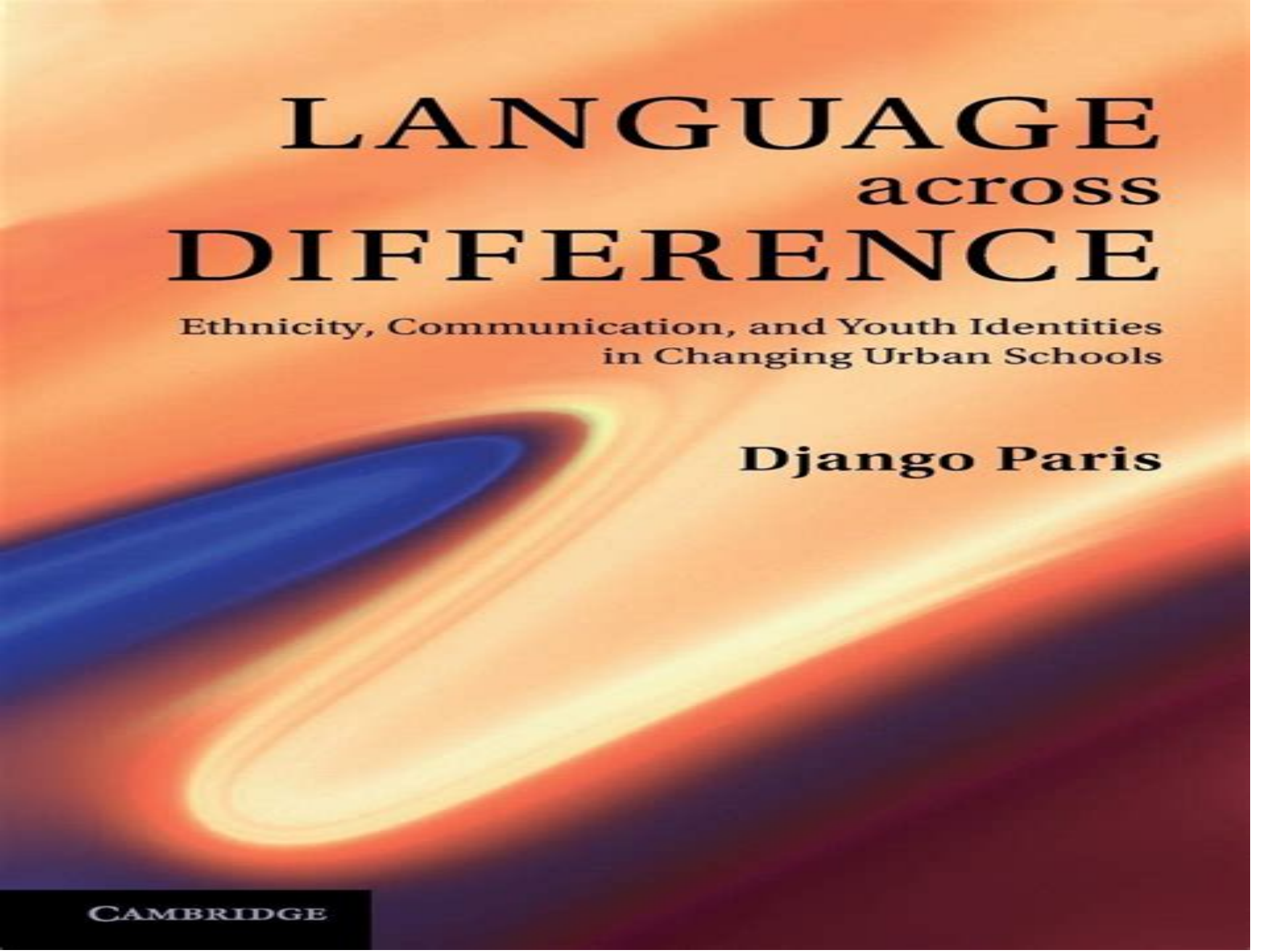




LANGUAGE across DIFFERENCE

Ethnicity, Communication, and Youth Identities
in Changing Urban Schools

Django Paris

CAMBRIDGE

Language Across Difference Ethnicity Communication And Youth Identities In Changing Urban Schools

Uma Pradhan

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Language Across Difference Ethnicity Communication And Youth Identities In Changing Urban Schools:

Language across Difference Django Paris, 2011-07-28 Once a predominantly African American city South Vista opened the twenty first century with a large Latino a majority and a significant population of Pacific Islanders Using an innovative blend of critical ethnography and social language methodologies Paris offers the voices and experiences of South Vista youth as a window into how today s young people challenge and reinforce ethnic and linguistic difference in demographically changing urban schools and communities The ways African American language Spanish and Samoan are used within and across ethnicity in social and academic interactions text messages and youth authored rap lyrics show urban young people enacting both new and old visions of pluralist cultural spaces Paris illustrates how understanding youth communication ethnicity and identities in changing urban landscapes like South Vista offers crucial avenues for researchers and educators to push for more equitable schools and a more equitable society

