to master standardized American English and the conventions of Edited American English if they wish to succeed. *Language Diversity in the Classroom: From Intention to Practice* works to realign these conceptions through a series of provocative yet evenhanded essays that explore the ways we have enacted and continue to enact our beliefs in the integrity of the many languages and Englishes that arise both in the classroom and in professional communities. Edited by Geneva Smitherman and Victor Villanueva, the collection was motivated by a survey project on language awareness commissioned by the National Council of Teachers of English and the Conference on College Composition and Communication. All actively involved in supporting diversity in education, the contributors address the major issues inherent in linguistically diverse classrooms: language and racism, language and nationalism, and the challenges in teaching writing while respecting and celebrating students' own languages. Offering historical and pedagogical perspectives on language awareness and language diversity, the essays reveal the nationalism implicit in the concept of a standard English, advocate alternative training and teaching practices for instructors at all levels, and promote the respect and importance of the country's diverse dialects, languages, and literatures. Contributors include Geneva Smitherman, Victor Villanueva, Elaine Richardson, Victoria Cliett, Arnetha F. Ball, Rashidah Jammi, Muhammad Kim Brian, Lovejoy Gail Y. Okawa, Jan Swearingen, and Dave Pruett. The volume also includes a foreword by Suresh Canagarajah and a substantial bibliography of resources about bilingualism and language diversity.

*Language Diversity in the Classroom* Geneva Smitherman, Victor Villanueva, 2003-11-05 It is no secret that in most American classrooms students are expected to master standardized American English and the conventions of Edited American English if they wish to succeed. *Language Diversity in the Classroom: From Intention to Practice* works to realign these conceptions through a series of provocative yet evenhanded essays that explore the ways we have enacted and continue to enact our beliefs in the integrity of the many languages and Englishes that arise both in the classroom and in professional communities. Edited by Geneva Smitherman and Victor Villanueva, the collection was motivated by a survey project on language awareness commissioned by the National Council of Teachers of English and the Conference on College Composition and Communication. All actively involved in supporting diversity in education, the contributors address the major issues inherent in linguistically diverse classrooms: language and racism, language and nationalism, and the challenges in teaching writing while respecting and celebrating students' own languages. Offering historical and pedagogical perspectives on language awareness and language diversity, the essays reveal the nationalism implicit in the concept of a standard English, advocate alternative training and teaching practices for instructors at all levels, and promote the respect and importance of the country's diverse dialects, languages, and literatures. Contributors include Geneva Smitherman, Victor Villanueva, Elaine Richardson, Victoria Cliett, Arnetha F. Ball, Rashidah Jammi, Muhammad Kim Brian, Lovejoy Gail Y. Okawa, Jan Swearingen, and Dave Pruett.

Swearingen and Dave Pruett The volume also includes a foreword by Suresh Canagarajah and a substantial bibliography of resources about bilingualism and language diversity [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 *The Routledge Handbook of Educational Linguistics* Martha Bigelow,Johanna Ennser-Kananen,2014-08-13 The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language related issues in educational contexts Bringing together the expertise and voices of well established as well as emerging scholars from around the world the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics issues of instruction and assessment and teacher education as well as coverage of key topics such as advocacy critical pedagogy and ethics and politics of research in educational linguistics Each chapter relates to key issues raised in the respective topic providing additional historical background critical discussion reviews of pertinent research methods and an assessment of what the future might hold This volume embraces multiple dynamic perspectives and a range of voices in order to move forward in new and productive directions making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education particularly in multilingual and multicultural settings

