

I Can Teach That B My Language



I Can Teach That B My Language: A Guide to Effective Language Exchange

Are you passionate about a language and eager to share your knowledge? Perhaps you're fluent in a less-common tongue and want to connect with others. Maybe you simply want to improve your own skills through the rewarding experience of teaching. Whatever your motivation, the phrase "I can teach that B my language" encapsulates the spirit of language exchange and the power of sharing linguistic expertise. This comprehensive guide delves into the practicalities and strategies for successfully teaching your language, covering everything from finding students to crafting engaging lessons. We'll explore how to harness your skills to create a rewarding learning experience for both you and your students.

1. Identifying Your Teaching Strengths and Target Audience

Before diving into lesson plans, it's crucial to assess your own abilities and identify your niche. What aspects of your language are you most confident in teaching? Are you particularly skilled at explaining grammar, pronunciation, or cultural nuances? Focusing on your strengths allows you to create more effective and engaging lessons.

1.1 Assessing Your Language Proficiency

Honest self-assessment is key. While you might be fluent in conversation, teaching requires a deeper understanding of grammar rules, vocabulary nuances, and the ability to explain complex concepts simply. Identify any areas where you might need further brushing up before teaching.

1.2 Defining Your Ideal Student

Who do you want to teach? Beginners? Intermediate learners? Advanced speakers aiming for fluency? Tailoring your teaching style and materials to a specific skill level ensures more effective learning. Consider factors like age, learning style, and their reasons for learning your language.

2. Crafting Engaging and Effective Lesson Plans

Creating engaging lesson plans is essential for successful language teaching. Avoid simply reciting vocabulary lists; instead, integrate interactive activities, real-life scenarios, and culturally relevant materials.

2.1 Structuring Your Lessons

Each lesson should have a clear objective, focusing on a specific grammatical point, vocabulary set, or conversational skill. Incorporate a mix of activities:

Interactive Exercises: Games, role-playing, and pair work keep students engaged and encourage active participation.

Real-World Applications: Use authentic materials like news articles, songs, or film clips to connect the language to real-life contexts.

Cultural Insights: Share interesting facts and traditions associated with your language and culture to enrich the learning experience.

2.2 Utilizing Technology

Leverage technology to enhance your lessons. Use language learning apps, online dictionaries, interactive whiteboards, or video conferencing tools for a more dynamic learning environment.

3. Finding and Connecting with Students

Once you've prepared your teaching materials, the next step is to find students. There are several avenues to explore:

3.1 Online Language Exchange Platforms

Numerous websites and apps connect language learners. These platforms provide built-in communication tools and often have features to facilitate lesson planning and tracking progress.

3.2 Local Community Centers and Colleges

Check with local community centers or colleges that offer language classes or cultural exchange programs. You might be able to offer private lessons or workshops.

3.3 Social Media and Online Forums

Utilize social media groups and online forums dedicated to language learning. Promote your teaching services and engage with potential students.

4. Setting Expectations and Building Rapport

Open communication and clear expectations are crucial for a successful teaching relationship.

4.1 Establishing Clear Goals

Discuss learning objectives with your students at the outset. Establish realistic goals and track progress regularly.

4.2 Creating a Supportive Learning Environment

Foster a positive and encouraging environment where students feel comfortable asking questions and making mistakes. Remember that learning a language takes time and effort.

5. Continuously Improving Your Teaching Methods

Effective teaching is an iterative process. Regularly evaluate your lessons and seek feedback from your students to identify areas for improvement. Stay updated on the latest teaching methodologies and incorporate new techniques to keep your lessons fresh and engaging.

Conclusion

Teaching your native language can be an incredibly rewarding experience, fostering personal growth while connecting you with individuals from diverse backgrounds. By following the strategies outlined in this guide, you can effectively share your linguistic expertise, create engaging lessons, and build lasting relationships with your students. Remember that passion, patience, and a willingness to adapt are key ingredients for successful language teaching.

FAQs

Q1: How much should I charge for my language lessons? A: Pricing depends on your experience, location, and the intensity of the lessons. Research rates in your area and consider factors like lesson duration and materials provided.

Q2: What if I don't have a formal teaching qualification? A: While formal qualifications are beneficial, passion, proficiency, and a structured approach can be equally effective. Focus on creating engaging lessons and building rapport with your students.