Language Across Difference Assistant Professor of Language and Literacy Django Paris, 2014-05-14 A window into ethnic and linguistic difference among Latino a African American and Pacific Islander youth in contemporary US schools

Youth Language Practices in Africa and Beyond Nico Nassenstein, Andrea Hollington, 2015-09-14 Youth languages have increasingly attracted the attention of scholars and students of various disciplines African youth languages are a vibrant phenomenon with manifold characteristics involving a range of different languages This book is a first comprehensive study of African youth languages and presents fresh insights into various youth languages providing linguistic as well as sociolinguistic data and analyses

Mother Tongue Prestige Jessica Sujata Chandras, 2023-09-01 This book studies the intersection of language and social privilege in education in India Drawing on rich ethnographic detail and primary data it introduces a conversation of privilege specifically contemporary configurations of caste and socioeconomic class in India to the fields of South Asian studies and sociolinguistic educational studies The author examines how and why education at the pre primary secondary and higher education levels in India remains largely segregated by socioeconomic class and caste through the lens of language She advances fields of study of multilingual education language ideologies and complexities between language and identity to contribute to work on language and privilege in education by providing a novel and contemporary case from India The book also critiques contemporary caste configurations in India that uphold urban middle class Brahmins as the socially privileged purveyors of social and linguistic norms Mother Tongue Prestige parses out threads of motivation perceptions of education and aspirations tied to language use and learning that shape generations of students in an educational system preparing them for a globalized workforce and urban multilingual livelihoods in India and abroad It will be an indispensable resource for students and researchers of education language sociology sociology of education linguistics sociolinguistics and South Asian studies

Simultaneous Identities Uma Pradhan, 2020-12-03 The recent socio political changes in Nepal have brought assimilationist notions of Nepali nationalism under a tight scrutiny and drawn attention to more plural inclusive and diverse

notions of Nepalianness. However, both assimilationist and pluralist visions continue to remain normative in their approach and often posit ethnic and national identity in opposition to each other. Drawing on the everyday practices in the two schools, this book illustrates that social actors in minority language education did not necessarily select between minority identity and national identity but instead made simultaneous claims to more than one social identity by discursively positioning ethnic identity as national identity. It builds on the notion of simultaneity to illustrate that it is through the unresolved co-presences of apparently contradictory ways that people maintain their multi-layered identities. By arguing for an analytical necessity to adopt a relational approach, it aims to complicate the neat compartmentalisation of identities.

Language, Culture, Identity and Citizenship in College Classrooms and Communities Juan C. Guerra, 2015-10-05. *Language Culture Identity and Citizenship in College Classrooms and Communities* examines what takes place in writing classrooms beyond academic analytical and argumentative writing to include forms that engage students in navigating the civic, political, social and cultural spheres they inhabit. It presents a conceptual framework for imagining how writing instructors can institute campus-wide initiatives such as Writing Across Communities that attempt to connect the classroom and the campus to the students' various communities of belonging, especially students who have been historically underserved. This framework reflects an emerging perspective, writing across difference, that challenges the argument that the best writing instructors can do is develop the skills and knowledge students need to make a successful transition from their home discourses to academic discourses. Instead, the value inherent in the full repertoire of linguistic, cultural and semiotic resources students use in their varied communities of belonging needs to be acknowledged and students need to be encouraged to call on these to the fullest extent possible in the course of learning what they are being taught in the writing classroom. Pedagogically, this book provides educators with the rhetorical, discursive and literacy tools needed to implement this approach.

Doing Research within Communities Kerry Taylor-Leech, Donna Starks, 2016-04-14. *Doing Research within Communities* provides real-life examples of field research projects in language and education, offering an overview of research processes and solutions to the common challenges faced by researchers in the field. This unique book contains personal research narratives from sixteen different and varied fieldwork projects, providing advice and guidance to the reader through example rather than instruction and enabling the reader to discover connections with the storyteller and gain insights into their own research journey. This book provides practical guidance and support for engaging with a community as a research site, covers the real-life theoretical, ethical and practical issues faced by researchers such as language choice in multilingual communities and the insider-outsider status of the researcher, discusses challenges posed by a variety of mono and multilingual settings from remote island communities to large urban areas, includes research from across the Asia-Pacific area including Australia, New Zealand and East Timor, and also the US. *Doing Research within Communities* is essential reading for early-career researchers and graduate students undertaking fieldwork within communities.

