

West Indians And Their Language Elogik

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.

This volume gives a detailed overview of the varieties of English spoken in the Americas and the Caribbean, including regional, social and ethnic dialects (such as Southern US, Canadian or Chicano English) as well as Caribbean creoles from the Bahamas to Suriname. The chapters, written by widely acclaimed specialists, provide concise and comprehensive information on the phonological, morphological and syntactic characteristics of each variety discussed. The articles are followed by exercises and study questions. The exercises are geared towards students and can be used for classroom assignments as well as for self study in preparation for exams. Instructors can use the exercises, sound samples and interactive maps to enhance their classroom presentations and to highlight important language features. The accompanying CD-ROM contains interactive maps and speech samples that supplement the printed articles and offer material and data for further research. The rich detail found in the chapters as well as the valuable tools on the CD-Rom make this survey of English Varieties a mainstay for researchers and teachers. The content of the CD-ROM is online: <http://www.varieties.mouton-content.com>.

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

More than 50 years of scholarly attention to the intersection of language and education have resulted in a rich body of literature on the role of vernacular language varieties in the classroom. This field of work can be bewildering in its size and variety, drawing as it does on the diverse methods, theories, and research paradigms of fields such as sociolinguistics, applied linguistics, psychology, and education. Compiling most of the publications from the past half century that deal with this critical topic, this volume includes more than 1600 references (books, articles in journals or books, and web-accessible dissertations and other works) on education in relation to African American Vernacular English [AAVE], English-based pidgins and creoles, Latina/o English, Native American English, and other English vernaculars such as Appalachian English in the United States and Aboriginal English in Australia), with accompanying abstracts for approximately a third of them. This comprehensive bibliography provides a tool useful for those interested in the complex issue of how knowledge about language variation can be used to more effectively teach students who speak a nonstandard or stigmatized language variety.

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 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.

Case studies of the four participants include excerpts from tape-recorded interviews, which reflect their linguistic self-perception, and sociolinguistic and educational experiences in their home countries and in New York City. Samples of their college writings over four semesters are presented and analyzed on morphosyntactic and discourse levels to determine the patterns that emerge when Creole English speakers attempt to write standard academic English.

The Routledge Handbook of World Englishes constitutes a comprehensive introduction to the study of World Englishes drawing on the expertise of leading authors within the field. The Handbook is structured in nine sections covering historical perspectives, core issues and topics and new debates which together provide a thorough overview of the field taking into account the new directions in which the discipline is heading. Among the key themes covered are the development of English as a lingua franca among speakers for whom English is a common but not first language, the parallel development of English as a medium of instruction in educational institutions throughout the world and the role of English as the international language of scholarship and scholarly publishing, as well as the development of 'computer-mediated' Englishes, including 'cyberprose'. The Handbook also includes a substantial introduction and conclusion from the editor. The Routledge Handbook of World Englishes is the ideal resource for postgraduate students of applied linguistics as well as those in related degrees such as

applied English language and TESOL/TEFL.

The Handbook of Language Contact offers systematic coverage of the major issues in this field – ranging from the value of contact explanations in linguistics, to the impact of immigration, to dialectology – combining new research from a team of globally renowned scholars, with case studies of numerous languages. An authoritative reference work exploring the major issues in the field of language contact: the study of how language changes when speakers of distinct speech varieties interact. Brings together 40 specially-commissioned essays by an international team of scholars. Examines language contact in societies which have significant immigration populations, and includes a fascinating cross-section of case studies drawing on languages across the world. Accessibly structured into sections exploring the place of contact studies within linguistics as a whole; the value of contact studies for research into language change; and language contact in the context of work on language and society. Explores a broad range of topics, making it an excellent resource for both faculty and students across a variety of fields within linguistics.

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

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 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.

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.

This volume is designed to enhance the cultural competence of mental health and educational professionals working with West Indian families. It provides a concise introduction to the historical, sociopolitical, family, and cultural contexts that shape the experiences of this growing immigrant population. Describing typical family structures, roles, and values, the author highlights inter-island differences as well as differences between African Americans and African West Indian Americans. Guidelines for culturally aware assessment, intervention, and training are presented, illustrated with sensitive clinical material. Ideal for practicing professionals, the book also serves as a text in graduate-level courses in multiculturalism, psychological assessment, linguistic assessment, educational assessment, and family therapy.

