

# TEACHING CARIBBEAN STUDENTS

Research on Social Issues  
In the Caribbean and Abroad

Tony Bastick and Austin Ezenne

# Teaching Caribbean Students

**Monica Peña Flores**



## Teaching Caribbean Students:

**Teaching Caribbean Students** Tony Bastick, Maxine Henry-Wilson, Austin Ezenne, 2003-03-01 The foresights of the editors and the rigorous research of the authors have come together to provide us with this invaluable publication Interwoven in the issues and findings of the research essays in this collection are two recurring themes the identification of challenges posed in preparing Caribbean students to be positive actors in the new global network and the isolation of challenges posed in developing these global relations Over recent years many of our teachers in the Caribbean have been recruited to work in metropolitan centres in North America and Europe In many instances they have been placed in the centres with Caribbean communities These teachers can therefore benefit from the findings of these research papers and better deal with the patterns of language use crises identification and other unique situations faced by our students abroad The content of this publication should therefore be a must read for all our teachers to give them new insights and direct information on what they are confronting and what approaches they need to take Maxine Henry Wilson MP Minister for Education Youth and Culture Jamaica *Teaching Language and Literacy to Caribbean Students* Dennis R. Craig, 2006 In many parts of the world there are situations where the majority of the people speak a vernacular which differs significantly in grammar and idiom from the official language with which it coexists but nevertheless share the majority of a common vocabulary This is the case in the Caribbean where childhood speakers of English based Creole languages have significant difficulty in acquiring Standard English and literacy in English However pedagogical approaches to the plight of such children have not achieved a generally accepted theoretical position and have lacked consistency over the years resulting in a high level of educational failure in the children This book uses the English speaking Caribbean as a case study in its presentation of a rational theoretical framework for classroom procedures in language and literacy teaching It provides suggestion for the kind of detailed syllabi that need to be implemented at the primary immediate post primary and the secondary levels of schooling but goes beyond that with end of chapter notes questions and even suggestions for practical study and research activities *Teaching Language and Literacy* is ideally suited to be used as a textbook for intending as well as practising teachers of language and literacy as well as language education students generally at both undergraduate and graduate levels Although the book focuses on the English speaking Caribbean it will have relevance in similar vernacular situations where English is an official language most notably in parts of North America and Britain where there are significant migrant populations from the Caribbean but also in African American communities of the USA where Black English is the everyday norm of speech *Teaching Language & Literacy to Caribbean Students* Dennis R. Craig, 2006 *Caribbean Writers on Teaching Literature*, 2020 Compilation of essays on innovative and significant approaches to pedagogy of Caribbean literature by three generations of Caribbean teacher writers **Hard Words** S. Joel Warrican, 2005 Throughout the Caribbean there is concern about the standard of writing among students This concern is verbalized in

numerous reports from the Caribbean Examination Council CXC on students performance in English in their certification examinations *Hard Words* offers solutions to this problem by exploring the effects of English based Creole on students writing and by promoting reading as powerful tool that can assist students and teachers in the classroom Existing studies of adolescents leisure reading rarely afford the opportunity to observe them engaging with reading material over an extended period In *Hard Words* the author uses observations and in depth interviews to gauge students reaction to different reading material reading related activities and streaming This study is unique in its provision of a programme to promote a culture of leisure reading as well as a mechanism for assessing the relationship between reading for pleasure and writing It also offers insights into students thoughts about reading their preference of reading materials and activities that can be used to encourage them to read more Through the use of figures tables samples of students writing and useful references the book provides a valuable source of teaching strategies for Caribbean Students in classrooms both within and outside the Caribbean

***Great Teachers*** Barbara Bruns, Javier Luque, 2014-10-28 The seven million teachers of Latin America and the Caribbean LAC are the critical actors in the region s efforts to improve education quality and raise student learning levels which lag far behind those of OECD countries and East Asian countries such as China This book documents the high economic stakes around teacher quality benchmarks the current performance of LAC s teachers and delineates the key issues These include low standards for entry into teacher training poor quality training programs that are detached from the realities of the classroom unattractive career incentives and weak support for teachers once they are on the job New research conducted for this report in close to 15 000 classrooms in seven different LAC countries the largest cross country study of this kind to date provides a first ever insight into how the region s teachers perform inside the classroom It documents that the average teacher in LAC loses the equivalent of one day of instructional time per week because of inadequate preparation excessive time on administration taking attendance passing out papers and a surprisingly high share of time physically absent from the classrooms where they should be teaching Teachers also make limited use of available learning materials especially those using information and communications technology ICT and are unable to keep the majority of their students engaged The book sets out the three priority lines of reform needed to produce great teachers in LAC policies to recruit better teachers programs to groom teachers and improve their skills once they are in service and stronger incentives to motivate teachers to perform their best throughout their career In every area the book distills the latest evidence from inside and outside the region to provide practical guidance to policymakers in the design of effective programs and sustainable reforms A final chapter analyzes the politics of recent major teacher reforms in Chile Peru Ecuador and Mexico chronicling the prominent role of teachers unions and the political and communications strategies that have underpinned successful reforms