Research Methods in Language Policy and

Planning Francis M. Hult, David Cassels Johnson, 2015-04-27 This is the first volume exclusively devoted to research methods in language policy and planning LPP Each chapter is written by a leading language policy expert and provides a how to guide to planning studies as well as gathering and analyzing data Covers a broad range of methods making it easily accessible to and useful for transdisciplinary researchers working with language policy in any capacity Will serve as both a foundational methods text for graduate students and novice researchers and a useful methodological reference for experienced LPP researchers Includes a series of guidelines for public engagement to assist scholars as they endeavor to incorporate their work into the public policy process **Contemporary Foundations for Teaching English as an Additional Language**

Polina Vinogradova, Joan Kang Shin, 2020-10-29 This engaging volume on English as an Additional Language EAL argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world Bringing together diverse scholars in the field and practicing English language teachers editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms The chapters are supplemented by discussion questions and a range of practical sources for further exploration Addressing established and emerging areas of TESOL topics covered include Critical and postmethod pedagogies Translingualism Digital literacy and multiliteracies Culturally responsive pedagogy Advocacy Featuring educators implementing innovative approaches in primary secondary and tertiary contexts across borders Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics Youth Voices, Public Spaces, and Civic Engagement Stuart Greene, Kevin J. Burke, Maria K.

McKenna, 2016-02-26 This collection of original research explores ways that educators can create participatory spaces that foster civic engagement critical thinking and authentic literacy practices for adolescent youth in urban contexts Casting youth as vital social actors contributors shed light on the ways in which urban youth develop a clearer sense of agency within the structural forces of racial segregation and economic development that would otherwise marginalize and silence their voices and begin to see familiar spaces with reimagined possibilities for socially just educational practices **Critical Ethnography, Language, Race/ism and Education** Stephen May, Blanca Caldas, 2022-11-22 This book provides a contemporary overview of work in critical ethnography that focuses on language and race/ism in education as well as cutting edge examples of recent critical ethnographic studies addressing these issues The studies in this book while centred

primarily on the North American context have wide international significance and interdisciplinary reach and address a range of educational contexts across K 12 education and less formal educational settings They explore the racialized construction positioning and experiences of bi multilingual students and the implications of this for educational policy pedagogy and practice The chapters draw on a range of critical theoretical perspectives including CRT LatCrit Indigenous epistemologies and bilingual education they also address significant methodological questions that arise when undertaking critical ethnographic work including the key issues of positionality and critical reflexivity

Advocating for Sociolinguistic Justice in the United States Michelle F. Ramos Pellicia, Patricia MacGregor-Mendoza, Mercedes Niño-Murcia, 2024-10-01 This collection focuses on social awareness and critical language awareness with the goal of enlightening and empowering multilingual and multicultural communities across the U S Each chapter brings to light the trauma gaps in services and misguided societal perceptions that adversely impact communities whose linguistic and cultural background and or status as migrants place them in vulnerable situations In doing so the authors and editors demonstrate how an increased awareness of diverse communities linguistic and cultural wealth can be leveraged to build strength and resilience in order to overcome physical verbal or symbolic violence and provide remedies for inequities in educational medical and legal contexts Showcasing discussions of the intersectionality and contexts in which language power migration and the cultural funds of knowledge of minoritized communities interact this volume will be of interest to students scholars and educators in sociolinguistics applied linguistics and language education

Culturally Sustaining Pedagogies Django Paris, H. Samy Alim, 2017-05-05 Prominent educators and researchers propose that schooling should be a site for sustaining cultural practices rather than eradicating them Chapters present theoretically grounded examples of how schools can support Black Indigenous Latinx Asian Pacific Islander South African and immigrant students as part of a collective movement towards educational justice in a changing world

Plurilingual Pedagogies Sunny Man Chu Lau, Saskia Van Viegen, 2020-04-10 This book critically engages with theoretical shifts marked by the multilingual turn in applied linguistics and articulates the complexities associated with naming and engaging with the everyday language practices of bi multilingual communities It discusses methodological approaches that enable researchers and educators to observe and interact with these communities and to understand their teaching and learning needs It also highlights pedagogical approaches and instructional strategies involved with learning and teaching language and or content curriculum to students across various learning and educational contexts The book addresses recent debates on the multi plural turn in applied linguistics and articulates the limitations of these debates particularly the absence of discussion of social power relations and contexts in applying different theoretical lenses It features empirical research from primarily North American classrooms to highlight how plurilingual pedagogies take shape in unique educational contexts resisting monolingual approaches to language in education Furthermore it includes commentary response pieces from established scholars in dialogue with recent plurilingual research in the field to