Q3: How can I handle students with different learning styles? A: Diversify your teaching methods to cater to different learning styles. Incorporate visual aids, auditory exercises, and kinesthetic activities.

Q4: How can I maintain student motivation? A: Celebrate achievements, provide regular feedback, and incorporate elements of fun and gamification into your lessons. Set realistic goals and track progress together.

Q5: What resources are available to help me improve my teaching skills? A: Explore online teaching resources, language teaching methodologies, and consider attending workshops or webinars focused on language instruction. Engage with other language teachers for support and advice.

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i can teach that b my language: Literacy and the Bilingual Learner Catherine Wallace, 2013-10-30 Literacy and the Bilingual Learner explores the literacy development of bilingual learners in London (UK) schools and colleges through a series of vignettes and case studies of learners and their educational experiences.

i can teach that b my language: Native Heritage Arlene B. Hirschfelder, 1995 Arguably, the most eloquent, powerful portrayal of Native Americans are written or narrated by Natives themselves. In Native Hermitage, authentic accounts of Natives voices are brought together, some for the first time, for readers who want an informed, authentic perspective about Native Americans. This work is significant because until recent times the literature has been largely devoid of firsthand perspectives. The need for accurate, authentic materials on native Americans has never been greater.

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i can teach that b my language: Complete Mandarin Chinese (Learn Mandarin Chinese with Teach Yourself) Zhaoxia Pang, Ruth Herd, 2022-02-17 Complete Mandarin Chinese is a comprehensive book and audio language course that takes you from beginner to intermediate level. The all-new edition of this successful course has been fully rewritten by top Chinese teachers to incorporate the most essential language you'll need to communicate in Chinese with confidence. New learning features will support you in your mastery of the four skills as well as your understanding of Chinese characters. Do you want to develop a solid understanding of Mandarin and communicate confidently with others? Through authentic conversations, vocabulary building, grammar explanations, and extensive practice and review, Complete Mandarin Chinese will equip you with the practical skills you need to use Mandarin in a variety of realistic settings and situations, developing your cultural awareness along the way. What will I achieve by the end of the course? By the end of Complete Mandarin Chinese you will have a solid intermediate-level grounding in the four key skills - reading, writing, speaking, and listening - and be able to communicate with confidence and accuracy. Is this course for me? If you want to move confidently from beginner to intermediate level, this is the course for you. It's perfect for the self-study learner, with a one-on-one tutor, or for the beginner classroom. It can also be used as a refresher course. -Maps from A1 to B1/B2 of the Common European Framework of Reference (CEFR) for languages -HSK references and vocabulary benchmarking -24 learning units plus verbs reference, word glossary and revision section -Discovery Method - figure out rules and patterns to make the language stick -Teaches the key skills - reading, writing, listening and speaking -Learn to learn - tips and skills on how to be a better language learner -Culture notes - learn about the people and places of China -Outcomes-based learning - focus your studies with clear aims -Authentic listening activities - everyday conversations give you a flavour of real spoken Mandarin Chinese -Test Yourself - see and track your own progress *Complete Mandarin Chinese maps from Novice Low to Advanced Low level proficiency of ACTFL (American Council on the Teaching of Foreign Languages) and from A1 Beginner to B1/B2 Intermediate level of the CEFR (Common European Framework of Reference for Languages) guidelines. It also contains the vocabulary needed for the HSK (Chinese proficiency test). The audio for this course is available for free on library.teachyourself.com or from the Teach Yourself Library app. Also available: Get Started In Beginner's Mandarin Chinese (ISBN 9781444174809). Rely on Teach Yourself, trusted by language learners for over 75 years.

i can teach that b my language: The Irish Culture Book Elementary/Pre-Inter Teacher Book Ian O'Malley, 2017-09-11 THE IRISH CULTURE BOOK is a photocopiable resource book of activities designed to foster discussion on aspects of Irish culture. It can be used by anyone with an interest in exploring Irish culture, most especially in a learning or multicultural environment. The book is particularly useful for teachers of English as a Second Language (ESL) and can be used by language students as a self-access book. The book can help students develop speaking skills and improve

fluency. The conversations deepen critical thinking skills essential for success in a new culture and also for studying in university programs. The book is full of interesting and thought-provoking activities and gives users great opportunities for comparative reflection on their own cultures. There are over 350 questions, over 100 quotations including Irish proverbs; as well as questionnaires, matching and correcting exercises; quizzes and creative problem-solving tasks. All listenings are available to download for free at: www.irishculturebook.com