***Great Teachers*** Barbara Bruns, 2014 ***Teaching Writing in the Caribbean*** Sandra Robinson, Victor C. Simpson, Krishna Seunarine Singh, 2026-01-27 This book provides pre service Caribbean teachers and

educators with contextually tested robust strategies and ways of thinking about writing instruction which will improve their students writing proficiency It engages with the post colonial context of Caribbean language teaching to offer a pedagogical methodology that is distinctive in its approach to the teaching of writing within the Caribbean and its diaspora It offers a wealth of examples strategies activities and tasks that are culturally sensitive to support the practice of writing educators in secondary and post secondary institutions teacher educators involved in teacher preparation students studying at the university level in the Caribbean as well as practitioners and researchers in the practice of Caribbean approaches to the teaching of writing to students within the diaspora Written by experts and practitioners whose content and pedagogical experience with writing instruction spans primary secondary and tertiary level classrooms the 14 chapters are underpinned by evidence informed practice The text includes authentic classroom examples as well as templates and tools for educators This is a key resource for educators teaching writing across all levels pre service teachers and teacher educators in the Caribbean as well as researchers and scholars in language and literacy education

*Dialects, Englishes, Creoles, and Education* Shondel J. Nero, 2012-11-12 This volume brings together a multiplicity of voices both theoretical and practical on the complex politics challenges and strategies of educating students in North America and worldwide who are speakers of diverse or nonstandard varieties of English creoles and hybrid varieties of English such as African American Vernacular English Caribbean Creole English Tex Mex West African Pidgin English and Indian English among others The number of such students is increasing as a result of the spread of English internal and global migration and increased educational access *Dialects Englishes Creoles and Education* offers a sociohistorical perspective on language spread and variation analysis of related issues such as language attitudes identities and prescribed versus actual language use and practical suggestions for pedagogy Pedagogical features Key points at the beginning of each chapter help focus the reader and provide a framework for reading writing reflection and discussion chapter end questions for discussion and reflective writing engage and challenge the ideas presented and encourage a range of approaches in dealing with language diversity Collectively the chapters in this volume invite educators researchers and students across the fields of TESOL applied linguistics sociolinguistics English literacy and language education to begin to consider and adopt context specific policies and practices that will improve the language development and academic performance of linguistically diverse students

**Learning, Teaching, and Community** Lucinda Pease-Alvarez, Sandra R. Schecter, 2006-04-21 This volume brings together established and new scholarly voices to explore how participatory and situated approaches to learning can contribute to educational innovation The contributors critical examinations of educational programming and engagements provide insights into how educators youth families and community members understand and enact their commitments to diversity and equitable access Collectively these essays complicate notions of community alerting readers to ways in which community can be constructed other than in geographical and ethnoracial terms as alliances and collaborations of individuals joining together to accomplish

or negotiate shared agendas The focus on agency combined with social context a dialectic to which all of the authors speak enlarges and invigorates our sense of what is pedagogically possible in societies characterized by diversity and flux Part I Linking Pedagogy to Communities focuses on dynamic initiatives where practitioners collaborate with community members and other professionals as they acknowledge and build on the cultural linguistic and intellectual resources of ethnic minority students and their communities Part II Professional Learning for Diversity centers on the authors experiences in facilitating opportunities for working with prospective and practicing teachers to develop situated pedagogies highlighting both the challenges that emerge and the transformations that occur Part III Learning in Community and Community in Learning illustrates how educational innovation can extend beyond the realm of schools and classrooms by elucidating ways in which individuals construct learning venues in out of school settings Learning Teaching and Community Contributions of Situated and Participatory Approaches to Educational Innovation is a compelling and timely text ideally suited for courses focused on teacher education and development informal learning equity and education multilingual and multicultural education language and culture educational foundations and school reform educational restructuring and will be equally of interest to faculty researchers and professionals in these areas *Innovative Trends in Flipped Teaching and Adaptive Learning* Sein-Echaluce, María Luisa, Fidalgo-Blanco, Ángel, García-Peñalvo, Francisco José, 2019-05-15 Understanding new educational innovations is essential for the improvement of the training and learning process In order to effectively implement these new tools in the classroom teachers and trainers need access to real life cases in which these methods were successfully used *Innovative Trends in Flipped Teaching and Adaptive Learning* is a critical scholarly resource that examines current advances in educational innovation and presents cases that allow for the improvement of personalized and active learning Featuring a wide range of topics such as higher education teacher education and learning strategies this book is ideal for educators instructional designers academicians researchers and students **Instructional Strategies, Conditions,**

