

West Indians And Their Language Elogik

The Routledge Handbook of World Englishes constitutes a comprehensive introduction to the study of World Englishes. Split into six sections with 40 contributions, this Handbook discusses how English is operating in a wide range of fields from business to popular culture and from education to new literatures in English and its increasing role as an international lingua franca. Bringing together more than 40 of the world's leading scholars in World Englishes, the sections cover historical perspectives, regional varieties of English from across the world, recent and emerging trends and the pedagogical implications and the future of Englishes. The Handbook provides a thorough and updated overview of the field, taking into account the new directions in which the discipline is heading. This second edition includes up-to-date descriptions of a wide range of varieties of English and how these reflect the cultures of their new users, including new chapters on varieties in Bangladesh, Uganda, the Maldives and South Africa, as well as covering hot topics such as translanguaging and English after Brexit. With a new substantial introduction from the editor, the Handbook is an ideal resource for students of applied linguistics, as well as those in related degrees such as applied English language and TESOL/TEFL.

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Over the past century, Christianity's place and role in the world have changed dramatically. In 1900, 80 percent of the world's Christians lived in Europe and North America. Today, more than 60 percent of the world's Christians live outside of that region. This change calls for a reexamination of the way the story of Christianity is told, the methodological tools for its analysis, and its modes of expression. Perhaps most significant is the role of Africa as the new Christian heartland. The questions and answers about Christianity and its contemporary mission now being developed in the African churches will have enormous influence in the years to come. This volume offers nine new essays addressing this sea-change and its importance for the future of Christianity. Some contributions consider the development of "non-Western" forms of Christianity, others look at the impact of these new Christianities in the West. The authors cover a wide range of topics, from the integration of witchcraft and Christianity in Nigeria and the peacemaking role of churches in Mozambique to the American Baptist reception of Asian Christianity. The Changing Face of Christianity shows the striking cultural differences between the new world Christianity and its western counterpart. But with so many new immigrants in Europe and North America, the faith's fault lines are not purely geographical. The new Christianity now thrives in American and European settings, and northerners need to know

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this faith better. At stake is their ability to be good neighbors-and perhaps to be good Christian citizens of the world.

A description and analysis of the Guyanese religion known as "Comfa."

For the first time the Dutch-speaking regions of the Caribbean and Suriname are brought into fruitful dialogue with another major American literature, that of the anglophone Caribbean. The results are as stimulating as they are unexpected. The editors have coordinated the work of a distinguished international team of specialists. Read separately or as a set of three volumes, the History of Literature in the Caribbean is designed to serve as the primary reference book in this area. The reader can follow the comparative evolution of a literary genre or plot the development of a set of historical problems under the appropriate heading for the English- or Dutch-speaking region. An extensive index to names and dates of authors and significant historical figures completes the volume. The subeditors bring to their respective specialty areas a wealth of Caribbeanist experience. Vera M. Kutzinski is Professor of English, American, and Afro-American Literature at Yale University. Her book *Sugar's Secrets: Race and The Erotics of Cuban Nationalism*, 1993, treated a crucial subject in the romance of the Caribbean nation. Ineke Phaf-Rheinberger has been very active in Latin American and Caribbean literary criticism for two decades, first at the Free

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University in Berlin and later at the University of Maryland. The editor of *A History of Literature in the Caribbean*, A. James Arnold, is Professor of French at the University of Virginia, where he founded the New World Studies graduate program. Over the past twenty years he has been a pioneer in the historical study of the Négritude movement and its successors in the francophone Caribbean. Combining the African sources and British colonial traditions, this poetry shares its roots with rap and reggae and has the same hold on the popular imagination. It discusses the work of more than thirty poets and performers and gives detailed analyses of the major ones.