i can teach that b my language: God Speaks My Language Aloo Osotsi Mojola, 2020-03-31 This is the fascinating and important story of how God's Word came to East Africa. Beginning with the pioneering efforts of Krapf and Rebmann, Aloo Osotsi Mojola traces the history of Bible translation in the region from 1844 to the present. He incorporates four decades of personal conversations and interviews, along with extensive research, to provide the first comprehensive account of the translations undertaken in Kenya, Uganda, Tanzania, Rwanda, Burundi, and eastern Democratic Republic of Congo. The maps and tables included assist the reader, as does a history of the Swahili language – its standardization, role as lingua franca, and impact on the work of translation. Mojola's writing is a tribute to those who sacrificed much in their quest to see the word of God accessible to all people, in all places – and the many who continue to sacrifice for the peoples of East Africa. This book is a key contribution to the important and ongoing narrative of how God has met us, and continues to meet us, in our own contexts and our own languages.

i can teach that b my language: Language Aptitude Zhisheng (Edward) Wen, Peter Skehan, Adriana Biedroń, Shaofeng Li, Richard L. Sparks, 2019-05-02 Language Aptitude: Advancing Theory, Testing, Research and Practice brings together cutting-edge global perspectives on foreign language aptitude. Drawing from educational psychology, cognitive science, and neuroscience, the editors have assembled interdisciplinary authors writing for an applied linguistics and education audience. The book is broken into five major themes: revisiting and updating current language aptitude theories and models; emerging insights from contemporary research into language aptitude and the age factor or the critical period hypothesis; redefining constructs and broadening territories of foreign language aptitude; exploring language aptitude from a neurocognitive perspective; and exploring future directions of foreign language aptitude research. Focused on critical issues in foreign language aptitude and second language learning and teaching, this book will be an important research resource and supplemental reading in both applied linguistics and cognitive psychology.

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i can teach that b my language: Envisioning Teaching and Learning of Teachers for Excellence and Equity in Education Xudong Zhu, Huan Song, 2021-08-14 This edited book is a collection of keynote speeches in the 3rd Global Teacher Education Summit in Beijing Normal University from October 14 to 16, 2017. The speeches intend to raise international response in the field of teacher education to the enduringly changing education policy environment. Multiple perspectives are needed in order to gain insights into teaching and teacher education for excellence and equity, as well as disentangle from rigid, inapplicable old paradigms. This book on one hand provides typify global voices, and on the other hand contributes Chinese stories to this field. China's education manifests a tendency with stronger indigenous features related to the changing domestic

climate and international geopolitical position. Chapters included about teaching and teacher education in China can provide local evidence, intelligence and relevance to global audience, and even voice indigenous epistemes within the non-Western platform. This book aims to build such dialogs between global perspectives and Chinese insights for heteroglossia in content and methodology in the field of teaching and teacher education.

i can teach that b my language: Working with Children in the Early Years Carrie Cable, Linda Miller, Gill Goodliff, 2012-11-12 Working with Children in the Early Years is an accessible introduction to early years theories, policy and practice, offering practitioners in a diverse range of settings the opportunity to develop their knowledge, understanding and skills for working with young children. This fully updated second edition builds on new government agendas and interests in supporting quality provision for young children and their families. Bringing together current research and thinking in a broad range of areas, it covers: the diversity of practitioner roles and multi-agency working with families listening to children observing and assessing developing professional roles health and well being curriculum and pedagogy the importance of play and learning in the early years All contributions are strongly practical and underpinned by relevant theory, and will support students and practitioners studying in the field of early years and early childhood studies as well as those aiming to achieve Early Years Professional Status. The book will also appeal to training providers, equipping them with a valuable and unique source to support a range of early years courses.

