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Bakhtinian Perspectives on Language, Literacy, and Learning

CiteSeerX - Document Details (Isaac Council, Lee Giles, Pradeep Teregowda): SIL International Mikhail Bakhtin was a Russian philosopher and literary critic who lived from 1895 to 1975. His ideas, which share concepts with the social constructivist school of thought, were unknown to the West until first French, then English translations were published after his death (Wikipedia).

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Publisher Description

This volume is the first to explore links between the Russian linguist Mikhail Bakhtin's theoretical insights about language and practical concerns with second and foreign language learning and teaching. Situated within a strong conceptual framework and drawing from a rich empirical base, it reflects recent scholarship in applied linguistics that has begun to move away from formalist views of language as universal, autonomous linguistic systems, and toward an understanding of language as dynamic collections of cultural resources. According to Bakhtin, the study of language is concerned with the dialogue existing between linguistic elements and the uses to which they are put in response to the conditions of the moment. Such a view of language has significant implications for current understandings of second- and foreign-language learning. The contributors draw on some of Bakhtin's more significant concepts, such as dialogue, utterance, heteroglossia, voice, and addressivity to examine real world contexts of language learning. The chapters address a range of contexts including elementary- and university-level English as a second language and foreign language classrooms and adult learning situations outside the formal classroom. The text is arranged in two parts. Part I, "Contexts of Language Learning and Teaching," contains seven chapters that report on investigations into specific contexts of language learning and teaching. The chapters in Part II, "Implications for Theory and Practice," present broader discussions on second and foreign language learning using Bakhtin's ideas as a springboard for thinking. This is a groundbreaking volume for scholars in applied linguistics, language education, and language studies with an interest in second and foreign language learning; for teacher educators; and for teachers of languages from elementary to university levels. It is highly relevant as a text for graduate-level courses in applied linguistics and second- and foreign-language education.

This book situates the teaching and learning of language in general, and English in particular, within the sociocultural context of India. It engages with current scholarship in literacy studies and the pedagogies of language acquisition and learning. The volume discusses the cultural, discursive and sociopolitical functions of language education and the teaching of English in Indian schools. It examines the importance of adopting flexible pedagogical and multimodal strategies in teaching vocabulary; grammar; literary genres like fiction, poetry and drama; rhetorical discourses; and communicative English to learners for whom English is not one of their home language(s). It also discusses pragmatic approaches to curriculum design for communicative competence and critical literacy rooted in theoretical principles of language education. The authors analyse issues relevant to secondlanguage acquisition; English language teaching (ELT); emergent, adult and critical literacies; and critical pedagogies in language and literature. Written in an accessible style, the book comes with case studies, exercises and additional references to support an independent exploration of the fields. This book will be of interest to students and teachers of language, literature and education, as well as teachers and educators in schools and universities. It is also of relevance to policymakers, non-governmental organisations and public and private sector bodies that work in the fields of language and literacy.

The aptitude to write well is increasingly becoming a vital element that students need to succeed in college and their future careers. Students must be equipped with competent writing skills as colleges and jobs base the acceptance of students and workers on the quality of their writing. This situation captures the complexity of the fact that writing represents higher intellectual skills and leads to a higher rate of selection. Therefore, it is imperative that best strategies for teaching writing speakers of other languages is imparted to provide insights to teachers who can better prepare their students for future accomplishments. Futuristic and Linguistic Perspectives on Teaching Writing to Second Language Students examines the theoretical and practical implications that should be put in place for second language writers and offers critical futuristic and linguistic perspectives on teaching writing to speakers of other languages. Highlighting such topics as EFL, ESL, composition, digital storytelling, and forming identity, this book is ideal for second language teachers and writing instructors, as well as academicians, professionals, researchers, and students working in the field of language and linguistics.

