1. Record Nr. UNINA9910711236303321

Autore	Neumann Albrecht J
Titolo	Network user information support / / Albrecht J. Neumann
Pubbl/distr/stampa	Gaithersburg, MD : , : U.S. Dept. of Commerce, National Institute of Standards and Technology, , 1973
Descrizione fisica	1 online resource
Collana	NBS technical note ; ; 802
Altri autori (Persone)	NeumannAlbrecht J
Soggetti	Computers Information networks
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	1973. Contributed record: Metadata reviewed, not verified. Some fields updated by batch processes. Title from PDF title page.
Nota di bibliografia	Includes bibliographical references.

2. Record Nr. UNINA9910964657803321

Titolo	Creoles in education : an appraisal of current programs and projects / / edited by Bettina Migge, Isabelle Leglise and Angela Bartens
Pubbl/distr/stampa	Philadelphia, : John Benjamins, c2010
ISBN	9786612558504 9781282558502 1282558501 9789027288202 9027288208
Edizione	[1st ed.]
Descrizione fisica	vi, 356 p
Collana	Creole language library ; ; 36
Classificazione	EE 1660
Altri autori (Persone)	MiggeBettina LegliseIsabelle BartensAngela <1970->
Disciplina	371.829/96073
Soggetti	Creoles - Education - Evaluation Native language and education Creole dialects
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Creoles in Education -- Editorial page -- Title page -- LCC data -- Table of contents -- Acknowledgements -- Creoles in education -- 1. Introduction -- 2. An overview of historical and social issues -- 2.1 Status and function of creoles -- 2.2 Codification of P/Cs -- 2.3 Creoles in education: A brief historical overview -- 2.4 Current situation: Why is there renewed interest in integrating P/Cs into education -- 3. Overview of educational projects using P/Cs world-wide -- 4. Critical review of projects -- 4.1 Defining project aims, goals and activities -- 4.2 Assessing the sociolinguistic context -- 4.3 Setting up the educational program -- 4.4 Evaluation of projects -- 4.5 Political and financial issues -- 5. Roadmap for setting up and maintaining education projects/programs -- 6. Conclusions and outlook -- Raising critical language awareness in Hawai'i at Da Pidgin Coup -- 1. Introduction -- 2. A brief socio-historical overview of pidgin -- 3. Pidgin in educational contexts -- 4. The formation of Da

Pidgin Coup -- 5. Critical language awareness -- 6. Achievements at the University of Hawai'i at Mnoa -- 7. Projects in schools -- 8. Community outreach -- 9. Future advocacy -- Chabacano for everyone? -- 1. Introduction -- 2. Some theoretical considerations -- 2.1 Language learning and education -- 2.2 The constructivist approach in the study of education and learning -- 3. The social background of the Chabacano projects -- 3.1 Language policies and bilingual education in the Philippines -- 3.2 The sociolinguistic settings and education of Chabacano communities -- 4. The Chabacano teaching projects -- 4.1 The Cavite City projects -- 4.2 Educational materials used in Cavite City -- 4.3 A critical evaluation of the Cavite City projects -- 4.4 Cotabato: Learning modules in Chabacano -- 4.5 A critical evaluation of learning modules in Chabacano.
4.6 Zamboanga: The Chavacano Language Corpus and Reader Project -- 4.7 A critical evaluation of the Chavacano Language Corpus and Reader Project -- 5. Conclusion -- The teaching of Creole in Guadeloupe -- 1. Introduction -- 2. The sociolinguistic situation of Guadeloupe -- 3. Creole and the education system in Guadeloupe -- 4. Regional languages and cultures in elementary and secondary education: The teaching of Creole in Guadeloupe -- 4.1 General characteristics of the teaching of regional languages and cultures in elementary and secondary schools -- 4.2 The teachers -- 4.2.1 Teachers with a qualification in Creole as a specialty -- 4.2.2 Approved" teachers -- 4.2.3 Certified Teachers -- 4.3 Student numbers -- 4.4 Continuity of teaching -- 4.5 Problems with the curriculum and teaching tools -- 4.6 The goals of teaching regional language and culture -- 5. Towards the future -- Appendix: Number of students attending LCR-Creole in Guadeloupe, 2007-2008 -- Integrating local languages and cultures into the education system of French Guiana -- 1. Introduction -- 2. Brief description of the French Guianese sociolinguistic context -- 3. The local languages and the education system -- 4. Langues et cultures régionales -- 5. Intervenants en Langues Maternelles -- 5.1 The aims and overall conception of the project -- 5.2 The trainees, their recruitment and their contractual situation -- 5.3 The training -- 5.4 The development of teaching materials and a curriculum -- 5.5 Schools, students, teaching and institutional support -- 5.6 Supervision and evaluation of the project -- 5.7 Conclusion and outlook -- 6. Raising awareness about language and language diversity -- 6.1 Raising awareness among teachers -- 6.2 Educational activities for raising language awareness among students -- 7. Conclusion and outlook -- Kriol in Caribbean Nicaragua schools. 1. Introduction -- 2. The sociolinguistic situation on the Caribbean Coast of Nicaragua -- 2.1 A historical overview -- 2.2 Indigenous and Afro-Caribbean peoples and languages -- 2.3 Language development and language status -- 2.4 The origins of the Creole population on the Nicaraguan Caribbean Coast -- 3. Education in the Caribbean Coast -- 3.1 Towards Intercultural Bilingual Education -- 3.2 The Regional Autonomous Education System, SEAR -- 3.3 New curriculum - new languages -- 3.4 Teacher training -- 3.5 The primary school sector -- 3.6 An orthography for Kriol -- 4. Kriol in the teacher training -- 5. Piloting Kriol in primary schools -- 5.1 Schedule of the curricular areas -- 5.2 The textbooks -- 5.3 Teacher training -- 6. Evaluating the pilot phase in primary schools -- 6.1 Positive results -- 6.2 Difficulties with implementing the new curriculum -- 6.2.1 Institutional difficulties -- 6.2.2 Heterogeneity of the student population -- 6.2.3 Attitudes towards Kriol -- 6.2.4 Teachers' problems in writing Kriol -- 6.2.5 Ancestral languages and Kriol -- 7. Conclusion -- Swimming against the tide -- 1. Background -- 1.1 The MOEYC 'Home Language'

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Sommario/riassunto

On the Colombian-owned Caribbean Islands of San Andres, Providence, & Santa Catalina an English-lexifier Creole is spoken. Recently, Creole-speaking leaders and parents have become apprehensive that Island children and youth are increasingly using Spanish with a concomitant

loss of Standard English. Accompanying that concern is the perception that local Creole values, cultural mores, and the Creole language itself, are eroding. Not wanting to lose their Creole identity, an experimental primary school trilingual education project was initiated that begins schooling in Creole, proceeds to Standard English, and then to Spanish. The goal is age appropriate language proficiency in the three languages. The purpose of the following article is to describe this trilingual education project - its initiation, materials development, implementation, and evaluation. Keywords: Trilingual Education; Bilingual Education; San Andres Island; Creole Language Education; Mother Tongue Education.