Contact Englishes of the Eastern Caribbean is the first collection to focus, via primary linguistic fieldwork, on the underrepresented and neglected area of the Anglophone Eastern Caribbean. The following islands are included: The Virgin Islands (USA & British), Anguilla, Barbuda, Dominica, St. Lucia, Carriacou, Barbados, Trinidad, and Guyana. In an effort to be as inclusive as possible, the contiguous areas of the Bahamas and the Turks and Caicos islands (often considered part of North American Englishes) are also included. Papers in this volume explore all aspects of language study, including syntax, phonology, historical linguistics, dialectology, sociolinguistics, ethnography, and performance. It should be of interest not only to creolists but also to linguists, anthropologists, sociologists and educators either in the Caribbean itself or those who work with schoolchildren of West Indian descent.

The questions and answers about Christianity and its contemporary mission now being formed 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.

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: 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.

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.

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.

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 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.

The *Routledge Companion to Anglophone Caribbean Literature* offers a comprehensive, critically engaging overview of this increasingly significant body of work. The volume is divided into six sections that consider: the foremost figures of the Anglophone Caribbean literary tradition and a history of literary critical debate textual turning points, identifying key moments in both literary and critical history and bringing lesser known works into context fresh perspectives on enduring and contentious critical issues including the canon, nation, race, gender, popular culture and migration new directions for literary criticism and theory, such as eco-criticism, psychoanalysis and queer studies the material dissemination of Anglophone Caribbean literature and generic interfaces with film and visual art This volume is an essential text that brings together sixty-nine entries from scholars across three generations of Caribbean literary studies, ranging from foundational critical voices to emergent scholars in the field. The volume's reach of subject and clarity of writing provide an excellent resource and springboard to further research for those working in literature and cultural studies, postcolonial and diaspora studies as well as Caribbean studies, history and geography.

An in-depth study of English as spoken in two major anglophone Caribbean territories, Jamaica and Trinidad.

The two volumes of *Englishes around the World* present high-quality original research papers written in honour of Manfred Görlach, founder and editor of the journal *English World-Wide* and the book series *Varieties of English Around the World*. The papers thematically focus on the field that Manfred Görlach has helped to build and shape. Volume 2 of *Englishes Around the World* presents studies of so-called "New Englishes", post-colonial varieties as spoken predominantly in countries of the former British Empire. There are five contributions on the Caribbean (covering Jamaica, Guyana, and Trinidad), five articles on Africa (South Africa, East Africa, and Nigeria), six studies of English in Asian countries (Japan, the Philippines, India, Singapore, Malaysia, and Papua New Guinea), and six papers on Australia and New Zealand. Topics covered range from sociohistorical causes and processes, the nativization of English in different countries, or the expression of individual identities by means of the English language through structural descriptions to sociolinguistic, psycholinguistic, lexicographic, pragmatic, stylistic, and other matters. The articles in the respective sections are written by D.R. Craig, L.M. Haynes, P.L. Patrick, K. Shields-Brodber, and L. Winer; A Banjo, V. de Klerk, R. Mesthrie, J. Schmied, and P. Silva; R.W. Bailey, R. Begum and T. Kandiah, A. Gonzalez, R.R. Mehrotra, P. Mühlhäusler, and M. Newbrook; L. Bauer, S. Butler, M. Clyne, P. Peters and A. Delbridge, G. Tulloch, and G.W. Turner.

This volume 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. This volume considers how the availability of materials shapes syllabuses and 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.

