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Linguists, researchers, and other practitioners in language education acknowledge that the resolution of language problems associated with breaking down language and cultural barriers that hinder the growth of learners ' self-identities and national identities is ongoing. In fact, even with decades of research in home language use in the classroom, there are still classrooms worldwide where learners are deprived of the opportunity of building their self-esteem, confidence, and autonomy by communicating with their native language. The global nature of communication requires speakers to use all the languages in their repertoire effectively, thus reinforcing the need to encourage home language use in classrooms. Transformative Pedagogical Perspectives on Home Language Use in Classrooms is a cutting-edge research publication on the effective use of home language in the classroom that emphasizes the significance of this activity to the success of the overall language development of the learner. Particular attention is given to transformative pedagogy and the provision of valuable insights into how the teacher can guide and assist learners in the development of critical thinking skills. In addition, the book provides content that enables practitioners in language education and parents to explore their roles in assisting children in breaking down the language and cultural barriers that hinder the growth of their self-identity and national identity. Highlighting topics such as engineering education, cultural responsiveness, and transformative pedagogy, this book is essential for linguists, academicians, education professionals, curriculum designers, policymakers, administrators, instructional designers, researchers, and students.

The dialect of English which has developed in Indigenous speech communities in Australia, while showing some regional and social variation, has features at all levels of linguistic description, which are distinct from those found in Australian English and also is associated with distinctive patterns of conceptualization and speech use. This volume provides, for the first time, a comprehensive description of the dialect with attention to its regional and social variation, the circumstances of its development, its relationships to other varieties and its foundations in the history, conceptual predispositions and speech use conventions of its speakers. Much recent research on the dialect has been motivated by concern for the implications of its use in educational and legal contexts. The volume includes a review of such research and its implications as well as an annotated bibliography of significant contributions to study of the dialect and a number of sample texts. While Aboriginal English has been the subject of investigation in diverse places for some 60 years there has hitherto been no authoritative text which brings together the findings of this research and its implications. This volume should be of interest to scholars of English dialects as well as to persons interested in deepening their understanding of Indigenous Australian people and ways of providing more adequately for their needs in a society where there is a disconnect between their own dialect and that which prevails generally in the society of which they are a part.

This volume reports research that informs the development of reading and listening assessment in IELTS. This volume brings together a set of eight IELTS-related research studies - four on reading and four on listening - conducted between 2005 and 2010. Findings from these studies provide valuable evidence on the validity, reliability, impact and practicality of the IELTS test; they are also instrumental in highlighting aspects needing attention, and thus directly inform the continuing evolution of the IELTS reading and listening tests. The volume reviews and comments on the specific contribution of each study to the ongoing process of IELTS reading and listening test design and development.

Even a cursory look at conference programs and proceedings reveals a burgeoning interest in the field of social and affective factors in home language maintenance and development. To date, however, research on this topic has been published in piecemeal fashion, subsumed under the more general umbrella of ' bilingualism '. Within bilingualism research, there has been an extensive exploration of linguistic and psycholinguistic perspectives on the one hand, and educational practices and outcomes on the other. In comparison, social and affective factors – which lead people to either maintain or shift the language – have been under-researched. This is the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development, ranging from the micro-level (family language policies and practices), to the meso-level (community initiatives) and the macro-level (mainstream educational policies and their implementation). The volume showcases a wide distribution across contexts and populations explored. Contributors from around the world represent different research paradigms and perspectives, providing a rounded overview of the state-of-the-art in this flourishing field.

The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.