**Shaping Language Policy in the U.S.** Scott Wible,2013-02-08 In Shaping Language Policy in the U S The Role of Composition Studies author Scott Wible explores the significance and application of two of the Conference on College Composition and Communication s key language policy statements the 1974 Students Right to Their Own Language resolution and the 1988 National Language Policy Wible draws from a wealth of previously unavailable archived material and professional literature to offer for the first time a comprehensive examination of these policies and their legacies that continue to shape the worlds of rhetoric politics and composition Wible demonstrates the continued relevance of the CCCC s policies particularly their role in influencing the recent post 9 11 emergence of a national security language policy He discusses in depth the role the CCCC s language policy statements can play in shaping the U S government s growing awareness of the importance of foreign language education and he offers practical discussions of the policies pedagogical professional and political implications for rhetoric and composition scholars who engage contemporary debates about the politics of linguistic diversity and language arts education in the United States Shaping Language Policy in the U S reveals the numerous ways in which the CCCC language policies have usefully informed educators professional practices and public

service and investigates how these policies can continue to guide scholars and teachers in the future

**The SAGE Handbook of Writing Development** Roger Beard, Debra Myhill, Jeni Riley, Martin Nystrand, 2009-07-09 Writing development is currently the focus of substantial international debate because it is the aspect of literacy education that has been least responsive to central government and state reforms Teaching approaches in writing have been slower to change than those in teaching reading and pupil attainment in writing has increased at a much more modest rate than pupil attainment in reading This handbook critically examines research and theoretical issues that impact on writing development from the early years through to adulthood It provides those researching or teaching literacy with one of the most academically authoritative and comprehensive works in the field With expert contributors from across the world the book represents a detailed and valuable overview of a complex area of study

**Bilingualism for All?** Nelson Flores, Amelia Tseng, Nicholas Subtirelu, 2020-12-16 It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti racist spaces in public schools In contrast this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies The book includes 11 chapters that adopt a range of methodological techniques qualitative quantitative and textual disciplinary perspectives linguistics sociology and anthropology and language foci Spanish Hebrew and Korean to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge

**First Semester** Jessica Restaino, 2012-02 Using a three part theoretical construct labor action and work as defined in Hannah Arendt's work of political and social theory The Human Condition and rich qualitative data gathered from course observations interviews and correspondence Jessica Restaino looks at the experiences of four new graduate students who are first year writing teachers at Public U a large state university

Understanding English Language Variation in U.S. Schools Anne H. Charity Hudley, Christine Mallinson, 2015-04-26 In today's culturally diverse classrooms students possess and use many culturally ethnically and regionally diverse English language varieties that may differ from standardized English This book helps classroom teachers become attuned to these differences and offers practical strategies to support student achievement while fostering positive language attitudes in classrooms and beyond The text contrasts standardized varieties of English with Southern Appalachian and African American English varieties focusing on issues that are of everyday concern to those who are assessing the linguistic competence of students Featuring a narrative style with teaching strategies and discussion questions this practical resource Provides a clear introductory explanation of what is meant by non standard English from both linguistic and educational viewpoints Emphasizes what educators need to know about language variation in and outside of the classroom Addresses the social factors accompanying English language variation and how those factors interact in real classrooms A landmark book It guides linguists and educators as we all work to apply our

knowledge on behalf of those for whom it matters most students From the Afterword by Walt Wolfram North Carolina State University In the ongoing debate about language we typically hear arguments about what students say and or how they say it Finally a volume that takes on the elephant in the parlor WHO is saying it By laying bare the complicated issues of race culture region and ethnicity Charity Hudley and Mallinson provide a scholarly significant and practically relevant text for scholars and practitioners alike This is bound to be an important contribution to the literature Gloria Ladson Billings University of Wisconsin Madison An invaluable guide for teachers graduate students and all lovers of language The authors provide a comprehensive and fascinating account of Southern and African American English showing how it differs from standardized English how those differences affect children in the classroom and how teachers can use these insights to better serve their students Deborah Tannen University Professor and professor of linguistics Georgetown University