Students in public schools serving poor and working-class students are inundated by the effects of high-stakes examinations. Teachers are demoralized and students suffer substandard curricular and pedagogical experiences. These effects are articulated by students and teachers in the high school that provided the setting for the critical ethnography on which this text is based. Teachers resent being judged on the basis of students ' performance on standardized assessments. They are deprofessionalized as their roles are oriented toward working-class norms. Students feel alienated by content that is meaningless and test-based pedagogies that are disempowering. While these findings are disturbing, critical theory provides a foundation for seeking hope. By incorporating inquiry and dialogue, this theoretical framework opens a space where resistance can be revealed and examined. In this case, the study exposed glimmers of resistance, spaces in the structure of schooling where students and teachers critique the system and suggest ways of subverting the negative effects of the neoliberal reforms through dialogic, empowering, culturally responsive pedagogies. Collective resistance, achieved through dialogic pedagogies that build on understandings of resistance and power, can cultivate theoretical and material spaces where a cycle of praxis can enhance possibilities for social justice. To that end, the conclusion is devoted to the implementation of critical, dialogic approaches to literacies, approaches intended to interrupt the hegemonic influences that perpetuate social reproduction by capitalizing on the potential for solidarity and collective agency among the students and teachers who populate and educate the working classes. This book would interest teacher educators, teachers, and school administrators.

This book presents a participatory action research study exploring the social identity and academic literacies of bilingual preservice teachers. It describes the transformative experiences of undergraduate students during their participation in a program specially designed to develop bilingual teachers in Hawaii, USA. Further, it discusses how the curriculum and instruction in the classroom provide a ' third space ' for facilitating peer interaction and critical reflection on such issues as academic literacy, heritage language education, and teacher identity. In doing so, it connects ideas of social identity and academic literacies of bilingual preservice teachers to the " real work " of mentoring and teaching PreK-12 students themselves.

This book provides a " context " of discussion for researchers and educational experts in order to rethink the relationship between actors, practices and borders

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within the educational contexts. The research in educational psychology has often challenged the concept of “ educational context ” . According to the different theoretical frameworks, the construct of contexts, their borders and the dimensions to be taken into account have all been defined in different ways. The book offers a reflection that goes from theory to practice and backward from practice to theory. The main research questions the book addresses are how actors, i.e. teachers, parents and students, educators and professionals, with their own identity and social representations, build their educational practices or their shared cultural spaces where knowledge is generated, defining the borders of the educational contexts. The book proposes that a border is a type of membrane within and outside the educational setting bringing together different actors, groups and cultures. The book presents the perspectives of scholars and educational experts from various parts of the world, including Brazil, Argentina, Italy, Japan, and the United Kingdom. They shed light on what happens at the border in different cultural contexts and what the relationship is between the educational setting and the other life contexts or micro-cultures.

A CHOICE Outstanding Academic Title 2012! Based on case studies from public schools in Toronto, Canada, this book chronicles an inspiring five-year journey to develop thinking about and teaching literacy for the 21st century. The research, which was classroom-based and developed by public school teachers in collaboration with university researchers, was stimulated by an ethnographic study at Joyce Public School to track children learning to read in an era of multiliteracies. Following the kindergarteners ’ interest in Goldilocks and the Three Bears, Lotherington asked the principal: What would Goldilocks look like, retold through the eyes of the children? The resulting classroom experiment to transform learning to read a storybook into multimodal collaborative story-telling sparked the development of an award-winning school-university learning community dedicated to the development of multimodal literacies in the culturally diverse, urban classroom. Pedagogy of Multiliteracies tells the evolving story of teachers ’ trial-and-error interventions to engage children in multiple modes of expression involving structured play with contemporary media. Using the complex texts created, the teachers carve spaces to welcome the voices of children and the languages of the community into the English-medium classroom.

This book contributes to the growing field of foreign language teaching and testing by shedding light on mediation between languages. Stathopoulou offers an empirically-grounded definition of mediation as a form of translanguaging and offers tools and methods for further research in multilingual testing. The book explores what cross-language mediation entails, what processes and strategies are involved, and the challenges often faced by mediators. As well as stressing the importance of administering tests which favour cross-language mediation practices, the author encourages the implementation of language programmes which promote the mingling-of-languages idea and target the development of language learners ’ effective translanguaging practices. Researchers studying translanguaging, multilingualism, multilingual testing and the use of mother tongue in the foreign language classroom will all find this book of interest.

Providing a distillation of knowledge in the various disciplines of arts education (dance, drama, music, literature and poetry and visual arts), this essential handbook synthesizes existing research literature, reflects on the past, and contributes to shaping the future of the respective and integrated disciplines of arts education. While research can at times seem distant from practice, the Handbook aims to maintain connection with the live practice of art and of education, capturing the vibrancy and best thinking in the field of theory and practice. The Handbook is organized into 13 sections, each focusing on a major area or issue in arts education research.

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