"Based upon more than forty years of linguistic and ethnographic research, Douglas Taylor's work presents the languages of the Caribbean in all their variegated richness. Focusing as it does on language contact and linguistic change in the Caribbean from pre-Conquest times to the present, it brings the perspectives of linguistics, anthropology, and history to bear on a crucial area of the New World experience. The author concentrates first on the Amerindian languages of the Caribbean (Nepuyo, Shebayo, Yao, Taino, Arawak and Island-Carib). He provides the fullest account ever given of the linguistic situation and the history of these languages. Second, he turns to the so-called creole languages of the region, languages commonly associated with the enslaved

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Africans whose descendants make up the majority of the Caribbean population. He shows the derivations of the various language systems and the borrowings each language makes from another. Today, as Taylor demonstrates, these languages vie with standard dialects of European tongues in much of the Caribbean. In Haiti alone, probably more than five million persons speak a creole as their first language. By choosing these two important and radically contrastive dimensions for description and analysis, Taylor provides the reader with a broad, yet remarkably particular, overview of the phenomena of language and language change. Creole languages are spoken by millions of contemporary speakers; but the language of the Island-Carib has disappeared from the insular Caribbean. Thus, the idiom that once provided all the inhabitants of the lesser islands with their principal medium of communication has now been almost completely supplanted. The principal languages of much of the region today are the outgrowth of lengthy and complex encounters among speakers of many different tongues, speakers who were themselves descended from newcomers whose own native languages were not or are no longer spoken in the region. As Taylor points out in his introductory comments, language, as the primary means of perpetuating culture, profoundly reflects and informs the culture itself. Its presence is a living representation of the way of life of people; its disappearance

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or destruction usually signals the replacement of our cultural system by another. In sum, Taylor has provided original and crucial evidence that the origin and character of the Caribbean creole languages must be sought in cultural history of the Caribbean creole-speaking peoples. He adopts the view that the early stage of the language reflected a lexicon, largely of Portuguese origin, that had been shaped in West Africa and subsequently reshaped in other regions under the influence of other languages. To this "reflexication" hypothesis, as it is called, he joins a necessary grammatical hypothesis."-- Book Jacket.

Addresses a range of issues in Caribbean linguistics. This volume interrogates the interpretations of the history of our Caribbean languages, the use of these languages for literary expression and their role in the democratization of education and the development of Caribbean people.

Provides a valuable transnational history of the African Diaspora through examination of British Afro-Caribbeans in Cuba.

First Published in 1986. Routledge is an imprint of Taylor & Francis, an informa company.

This book includes a selection of papers in linguistics presented at the 14th Conference on British and American Studies. Its tripartite structure reflects the main topics around which the nineteen contributions cluster. The first part, "Native language profiling:

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explorations and findings”, displays a variety of methodological approaches aimed at highlighting syntactic, morphological, and lexico-semantic aspects of, primarily, English and Romanian. The papers in the second section, “Aspects of language change, bilingualism, and cross-linguistic variation”, bring to the fore some of the topical issues falling within the ambit of language contact, such as mixed languages, bilingualism, and code-switching, as well as contrastive investigations of language structure. The research strand in the final part, “Meaning and communication within and across cultures”, relates to lexico-pragmatic inquiries into the construction of meaning, focusing on the “language beyond language”, as well as on the extent to which the lexical and pragmatic repertoires of various languages can be made to overlap.

A seventy-year-old West Indian woman looks back over the course of her life and examines the relationships that have given meaning to her existence

David Crystal's classic *English as a Global Language* considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

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Creole languages are characteristically associated with a negative image. How has this prestige been formed? And is it as static as the diglossic situation in many anglo-creolophone societies seems to suggest? This volume examines socio-historical and epistemological factors in the prestige formation of Caribbean English-Lexicon Creoles and subjects their classification as a (socio)linguistic type to scrutiny and critical debate. In its analysis of rich empirical data this study also demonstrates that the uses, functions and negotiations of Creole within particular social and linguistic practices have shifted considerably. Rather than limiting its scope to one "national" speech community, the discussion focusses on changes of the social meaning of Creole in various discursive fields, such as inter generational changes of Creole use in the London Diaspora, diachronic changes of Creole representation in written texts, and diachronic changes of Creole representation in translation. The study employs a discourse analytical approach drawing on linguistic models as well as Foucauldian theory. 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

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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.