put the work in critical perspective within extant theories and literature Language and Cultural Practices in Communities and Schools Inmaculada M. García-Sánchez, Marjorie Faulstich Orellana, 2019-09-09 Drawing on sociocultural theories of learning this book examines how the everyday language practices and cultural funds of knowledge of youth from non dominant or minoritized groups can be used as centerpoints for classroom learning in ways that help all students both to sustain and expand their cultural and linguistic repertoires while developing skills that are valued in formal schooling Bringing together a group of ethnographically grounded scholars working in diverse local contexts this volume identifies how these language practices and cultural funds of knowledge can be used as generative points of continuity and productively expanded on in schools for successful and inclusive learning Ideal for students and researchers in teaching learning language education literacy and multicultural education as well as teachers at all stages of their career this book contributes to research on culturally and linguistically sustaining practices by offering original teaching methods and a range of ways of connecting cultural competencies to learning across subject matters and disciplines Educating African Immigrant Youth Vaughn W. M. Watson, Michelle G. Knight-Manuel, Patriann Smith, 2024 Black African immigrant youth and young adults from countries south of the Sahara among the most rapidly growing immigrant groups in the US given immigration resettlement and asylum programs have long demonstrated varied racial ethnic gendered cultural linguistic religious and transnational identities in their diverse schooling and education practices Moreover African immigrant youth enacting complex embodied practices within and across varied schooling and educational contexts and at the interplay of language literacy and civic learning and action taking complicate urgent questions of which students may engage civically in schools and communities and how they may do so Thus transformative education research to support diverse schooling education and civic engagement experiences for African immigrant and refugee students will increasingly depend on enacting generative research frameworks teaching approaches and innovative methodologies Such research and teaching hold possibilities for assisting and preparing researchers teacher educators teachers and community based educators to identify key schooling education and civic engagement practices associated with student s varied identities and or taking up research approaches and learning contexts that affirm and extend the identified practices *Isms in Language Education* Damian J. Rivers, Karin Zotzmann, 2017-10-23 This volume develops a comprehensive understanding of the manner in which dominant emergent ideologies discourses and social structures impact language education The 17 chapters analyze the complex social dynamics of isms within language education and detail how such dynamics influence language education pedagogies and practices institutional policies intergroup subjectivities in addition to language proficiency achievements **Reclaiming English Language Arts Methods Courses** Jory Brass, Allen Webb, 2014-09-04 Reclaiming English Language Arts Methods Courses showcases innovative work in teacher education that fosters teachers capacities as reflective practitioners and public intellectuals extends traditional boundaries of methods courses on teaching the English language arts literacy children s and

young adult literature and embodies democratic and critical politics that go beyond the reductive economic aims and traditional classroom practices sanctioned by educational policies and corporate educational reforms Featuring leading and emerging scholars in English language arts teacher education each chapter provides rich and concrete examples of elementary and secondary methods courses rooted in contemporary research and theory on line resources and honest appraisals of the possibilities tensions and limits of doing teacher education differently in a top down time of standards based education high stakes testing teacher assessment and neoliberal education reforms This book offers important resources and support for teacher educators and graduate students to explore alternative visions for aligning university methods courses with current trends in English and cultural studies critical sociocultural literacy new literacies and web 2 0 tools and teaching the English language arts in multiethnic multilingual and underserved urban communities Multilingualism, Identity and Interculturality in Education Ruth Fielding, 2022-10-31 This book brings together research on multilingualism identity and intercultural understanding from a range of locations across the globe to explore the intersection of these key ideas in education It addresses the need to better understand how multilingual identity and intercultural approaches intersect for multilingual learners in complex and varied settings Through global examples it explores how identities and multilingualism are situated within and surrounding intercultural experiences This book examines the different theoretical interpretations as encountered and used in different contexts By doing so it helps readers better understand how teachers approach multilingualism and diversity in a range of contexts **Handbook of the Cultural Foundations of Learning** Na'ilah Suad Nasir, Carol D. Lee, Roy Pea, Maxine McKinney de Royston, 2020-05-01 Edited by a diverse group of expert collaborators the Handbook of the Cultural Foundations of Learning is a landmark volume that brings together cutting edge research examining learning as entailing inherently cultural processes Conceptualizing culture as both a set of social practices and connected to learner identities the chapters synthesize contemporary research in elaborating a new vision of the cultural nature of learning moving beyond summary to reshape the field toward studies that situate culture in the learning sciences alongside equity of educational processes and outcomes With the recent increased focus on culture and equity within the educational research community this volume presents a comprehensive innovative treatment of what has become one of the field's most timely and relevant topics The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license Funded by The Spencer Foundation

Language Across Difference Ethnicity Communication And Youth Identities In Changing Urban Schools Book Review: Unveiling the Power of Words

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