**Teaching Writing With Latino/a Students** Cristina Kirklighter, Diana Cardenas, Susan Wolff Murphy, 2007-08-09 Engages the complexities of teaching Latino a students at Hispanic Serving Institutions *Loving Fanfiction* Brit Kelley, 2021-05-30 *Loving Fanfiction* explores emotion within the context of fandoms specifically online fanfiction Through exploring fans narratives about themselves and the fanwork they produce and consume the author theorizes how identity cognition emotion the body and embodiment come together in literacy development and practices Drawing on affect theory to explore the complex roles of emotions literacy identity and the digital both in their own position and in the worlds of engaged fans Brit Kelley systematically analyses work from a six year ethnographic study across fandoms from Harry Potter and WWE to Gotham and Twilight Their analysis expands upon current understandings of fandom by more thoroughly theorizing the deeply emotional element of fanfiction practices and connects to the academic fan community to draw connections and implications for the role of emotion in teaching and research This unique perspective on emotions love and fandoms will be of significant interest to scholars and students of media and communication studies fan studies literature creative writing cultural studies digital humanities and literacy studies **Other People's English** Vershawn Ashanti Young, Rusty Barrett, 2018-11-21 With a new Foreword by April Baker Bell and a new Preface by Vershawn Ashanti Young and Y Shanda Young Rivera *Other People's English* Code Meshing Code Switching and African American Literacy presents an empirically grounded argument for a new approach to teaching writing to diverse students in the English language arts classroom Responding to advocates of the code switching approach four uniquely qualified authors make the case for code meshing allowing students to use standard English African American English and other Englishes in formal academic writing and classroom discussions This practical resource translates theory into a concrete road map for pre and inservice teachers who wish to use code meshing in the classroom to extend students abilities as writers and thinkers and to foster inclusiveness and creativity The text provides activities and examples from middle and high school as well as college and addresses the question of how to advocate for code meshing with skeptical administrators parents and students *Other People*

s English provides a rationale for the social and educational value of code meshing including answers to frequently asked questions about language variation It also includes teaching tips and action plans for professional development workshops that address cultural prejudices

*Translingual Inheritance* Elizabeth Kimball,2021-03-16 *Translingual Inheritance* tells a new story of the early days of democracy in the United States when English had not yet become the only dominant language Drawing on translingual theory which exposes how language use contrasts with the political constructions of named languages Elizabeth Kimball argues that Philadelphians developed complex metalinguistic conceptions of what language is and how it mattered in their relations In depth chapters introduce the democratically active communities of Philadelphia between 1750 and 1830 and introduce the three most populous Germans Quakers the Society of Friends and African Americans These communities had ways of knowing and using their own languages to create identities and serve the common good outside of English They used these practices to articulate plans and pedagogies for schools exercise their faith and express the promise of the young democracy Kimball draws on primary sources and archival texts that have been little seen or considered to show how citizens consciously took on the question of language and its place in building their young country and how such practice is at the root of what made democracy possible

**Ontologies of English** Christopher J. Hall,Rachel Wicaksono,2020-01-02 A critical examination of the ways in which English is conceptualised for learning teaching and assessment in a range of domains from both social and cognitive perspectives Researchers and postgraduates working on English in L1 and L2 educational contexts will find it valuable for research and collaboration

*African American, Creole, and Other Vernacular Englishes in Education* John R. Rickford,2013 This comprehensive bibliography provides more than 1600 references to publications from the past half century on education in relation to African American Vernacular English English based pidgins and creoles and other vernacula Englishes with accompanying abstracts for many

*Cultural Diversity and Discourse Practices in Grade Nine* Lynne V Wiltse,2017-07-28 In the classroom knowledge is widely distributed among the students and teacher but is difficult to share across linguistic and cultural barriers Seeking paths across these barriers Lynne Wiltse meticulously explores the question What is the discourse frame in which students and teachers work Situated in a grade nine multilingual classroom her work provides a rich description of the research process in the classroom At the same time she draws the reader sequentially through the analysis revealing inferences in increasing levels of abstraction within a framework of communities of practice She highlights issues related to second language acquisition students immigration experiences teaching and learning and points the way toward multi vocal dialogues and practices that can forge a path across cultural and linguistic divides