**Characteristics, and Contexts for Successfully Teaching Hispanic Caribbean Students** Monica Peña Flores, 2005

**The Languages of Africa and the Diaspora** Jo Anne Kleifgen, George C. Bond, 2009-02-17 This book examines the social cost of linguistic exceptionalism for the education of speakers of nondominant subordinated languages in Africa and the African diaspora The contributors take the languages of Africa the Caribbean and the US as cases in point to illustrate the effects of exceptionalist beliefs that these languages are inadequate for instructional purposes They describe contravening movements toward various forms of linguistic diversity both inside and outside of school settings across these regions Different theoretical lenses and a range of empirical data are brought to bear on investigating the role of these languages in educational policies and practices Collectively the chapters in this volume make the case for a comprehensive language awareness to remedy the myths of linguistic exceptionalism and to advance the affirmative dimensions of linguistic diversity **The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of**

**Immigrant Students from the Commonwealth Caribbean** Wendy P. Hope, 2005 This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960 s the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in American schools as well as the cultural differences between the culture of home and school American This mishandling and incorrect assessment of immigrants from the British Commonwealth Islands is most likely due to false assumptions made about the language they speak Since English is the official language of these islands the population of persons originating from them is assumed to consist of English speakers Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies In these nations English is most likely reserved for official domains in government and education while a patois is most likely the language of home church and friends The linguistic situation is further complicated by the many varieties of dialect that exist These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to the English spoken in countries where English is the native language for a significant segment of the population students is a by product of the degree and quality of the education that they have received in their homeland However many have not attended school on a regular basis or have attended schools that are not well equipped or staffed resulting in their not acquiring the necessary skills to do academic work in English as required in American schools It is this population of students in a school located in Brooklyn New York that the study of teachers beliefs perceptions and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon This is an insightful and thought provoking examination of middle school students in the Buxton Intermediate School The purpose of this study as stated by the author is to examine teachers practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools Nonetheless the study goes beyond its goal informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment To reach its goal Dr Wendy Hope studied a class of newly arrived students from Jamaica Guyana Trinidad and Tobago and Barbados as well as other Caribbean islands It was part of a transitional program This was a self contained class taught for most of the day by

one teacher who was also a Caribbean native Ms Jackson Nonetheless students also went to other classes such as mathematics gym music and careers taught by other teachers By examining the teaching practices of these educators who work with Caribbean students within this transitional program issues of race power pedagogy hegemony cultural conflict language and more emerged to reveal that oftentimes well intended and hard working teachers employ approaches that are counterproductive to their goals namely the education of their students two frameworks one drawn from Henry Giroux s 1993 theory of Border Crossings and a second Jim Cummins 1993 theoretical framework for intervention Empowering Minority Students were employed Both paradigms although distinctively different consider issues of power between students and teachers schools and the minority community and institutional structures impacting negatively on students Furthermore pedagogical issues stemming from a dominant subordinate relationship that include use of the minority students language s and culture are addressed study is beyond the purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children s education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why

such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

*Student-Driven Learning Strategies for the 21st Century Classroom* Alias, Nor Aziah, Luaran, Johan Eddy, 2016-11-09 The creation of a successful learning environment involves the examination and improvement upon current teaching practices As new strategies emerge it becomes imperative to incorporate them into the classroom *Student Driven Learning Strategies for the 21st Century Classroom* provides a thorough examination of the benefits and challenges experienced in learner driven educational settings and how to effectively engage students in these environments Focusing on technological perspectives emerging pedagogies and curriculum development this book is ideally designed for educators learning designers upper level students professionals and researchers interested in innovative approaches to student driven education