Creole Composition is a collection featuring essays by scholars and teachers-researchers working with students in/from the Anglophone Caribbean. Arising from a need to define what writing

instruction in the Caribbean means, *Creole Composition* expands the existing body of research literature about the teaching of writing at the postsecondary level in the Caribbean region. To this end, it speaks to critical disciplinary conversations of rhetoric and composition and academic literacies while addressing specific issues with teaching academic writing to Anglophone Caribbean students. It features chapters addressing language, approaches to teaching, assessing writing, administration, and research in postsecondary education as well as professionalization of writing instructors in the region. Some chapters reflect traditional Caribbean attitudes to postsecondary writing instruction; other chapters seek to reform these traditional practices. Some chapters' interventions emerge from discussions in writing studies while other chapters reflect their authors' primary training in other fields, such as applied linguistics, education, and literary studies. Additionally, the chapters use a variety of styles and methods, ranging from highly personal reflective essays to theoretical pieces and empirical studies following IMRaD format. *Creole Composition*, the first of its kind in the region, provides much-needed knowledge to the community of teacher-researchers in the Anglophone Caribbean and elsewhere in the fields of rhetoric and composition, writing studies, and academic literacies. In suggesting frameworks around which to build and further institutionalize and professionalize writing studies in the region, the collection advances the broader field of writing studies beyond national boundaries. Contributors include Tyrone Ali, Annife Campbell, Tresecka Campbell-Dawes, Valerie Combie, Jacob Dyer Spiegel, Brianne Jaquette, Carmeneta Jones, Clover Jones McKenzie, Beverley Josephs, Christine E. Kozikowski, Vivette Milson-Whyte, Kendra L. Mitchell, Raymond Oenbring, Heather M. Robinson, Daidrah Smith, and Michelle Stewart-McKoy.

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"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 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 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.

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

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 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.

West Indians and their LanguageCambridge University PressExploring the Boundaries of Caribbean Creole LanguagesUniversity of West Indies Press

The first edition of ELL (1993, Ron Asher, Editor) was hailed as "the field's standard reference work for a generation". Now the all-new second edition matches ELL's comprehensiveness and high quality, expanded for a new generation, while being the first encyclopedia to really exploit the multimedia potential of linguistics. * The most authoritative, up-to-date, comprehensive, and international reference source in its field * An entirely new work, with new editors, new authors, new topics and newly commissioned articles with a handful of classic articles * The first Encyclopedia to exploit the multimedia potential of linguistics through the online edition * Ground-breaking and International in scope and approach * Alphabetically arranged with extensive cross-referencing * Available in print and online, priced separately. The online version will include updates as subjects develop ELL2 includes: * c. 7,500,000 words * c. 11,000 pages * c. 3,000 articles * c. 1,500 figures: 130 halftones and 150 colour * Supplementary audio, video and text files online * c. 3,500 glossary definitions * c. 39,000 references * Extensive list of commonly used abbreviations * List of languages of the world (including information on no. of speakers, language family, etc.) * Approximately 700 biographical entries (now includes contemporary linguists) * 200 language maps in print and online Also available online via ScienceDirect – featuring extensive browsing, searching, and internal cross-referencing between articles in the work, plus dynamic linking to journal

articles and abstract databases, making navigation flexible and easy. For more information, pricing options and availability visit www.info.sciencedirect.com. The first Encyclopedia to exploit the multimedia potential of linguistics Ground-breaking in scope - wider than any predecessor An invaluable resource for researchers, academics, students and professionals in the fields of: linguistics, anthropology, education, psychology, language acquisition, language pathology, cognitive science, sociology, the law, the media, medicine & computer science. The most authoritative, up-to-date, comprehensive, and international reference source in its field

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 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.

Unlike the earthquakes and hurricanes that have influenced Caribbean history, the region's fires have almost always been caused by humans. Geographer Bonham C. Richardson explores the effects of fire in the social and ecological history of the British Les

"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. "

Professor Robert Le Page was a pioneer in the field of English and Creole linguistics in the Caribbean. This collection of papers in honour of Le Page addresses various topics in the field, pointing out the ways in which Le Page and his work have influenced, stimulated or been ignored by others. This is the first book on Caribbean language studies to include original sections on language in education, speakers' behaviour in informal discourse and language structure. Based on sound linguistic scholarship, the thirteen chapters are organized in three sections: Pedagogical and Sociological; Structure; and Discourse. Caribbean linguists have long been concerned that the findings of scholars in this field have been inaccessible to teachers and others interested in linguistics in the Caribbean. This book is geared for a wide audience, including school teachers, university students and teachers of linguistics in the Caribbean and the United States, and researchers on Creole languages.

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.

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