With rapid technological and cultural advancements, the 21st century has witnessed the wide scale development of transnationalist economies, which has led to the concurrent evolution of language and literacy studies, expanding cross-cultural approaches to literacy and communication. Current language education applies new technologies and multiple modes of text to a diverse range of cultural contexts, enhancing the classroom experience for multi-lingual learners. The Handbook of Research on Cross-Cultural

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Approaches to Language and Literacy Development provides an authoritative exploration of cross-cultural approaches to language learning through extensive research that illuminates the theoretical frameworks behind multicultural pedagogy and its myriad applications for a globalized society. With its comprehensive coverage of transnational case studies, trends in literacy teaching, and emerging instructive technologies, this handbook is an essential reference source for K-20 educators, administrators in school districts, English as a Second Language (ESL) teachers, and researchers in the field of Second Language Acquisition (SLA). This diverse publication features comprehensive and accessible articles on the latest instructional pedagogies and strategies, current empirical research on cross-cultural language development, and the unique challenges faced by teachers, researchers, and policymakers who promote cross-cultural perspectives.

The book concentrates on the following topics: The different varieties of language to be found in everyday West Indian society Differences in outstanding features of individual West Indian territories Information about the historical sources of West Indian English The difficulties of representing a predominantly oral culture in writing The orthography used to represent spoken language Various features of technology adopted by West Indians in methods of communication Language and the supernatural - an additional, new section The development of language education policy Some aspects of practice in teaching and learning in West Indian schools

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First published in 1979. The performance of West Indian children in British schools has been the subject of enquiries by both a parliamentary select committee and the Department of Education. It is widely believed that an important factor in the relative failure of West Indian children is the language they use, West Indian Creole, and while teachers and others who work with them are aware that their language is often very different from British English, they seldom understand the nature of the differences, or their implications. The aim of this book is to provide the non-specialist with an account of the language of West Indian children and to examine how linguistic 'interference' can affect their level of reading, writing and understanding, even when they have been born in Britain. It also considers the worrying possibility that negative attitudes towards them and their language may have an adverse effect on their motivation to learn standard English. Viv Edwards places great stress on the fact that, although Creole is different from British English, it is in no way deficient as a language. She emphasizes the importance of familiarity with the structure of Creole, since it is only in this way that the teachers can discriminate between real mistakes and Creole 'interference'. Attention is drawn to the relationship between language attitudes and social stereotypes and the danger that these might be translated into reality. Different strategies available to the teacher are examined, drawing on American experience in this field, and various initiatives taken by British teachers are described, thus making the study a work of practical value to teachers and others.

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Offers a set of diverse analyses of traditional and contemporary work on language structure and use in African American communities.

Glenn A. Chambers examines the West Indian immigrant community in Honduras through the development of the country's fruit industry, revealing that West Indians fought to maintain their identities as workers, Protestants, blacks, and English speakers in the midst of popular Latin American nationalistic notions of mestizaje, or mixed-race identity.

Looks at historical arguments made for slavery and abolition, slavery systems in various countries, related legal cases, slave rebellions, slave biographies, the history of the slave trade, and the teachings of various religions concerning slavery

Plural? Monolithic? Legion? - Tom McArthur explores the nature of English in its local and global contexts.

This book is original in its conception, perspective and treatment of the languages and identities of the West Indies as a whole. Peter Roberts makes extensive use of a huge range of multiple and multilingual historical sources to let the voices of the past speak for themselves, and unearths forgotten connections that reveal the interrelatedness of territories and their 'historical saga'. The author presents a lucid account of a movement from a written, wholly European construction of Caribbean identity towards a more Caribbean one. He relates how the identity of the Caribbean region and the identities of the separate islands within the region were shaped and set out within a chronological

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sequence starting from the time of the European encounters with the Amerindians and finishing at the end of the nineteenth century.