**Resources in Education**, 1981 [Teaching Anglophone Caribbean Literature](#) Supriya M. Nair, 2012-10-01 This volume in the Options for Teaching series recognizes that the most challenging aspect of introducing students to anglophone Caribbean literature the sheer variety of intellectual and artistic traditions in Western and non Western cultures that relate to it also offers the greatest opportunities to teachers Courses on anglophone literature in the Caribbean can consider the region s specific histories and contexts even as they explore common issues the legacies of slavery colonialism and colonial education nationalism exile and migration identity and hybridity class and racial conflict gender and sexuality religion and ritual While considering how the availability of materials shapes syllabi this volume recommends print digital and visual resources for teaching The essays examine a host of topics including the following the development of multiethnic populations in the Caribbean and the role of various creole languages in the literature oral art forms such as dub poetry and reggae music the influence of anglophone literature in the Caribbean on literary movements outside it such as the Harlem Renaissance and black British writing Carnival religious rituals and beliefs specific genres such as slave narratives and autobiography film and drama the economics of rum Many essays list resources for further reading and the volume concludes with a section of additional teaching resources

**Caribbean Discourse in Inclusive Education** Stacey Blackman, Dennis A. Conrad, 2017-03-10 *Caribbean Discourse in Inclusive Education* is an edited series highlighting Caribbean scholars and practitioners in diverse classrooms This first volume explores the Caribbean s journey toward inclusion and addresses factors like school climate teacher training and policy This series is essential for students educators and policymakers

**Strategies for Teaching Middle-Level and High School Guitar** Bill Purse, 1998 This book provides a solid offering of skills and techniques that music teachers have developed in their daily teaching practices The strategies reflect the myriad styles tastes and interest of guitar teachers nationwide and creative ways those interests are explored The 48 strategies include step by step instruction with ideas and resources [Teaching](#)

College English and English Education H. Thomas McCracken, Richard Leslie Larson, Judith Entes, 1998 In this collection of 32 narrative essays scholars and teachers of English and English education share their excitement as they reflect on their professional growth over the last 30 years The firsthand stories in the collection represent a study of theory and applied theory grounded in personal experience and academic study over many years The essays are 1 Facing Yourself J Tompkins 2 Surprising Myself as a Teacher in Houghton America A Young 3 Becoming a College English Teacher More by Accident than Design D C Stewart 4 On Not Being Taken In H T McCracken 5 How Do the Electrons Get Across the Two Plates of the Capacitor D Bleich 6 Teaching as a Profession A S Bayer 7 Going Back S Hudson Ross 8 I Did It My Way With a Little Help from My Friends P Smagorinsky 9 Illiteracy at Oxford and Harvard P Elbow 10 Disrupting the Transmission Cycle in College Teaching G M Pradl 11 Out and About in English Education R E Shafer 12 Beyond the Obvious V R Monseau 13 My English Education S Hynds 14 From Reading to Writing from Elementary to Graduate Students S Stotsky 15 Living with Tension Doing English etc J Milner 16 What s A Story M C Savage 17 Two Women s Ways of Knowing Teaching Writing R C Grego and N S Thompson 18 The Teaching and Learning of English in the College Classroom Creating a Unified Whole B M Greene 19 On English Teaching as Poetry or Samuel T You ll Never Know What Organic Unity Did for Me M L Angelotti 20 Learning to Love Being a Second Class Citizen W R Winterowd 21 Falling into Narrative P Donahue 22 English in Education An English Educationist at Work H M Foster 23 Downshifting to Fourth T Fulwiler 24 Connecting the Teaching of Reading Writing and Speech in Programs for Developmental Students J Entes 25 Reuniting Grammar and Composition J L Collins 26 Confessions of a Teacher Who Has Not Learned about Teaching R L Larson 27 Teaching and Learning English Two Views C Moran and College Writing Students 28 The Way I Was The Way I Am And What I Learned in Between L L Meeks 29 Collaborative Computer Encounters Teaching Ourselves Teaching Our Students G E Hawisher and C L Selfe 30 Ideological Crosscurrents in English Studies and English Education A Report of a National Survey of Professors Beliefs and Practices C Dilworth and N M McCracken 31 Interpreting the Reflective Stories The Forces of Influence in Our Essayists Lives R L Larson and 32 Interpreting Stories Rebels in the Professoriate H T McCracken NKA

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teaching kids where their food comes from is an important step in developing an understanding of healthy eating it s also an important lesson about agriculture industry and how farming sustains the economy many children never visit a farm and have no experience with growing their own vegetables or seeing

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apr 23 2019 at the same time some schools are struggling to find the steady supply of quality produce they need to feed their children between 2016 2017 alone schools within the kemin district needed an estimated 9 2 tonnes of potatoes 4 2

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web oct 10 2020 by the city s quadrangular houses in log huts camping with lumber men along the ruts of the turnpike along the dry gulch and rivulet bed weeding my onion patch or hosing rows of carrots and parsnips crossing savannas trailing in forests prospecting gold digging girdling the trees of a new purchase scorch d ankle deep

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