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i can teach that b my language: NIV, LifeConnect Study Bible Zondervan,, 2016-04-05 GROW DEEPER AND STRONGER In Your Spiritual Life AT HOME ^s ONLINE ^s AROUND THE WORLD Dr. Wayne Cordeiro has something to say to you today: Love your Bible. In a world competing for your time and attention at every turn, that's easier said than done. Until now. Through helpful notes and articles, a variety of study tools, and links that direct you to an incredible set of digital resources, connecting with the Word of God is never more than a click, a tap, or a swipe away. The NIV LifeConnect Study Bible includes expanded margins with subtle ruled lines, so you can personally interact with the Bible by writing down your thoughts and insights right on the page. Includes access to a wealth of digital resources about Biblical discipleship and in-depth Bible study by Dr. Wayne Cordeiro and others, right on your handheld device. Features: The complete text of the NIV Bible, the world's most-read and most-trusted modern-English translation Thousands of verse-by-verse notes explain and provide background on the Scripture text SOAP (Scripture, Observation, Application, Prayer) articles invite interaction with the text through a helpful framework Extra room in the margins and after each Bible book allows for writing directly on the page LifeConnect Articles bring the truths of the Bible to your life today Insightful quotes invite reflection Study tools include book introductions, NIV cross-references and an NIV concordance 9-point type size

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i can teach that b my language: Grammar and Beyond Level 2 Teacher Support Resource Book with CD-ROM Randi Reppen, Deborah Gordon, 2012-01-16 Based on extensive research, Grammar and Beyond ensures that students study accurate information about grammar and apply it in their own speech and writing. The Grammar and Beyond Teacher Support Resource Book with CD-ROM, Level 2, provides suggestions for applying the target grammar to all four major skill areas, helping instructors facilitate dynamic and comprehensive grammar classes; an answer key and audio script for the Student's Book; a CD-ROM containing ready-made, easily scored Unit Tests, as well as 32 PowerPoint® presentations to streamline lesson preparation and encourage lively heads-up interaction.

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Studies by Gregory A. Delman is a practical and informative resource that supports the teaching of writing in the social studies classroom to meet the demands of the today's standards and the C3 Framework. The creative instructional strategies and resources guide students in communicating their historical thinking through writing and speaking. Specific step-by-step strategies are provided to help students develop clear, concise writing and discussion skills about historical documents, events, and other primary sources using text structures such as description, narrative, comparison, and cause-and-effect. The included student resources, rubrics, graphic organizers, and exemplar writing samples also support instruction and provide students a clear understanding of the expectations for success.

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i can teach that b my language: The Routledge Handbook of the English Writing System Vivian Cook, Des Ryan, 2016-07-15 The Routledge Handbook of the English Writing System provides a comprehensive account of the English writing system, both in its current iteration and highlighting the developing trends that will influence its future. Twenty-nine chapters written by specialists from around the world cover core linguistic and psychological aspects, and also include areas from other disciplines such as typography and computer-mediated communication. Divided into five parts, the volume encompasses a wide range of approaches and addresses issues in the following areas: theory and the English writing system, discussing the effects of etymology and phonology; the history of the English writing system from its earliest development, including spelling, pronunciation and typography; the acquisition and teaching of writing, with discussions of literacy issues and dyslexia; English writing in use around the world, both in the UK and America, and also across Europe and Japan; computer-mediated communication and developments in writing online and on social media. The Routledge Handbook of the English Writing System is essential reading for researchers and postgraduate students working in this area.

i can teach that b my language: Practicing What We Teach Patricia Ruggiano Schmidt, Althier M. Lazar, 2019-09-06 This accessible book features K-12 teachers and teacher educators who report their experiences of culturally responsive literacy teaching in primarily high-poverty, culturally nondominant communities. These extraordinary teachers show us what culturally responsive literacy teaching looks like in their classrooms and how it advances children's academic achievement. This collection captures different dimensions of culturally responsive (CR) practice, such as linking home and school, using culturally responsive literature, establishing relationships with children and parents, using cultural connections, and teaching English language learners and children who speak African American language. This engaging collection: Provides a window into what teachers actually do and think when they serve culturally diverse children, including classroom-tested teaching practices. Depicts teachers enacting CR teaching in the presence of scripted curricula and rigid testing schedules. Covers childhood, secondary, and higher education classrooms. Helps readers imagine how they can transform their own classrooms through "Make This Happen in Your Classroom" sections at the end of each chapter. Includes a "Becoming a Culturally Responsive Teacher" self-evaluation form. "A thoroughly contextualized description and understanding of culturally responsive teaching. It will become a classic." —From the Preface by Lee Gunderson, University of British Columbia "The teachers profiled in this book keep the conversation alive and move us toward more just educational settings." —From the Foreword by Patricia A. Edwards, Michigan State University

i can teach that b my language: Luis Valdez Early Works: Actos, Bernab? and Pensamiento Serpentino Luis Valdez, 1990-01-31 This collection includes one-act plays by the famous farmwork theater, El Teatro Campesino, and its director Luis Valdez; one of the first fully

realized, full-length plays by Valdez alone; and an original narrative poem by Luis Valdez.