In The Past Few Years Much Theoretical Debate Has Explored Several Cultural Issues In The Anglophone Caribbean, Focusing On The Central Experience Of Colonialism As Well As On The Contemporary Postcolonial Condition And The Possible Formation Of Neo-Colonial Configurations. Some Of The Constituent Traits Of The Caribbean Experience Are Dealt With In This Study, Such As The Relationship Between The Caribbean And Great Britain From A Cultural And Literary Perspective In The Twentieth Century, Multiculturalism And Ethnicity, The Interplay Of Orality And Literature And An Investigation Of Linguistic Issues, In Particular The Creolization Of The English Language Under World Influences. Different Strands Are Brought Together In The Analysis Of Sam Selvon S London Trilogy The Lonely Londoners, Moses Ascending And Moses Migrating, Considering Questions Of Identity For Ex-Colonials In The Crucial Years Between The End Of World War Ii And The 1980S In Britain, Relationships Between European Versus African And Indian Cultural Heritage, Clash Of Cultures As Represented Via Language, Ideas Of National Identity As An Imaginative Process Also Reflecting Dynamics Of Power Inside Society. The Use Of Creole Represents An Ideal Clinging To Caribbean Modes Of Cultural Survival, Which Is Also Buttressed By The Postcolonial Contamination Of The Traditional Western Bourgeois Genre, The Novel. After The Colonial Demise, The Genre Of The Novel

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Mirrors Approaches Of Communication More Oral-Oriented Than Those Linked To Western Written Aesthetic Values, And The Strategies Used By Selvon Are Surveyed To Show The Interrelationships Between Language, Power, Literature And Cultural Identities. The London Trilogy Is Analysed According To Linguistic, Literary And Cultural Paradigms, Shedding Lights On The Relevance Of Selvon S Work For The Construction Of A Culturally Independent Caribbean Literature. It Is Hoped That The Present Book Will Prove Immensely Useful To The Students And Researchers Of English Literature Concerned With The Works Of Sam Selvon. While The Teachers Of The Subject Will Consider It An Ideal Reference Book, The General Readers Will Find It Highly Interesting.

The story of West Indian immigrants to the United States is generally considered to be a great success. Mary Waters, however, tells a very different story. She finds that the values that gain first-generation immigrants initial success--a willingness to work hard, a lack of attention to racism, a desire for education, an incentive to save--are undermined by the realities of life and race relations in the United States. Contrary to long-held beliefs, Waters finds, those who resist Americanization are most likely to succeed economically, especially in the second generation.

This collection is a pioneer study of linguistic phenomena in St Vincent and the Grenadines, written by scholars who are both respected in their field of research and connected to the linguistic realities in the geographic area under investigation. This

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book covers the subfields of sociolinguistics, discourse analysis, ethnography, historical linguistics and syntax. It concentrates on mainland St Vincent and the Grenadine island of Bequia. The volume will appeal to a broad audience including not just specialists in linguistics but also teacher trainers and educators.

Verzameling papers over de taalproblematiek in de Engelstalige Cariben. Bevat ook een artikel over de grammatica van twee creolse talen die gesproken worden in Suriname.

This electronic version has been made available under a Creative Commons (BY-NC-ND) open access license. The first comprehensive discussion of the major Caribbean thinkers who came to Britain. Written in an accessible, lively style, with a range of wonderful and distinguished authors. Key book for thinking about the future of multicultural Britain; study thus far has concentrated on Caribbean literature and how authors 'write back' to Britain – this book is the first to consider how they 'think back' to Britain. A book of the moment - nothing comparable on the Caribbean influence on Britain.. Discusses the influence, amongst others, of C. L. R. James, Una Marson, George Lamming, Jean Rhys, Claude McKay and V. S. Naipaul.

Seminar paper from the year 1998 in the subject English Language and Literature Studies - Linguistics, grade: very good, University of Salzburg (Anglistics/ American Studies), course: Caribbean Prose and Poetry, 4 entries in the bibliography, language: English, abstract: Almost every inhabitant of the European continent has sometimes

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dreamed of the Caribbean or the West Indies as a possible holiday destination. It is quite common in Europe to think in images of the West Indies. In peoples' minds, the Caribbean equals white beaches, palm trees or drinking Piña Coladas in the shadow of a tree with big leaves. The common image, though, also has another side: for most Europeans, the "islands in the sun" also mean poverty, a bad economic situation, underdevelopment and backwardness in many respects. Almost nobody over here knows that most of these islands have had a history, wars, and conflicts with other nations, especially with the colonising ones. What should not be neglected here is that all these factors of the islands' history have had an influence on the development of their languages both written and spoken. In this paper, I would like to deal with some of these factors and their influence on the language of the Caribbean people and their literature. On the one hand, I chose the topic "Language" for my final paper since my own interest within the English language lies within the field of linguistics, on the other hand because never before have I been in contact with the Caribbean variety of English which, in my opinion, deserves much more attention and research in the near future from a linguistic point of view. "Language And Its Importance In The Caribbean"-a title of a paper which might suggest that the topic is only treated from a linguistic point of view. Generally speaking, this paper tries to introduce a few of the varieties and dialects spoken in this area of the world, but also focuses on the importance of language in the daily lives of the Caribbean people and in their literature. Furthermore, I try to show the

