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Linguists,
researchers, and
other practitioners in
language education
acknowledge that the
resolution of
language problems
associated with
breaking down
language and
cultural barriers that

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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-

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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

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classrooms. June
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

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of the overall June
language
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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

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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

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Language June
education, cultural
responsiveness, and
transformative
pedagogy, this book
is essential for
linguists,
academicians,
education
professionals,
curriculum designers,
policymakers,
administrators,
instructional

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Language June
designers,
researchers, and
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students.

Even a cursory look at
conference programs
and proceedings
reveals a burgeoning
interest in the field of
social and affective
factors in home
language

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maintenance and development. To date, however, research on this topic has been published in piecemeal fashion, subsumed under the more general umbrella of ‘ bilingualism ’ .

Within bilingualism research, there has been an extensive exploration of

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linguistic and June

psycholinguistic
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perspectives on the

one hand, and
educational practices
and outcomes on the
other. In comparison,
social and affective
factors – which lead
people to either
maintain or shift the
language – have
been under-
researched. This is

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the first volume that brings together the different strands in research on social and affective factors in home language maintenance and development, ranging from the micro-level (family language policies and practices), to the meso-level (community

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initiatives) and the macro-level (mainstream educational policies and their implementation). The volume showcases a wide distribution across contexts and populations explored.

Contributors from around the world represent different

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research paradigms
and perspectives,
providing a rounded
overview of the state-
of-the-art in this
flourishing field.

This volume reports
research that informs
the development of
reading and listening
assessment in IELTS.
This volume brings
together a set of

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eight IELTS-related
research studies -
four on reading and
four on listening -
conducted between
2005 and 2010.

Findings from these
studies provide
valuable evidence on
the validity,
reliability, impact and
practicality of the
IELTS test; they are
also instrumental in

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highlighting aspects
needing attention,
and thus directly
inform the
continuing evolution
of the IELTS reading
and listening tests.
The volume reviews
and comments on
the specific
contribution of each
study to the ongoing
process of IELTS
reading and listening

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test design and
development.
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The dialect of English which has developed in Indigenous speech communities in Australia, while showing some regional and social variation, has features at all levels

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of linguistic June
description, which
are distinct from
those found in
Australian English
and also is associated
with distinctive
patterns of
conceptualization
and speech use. This
volume provides, for
the first time, a
comprehensive
description of the

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dialect with attention to its regional and social variation, the circumstances of its development, its relationships to other varieties and its foundations in the history, conceptual predispositions and speech use conventions of its speakers. Much recent research on

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the dialect has been motivated by concern for the implications of its use in educational and legal contexts. The volume includes a review of such research and its implications as well as an annotated bibliography of significant contributions to

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study of the dialect
and a number of
sample texts. While
Aboriginal English
has been the subject
of investigation in
diverse places for
some 60 years there
has hitherto been no
authoritative text
which brings
together the findings
of this research and
its implications. This

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Volume should be of
interest to scholars of
English dialects as
well as to persons
interested in
deepening their
understanding of
Indigenous
Australian people
and ways of
providing more
adequately for their
needs in a society
where there is a

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disconnected between
their own dialect and
that which prevails
generally in the
society of which they
are a part.

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comprehensive, well
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on this subject. With
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211 photographs and illustrations - mostly color. Free of charge in digital PDF format.

This book provides readers with a detailed sketch of the Mandarin competence of Chinese children in Singapore from different home language

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backgrounds. Their Mandarin competence is defined in terms of lexical diversity, syntactic complexity and code-switching tendency. The findings presented show that there are statistical differences in lexical diversity and syntactic complexity among

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the compared groups of children, and these differences in linguistic competence were found to be positively correlated to increased Mandarin exposure at home. They also demonstrate that there are statistical differences in code-switching tendency

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among the groups of children compared, which were found to be negatively correlated to increased exposure to Mandarin at home. A general relationship between home language exposure and Mandarin competence was established, although

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this relationship was found to be volatile, especially among children who are more bilingually exposed. This book shares these findings with linguists, language educators, and language policymakers, both local and international.

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