i can teach that b my language: *Indigenizing Education* Jeremy Garcia, Valerie Shirley, Hollie Anderson Kulago, 2022-01-01 *Indigenizing Education: Transformative Research, Theories, and Praxis* brings various scholars, educators, and community voices together in ways that reimagines and recenters learning processes that embody Indigenous education rooted in critical Indigenous theories and pedagogies. The contributing scholar-educators speak to the resilience and strength embedded in Indigenous knowledges and highlight the intersection between research, theories, and praxis in Indigenous education. Each of the contributors share ways they engaged in transformative praxis by activating a critical Indigenous consciousness with diverse Indigenous youth, educators, families, and community members. The authors provide pathways to reconceptualize and sustain goals to activate agency, social change, and advocacy with and for Indigenous peoples as they enact sovereignty, selfeducation, and Native nation-building. The chapters are organized across four sections, entitled *Indigenizing Curriculum and Pedagogy*, *Revitalizing and Sustaining Indigenous Languages*, *Engaging Families and Communities in Indigenous Education*, and *Indigenizing Teaching and Teacher Education*. Across the chapters, you will observe dialogues between the scholar-educators as they enacted various theories, shared stories, indigenized various curriculum and teaching practices, and reflected on the process of engaging in critical dialogues that generates a (re)new(ed) spirit of hope and commitment to intellectual and spiritual sovereignty. The book makes significant contributions to the fields of critical Indigenous studies, critical and culturally sustaining pedagogy, and decolonization.

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i can teach that b my language: Trial of the Rev. Lyman Beecher, D.D. Arthur Joseph Stansbury, 1835 Case of Rev. Lyman Beecher, before the Presbytery of Cincinnati, charged with propagating doctrines contrary to the word of God and the standards of the Presbyterian church on the subject of the depraved nature of man and subsequently found not guilty.

i can teach that b my language: **Drama Education and Dramatherapy** Clive Holmwood, 2014-06-05 Dramatherapy is increasingly being used in schools and educational establishments as a way of supporting young people's emotional needs. This book examines the space between drama education and Dramatherapy exploring the questions: Does a therapist teach? When does the role of the drama teacher border on that of therapist? How do these two professions see and understand each other and the roles they play? In *Drama Education and Dramatherapy*, Clive Holmwood draws on his experience as a Dramatherapist and examines the history of drama education and Dramatherapy, exploring the social, political, therapeutic and artistic influences that have impacted these two professions over the last century. He also discusses how these fields are intrinsically linked and examines the liminal qualities betwixt and between them. The book considers two specific case studies, from the therapist's and teacher's perspectives discussing what happens in the drama class and therapy space including how the dramatic form is understood, explored and expressed both educationally and therapeutically. The 'them and us' mentality, which often exists in two different professions that share a common origin is also explored. The book contemplates how teachers and Dramatherapists can work collaboratively in the future, bringing down barriers that exist between them and beginning a working dialogue that will ultimately and holistically support the children and young people they all work with. This book will be of interest to those involved in using drama in an educational or therapeutic context, including: drama teachers, arts therapists, teachers of arts therapy and researchers within wider arts, applied arts and educational faculties within colleges and universities.

i can teach that b my language: **Translating the Bible Into Action, 2nd Edition** Margaret Hill, Harriet Hill, 2022-06-15 When Jesus was born to Mary, God "translated" himself into our human world. This act of God's translation continues today wherever the gospel is expressed, in each language and lived out in each culture that makes up our diverse world. Unfortunately, the church often ignores its cultural and linguistic diversity and, instead, imposes a dominant

“language” and “culture” for expressing faith. This textbook seeks to challenge that situation. By identifying common barriers that prevent people from engaging with Scripture, the authors explore the ways churches can maintain unity in Christ and celebrate the diversity of their membership. Addressing a wide-range of relevant issues and using practical applications, this revised and updated edition re-establishes the importance of good, contextual Scripture engagement. A key resource in helping church leaders encourage people to communicate with God in their own language and to discover that Christ wants to make himself at home in their world.