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importance of language in literature by giving some references to certain books. At the beginning of this paper, I would like to deal with a topic which is basic for the understanding of language in the West Indies. The following chapter deals with the variety of “Creole English”.

The popular West Indian migration narrative often starts with the Windrush Generation in 1950's England, but in *Dying to Better Themselves* Olive Senior examines an earlier narrative: that of the neglected post-emancipation generation of the 1850's who were lured to Panama by the promise of lucrative work and who initiated a pattern of circular migration that would transform the islands economically, socially and politically well into the twentieth century. West Indians provided the bulk of the workforce for the construction of the Panama Railroad and the Panama Canal, and between 1850 and 1914 untold numbers sacrificed their lives, limbs and mental faculties to the Panama projects. Many West Indians remained as settlers, their descendants now citizens of Panama; many returned home with enough of a nest egg to better themselves; and others launched themselves elsewhere in the Americas as work beckoned. Senior tells the compelling story of the West Indian rite of passage of Going to Panama and captures the complexities behind the iconic Colon Man. Drawing on official records, contemporary newspapers, journals and books, songs, sayings, and literature, and the words of the participants themselves, Senior answers the questions as to who went to Panama, how and why; she describes the work they did there, the conditions under

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which they lived, the impact on their homelands when they returned or on the host societies when they stayed. Many books have shown the conquest of the Isthmus of Panama by land and sea exploring how the myriad individual lives touched by the construction of the railroad and the canal changed the world as well.

Language in the Schools: Integrating Linguistic Knowledge Into K-12 Teaching addresses two important questions: *What aspects of linguistic knowledge are most useful for teachers to know? *What kinds of activities and projects are most effective in introducing those aspects of linguistic knowledge to K-12 students? The volume focuses on how basic linguistic knowledge can inform teachers' approaches to language issues in the multicultural, linguistically diverse classroom. The text also includes examples of practical applications of language awareness to pedagogy, assessment, and curriculum construction, which support the current goals of language arts, bilingual, and ESL education. Language in the Schools: Integrating Linguistic Knowledge Into K-12 Teaching contributes to the resources on linguistics and education by taking prospective teachers beyond basic linguistics to ways in which linguistics can productively inform their teaching and raise their students' awareness of language. It is intended as a text for students in teacher education programs who have a basic knowledge of linguistics.

At the turn of the twentieth century, Honduras witnessed the expansion of its banana industry and the development of the United Fruit Company and Standard Fruit into

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multinational corporations with significant political and economic influence in Latin America and the Caribbean. These companies relied heavily on an imported labor force, thousands of West Indian workers, whose arrival in Honduras immediately sparked anti-black and anti-immigrant sentiment throughout the country. Glenn A. Chambers examines the West Indian immigrant community in Honduras through the development of the country's fruit industry, revealing that West Indians fought to maintain their identities as workers, Protestants, blacks, and English speakers in the midst of popular Latin American nationalistic notions of mestizaje, or mixed-race identity. West Indians lived as outsiders in Honduran society owing to the many racially motivated initiatives of the Honduran government that defined acceptable immigration as "white only." As Chambers shows, one unintended, though perhaps predictable, consequence of this political stance was the emergence of a clearly defined and separate West Indian enclave that proved to be antagonistic toward native Hondurans. This conflict ultimately led to animosity between English-speaking and Spanish-speaking Hondurans, as well as between West Indians and non--West Indian peoples of African descent. An all-inclusive Afro-Honduran identity never emerged in Honduras, Chambers reveals. Rather, black identity developed through West Indians' culture, language, and history. Chambers moves beyond treatments of West Indian labor as an accessory to U.S. capitalist interests to explore the ethnic and racial dynamic of the interactions of the West Indian community with locals. In *Race, Nation, and West Indian*

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Immigration to Honduras, 1890--1940, Chambers demonstrates the importance of racial identity in Honduran society as a whole and reveals the roles that culture, language, ethnicity, and history played in the establishment of regional identities within the broader African diaspora.