**Racing Translingualism in Composition** Tom Do,Karen Rowan,2022-09-15 *Racing Translingualism* provides both theoretical and pedagogical reconsiderations of the translingual approach to language diversity by addressing the intersections of race and translingualism This collection extends the disciplinary conversations about translingualism by foregrounding the role race

and racism play in the construction and maintenance of language differences In doing so the contributors examine the co naturalization of race and language in order to theorize a race conscious translingual praxis The book begins by offering generative critiques of translingualism centering on the ways in which the approach s democratic orientation to language avoids issues of race language and power and appeals to colorblind racist tropes of equal opportunity Following these critiques contributors demonstrate the important intersections of race and translingualism by drawing upon voices typically marginalized by monolingual language ideologies and pedagogies Finally *Racing Translingualism* concludes by attending to the pedagogical implications of a race conscious translingual praxis in writing and literacy education Making the case for race conscious rather than colorblind theories and pedagogies *Racing Translingualism* offers a unique take on how translingualism is theorized and practiced and moves the field forward through its direct consideration of the links between language race and racism Contributors Lindsey Albracht Steven Alvarez Bethany Davila Tom Do Jaclyn Hilberg Bruce Horner Aja Martinez Esther Milu Stephanie Mosher Yasmine Romero Karen Rowan Rachael Shapiro Shawanda Stewart Brian Stone Victor Villanueva Missy Watson

*Diversity Dimensions in Mathematics and Language Learning* Annemarie Fritz, Erkan Gürsoy, Moritz Herzog, 2021-06-08 Extensive research is available on language acquisition and the acquisition of mathematical skills in early childhood But more recently research has turned to the question of the influence of specific language aspects on acquisition of mathematical skills This anthology combines current findings and theories from various disciplines such as neuro psychology linguistics didactics and anthropology

***African American Literacies Unleashed*** Arnetha F. Ball, Ted Lardner, 2005-12-13 This pioneering study of African American students in the composition classroom lays the groundwork for reversing the cycle of underachievement that plagues linguistically diverse students *African American Literacies Unleashed Vernacular English and the Composition Classroom* approaches the issue of African American Vernacular English AAVE in terms of teacher knowledge and prevailing attitudes and it attempts to change current pedagogical approaches with a highly readable combination of traditional academic discourse and personal narratives Realizing that composition is a particular form of social practice that validates some students and excludes others Arnetha Ball and Ted Lardner acknowledge that many African American students come to writing and composition classrooms with talents that are not appreciated To empower and inform practitioners administrators teacher educators and researchers Ball and Lardner provide knowledge and strategies that will help unleash the potential of African American students and help them imagine new possibilities for their successes as writers *African American Literacies Unleashed* asserts that necessary changes in theory and practice can be addressed by refocusing attention from teachers knowledge deficits to the processes through which teachers engage information relevant to culturally informed pedagogy Providing strategies for unlearning racism in the classroom and changing the status quo this volume stresses the development and maintenance of a real sense of teaching efficacy teachers beliefs in their abilities to connect with and work effectively with all students and reflective



optimism teachers informed expectations that all students have the potential to succeed      **Teaching the History of the English Language** Colette Moore,Chris C. Palmer,2019-05-01 The study of the history of the English language HEL encompasses a broad sweep of time and space reaching back to the fifth century and around the globe Further the language has always varied from place to place and continues to evolve today Instructors face the challenges of teaching this vast subject in one semester and of engaging students with unfamiliar material and techniques This volume guides instructors in designing an HEL course suited to their own interests and institutions The essays consider what subjects of HEL to include how to organize the course and what textbook to assign They offer historical approaches and those that are not structured by chronology Sample assignments provide opportunities for students to conduct original research work with archives and digital resources and investigate language in their communities The essays also help students question notions of linguistic correctness

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