i can teach that b my language: *Ethnolinguistic Diversity and Education* Marcia Farr, Lisya Seloni, Juyoung Song, 2009-12-04 In recent decades, the linguistic and cultural diversity of school populations in the United States and other industrialized countries has rapidly increased along with globalization processes. At the same time, schooling as it is currently constituted continues to be ineffective for large numbers of students. Exploring crucial issues that emerge at the intersection of linguistic diversity and education, this volume: provides an up-to-date review of sociolinguistic research and practice aimed at improving education for students who speak vernacular varieties of US English, English-based Creole languages, and non-English languages explores the impact of dialect differences and community languages on ethnolinguistically diverse students’ academic achievement challenges the dominant monolingual Standard language ideology presents sociolinguistically based approaches to language and literacy education that acknowledge and build on the linguistic and cultural resources students bring into the school. Throughout, the authors argue for the application of research-based knowledge to the dire situation (as measured by school failure and drop-out rates) of many ethnolinguistic populations in US schools. The overall aim of the volume is to heighten acknowledgement and recognition of the linguistic and cultural resources students bring into the schools and to explore ways in which these resources can be used to extend the sociolinguistic repertoires, including academic English, of all students.

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i can teach that b my language: *Language Planning from Practice to Theory* Robert B. Kaplan, Richard B. Baldauf, 1997-01-01 Language Planning from Practice to Theory examines and reviews the field of language policy and planning. In the first section of the book language policy and planning definitions, current practices, goals and ways of thinking are discussed as a foundation for understanding current practice in the discipline. The central elements of language policy and planning practice are then described from two perspectives. In the second section, the methodology for collecting language planning data is outlined and the key cross-societal issues of language-in-education planning, literacy and economics in language planning are discussed. In the third section, case studies related to language and power, bilingualism and status and specific purpose issues in language planning are covered. The final two chapters draw together the critical issues and problems which have arisen from current practice and which must be considered in building a theory of the discipline. A reference appendix to language planning in national situations is included. The book provides the only up-to-date overview and review of the field of language policy and planning and challenges language planners to think more critically about their discipline. Since language will be planned, there is a need to consider how it will be done.

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i can teach that b my language: *Social Diversity within Multiliteracies* Fenice B. Boyd, Cynthia H. Brock, 2014-12-05 Using a multiliteracies theoretical framework highlighting social diversity and multimodality as central in the process of meaning making, this book examines literacy teaching and learning as embedded in cultural, linguistic, racial, sexual, and gendered contexts and explores ways to foster learning and achievement for diverse students in various settings. Attending simultaneously to topics around two overarching and interrelated themes—languages and language variations, and cultures, ethnicities, and identities—the chapter authors examine the roles that

multiliteracies play in students' lives in and out of classrooms. In Part I, readers are asked to examine beliefs and dispositions as related to different languages, language varieties, cultures, ethnicities, and identities. Part II engages readers in examining classroom and community practices related to different languages and language varieties, cultures, ethnicities, and identities.

i can teach that b my language: From White Folks Who Teach in the Hood Christopher Emdin, sam seidel, 2024-08-06 A timely companion to the New York Times bestseller *For White Folks Who Teach in the Hood...and the Rest of Y'all Too* Progressive white educators on the challenges and reimaginings of anti-racist education, cultural responsiveness, and sustained liberatory learning practices Designed for educators by educators, *From White Folks Who Teach in the Hood* is the white teachers' guide to effective multicultural, anti-racist pedagogy. Over 20 educators are featured in this book, representing different types of schools, different geographies, different durations of experience in the classroom, and different depths of experience in interrogating their whiteness. Throughout the text, nationally renowned educators and coeditors Dr. Christopher Emdin and sam seidel offer feedback and perspective on how to incorporate the practices and wrestle with the ideas outlined by the contributors. Replete with practical reflections and actionable exercises, this book explores among other things: —identity formation, healing, and growth in the early years of a teacher's career —the restrictive, harmful nature of standardization and the power of localization as a tool for transformation —hip-hop as a vehicle for promoting culture and authenticity within the classroom —whiteness as a racial identity and intentional anti-racist teacher trainings to identify and unlearn white supremacy *From White Folks Who Teach in the Hood* is the essential classroom companion for every white teacher committed to fostering productive learning spaces that respect the races, cultures, and identities of their students. It offers all readers a window into the essential work that must be done to transform our nation's schools from sites of harm to sites of healing.

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