The British Isles are home to a vast range of different spoken and signed languages and dialects. Language continues to evolve rapidly, in its diversity, in the number and the backgrounds of its speakers, and in the repercussions it has had for political and educational affairs. This book provides a comprehensive survey of the dominant languages and dialects used in the British Isles. Topics covered include the history of English; the relationship between Standard and Non-Standard Englishes; the major non-standard varieties spoken on the islands; and the history of multilingualism; and the educational and planning implications of linguistic diversity in the British Isles. Among the many dialects and languages surveyed by the volume are British Black English, Celtic languages, Chinese, Indian, European migrant languages, British Sign Language, and Anglo-Romani. Clear and accessible in its approach, it will be welcomed by students in sociolinguistics, English language, and dialectology, as well as anyone interested more generally in language within British society.

Soon Come Home to This Island traces the representation of West Indian characters in British children's literature from 1700 to today. This book challenges traditional notions of British children's literature as mono-cultural by illuminating

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the contributions of colonial and postcolonial-era Black British writers. The author examines the varying depictions of West Indian islands and peoples in a wide range of picture books, novels, textbooks, and popular periodicals published over the course of more than 300 years. An excellent resource for any children's literature student or scholar, the book includes a chronological bibliography of primary source material that includes West Indian characters and twenty black-and-white illustrations that chart the changes in visual representations of West Indians over time.

The second edition of the definitive reference on contact studies and linguistic change—provides extensive new research and original case studies Language contact is a dynamic area of contemporary linguistic research that studies how language changes when speakers of different languages interact. Accessibly structured into three sections, *The Handbook of Language Contact* explores the role of contact studies within the field of linguistics, the value of contact studies for language change research, and the relevance of language contact for sociolinguistics. This authoritative volume presents original findings and fresh research directions from an international team of prominent experts. Thirty-seven specially-commissioned chapters cover a broad range of topics and case studies of contact from around the world. Now in its second edition, this valuable

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reference has been extensively updated with new chapters on topics including globalization, language acquisition, creolization, code-switching, and genetic classification. Fresh case studies examine Romance, Indo-European, African, Mayan, and many other languages in both the past and the present. Addressing the major issues in the field of language contact studies, this volume: Includes a representative sample of individual studies which re-evaluate the role of language contact in the broader context of language and society Offers 23 new chapters written by leading scholars Examines language contact in different societies, including many in Africa and Asia Provides a cross-section of case studies drawing on languages across the world The Handbook of Language Contact, Second Edition is an indispensable resource for researchers, scholars, and students involved in language contact, language variation and change, sociolinguistics, bilingualism, and language theory.

This volume brings together examples of the best research to address the complexity of the Caribbean past.

Caribbean Discourse in Inclusive Education is an edited book series that aims to give voice to Caribbean scholars, practitioners, and other professionals working in diverse classrooms. The book series is intended to provide an ongoing forum for Caribbean researchers, practitioners, and academics, including those of the

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Diaspora, to critically examine issues that influence the education of children within inclusive settings. The book series is visionary, timely, authoritative and presents pioneering work in the area of inclusive education in the Caribbean, as part of the broader South?South dialogue. It is essential reading for students in undergraduate and postgraduate programmes, scholars, teachers, researchers and policy makers at the regional and international level. The first book in this series entitled Historical and Contemporary Issues will trace the history and examine the Caribbean's trajectory towards the development of inclusive education in the 21st Century. The main premise of the book is that inclusion remains an ideologically sound goal, which remains elusive in the Caribbean. It will also provide a wider platform to discuss other factors that influence the development of inclusive education such as school climate, culture and ethos, LGBT issues, teacher training and professional development, pedagogy, pupil perspective, curriculum, policy and legislation.

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