

Please brainstorm topics here. You can indicate if you think the topic is just a success, just a challenge, or both. Feel free to change, rearrange, etc. We can always use history to go back if needed.

Possible statements

Your initials as "owner"	Topic	Subtopics	Successes	Challenges	Your initials if you are also interested in the topic.	Possible statements
tdw	Preserving indigenous/endangered languages		X	X		As children learn proficiency in English, there is danger that their indigenous/endangered/first language may not be maintained.
tdw	Transition from Teacher Prep to Teaching in ELA	JP adds: The UK system has recently introduced a new way of supporting teachers as they transition from Teacher Prep to Teaching, although it is not subject specific.	X	X	PO, JP	As teachers move from teacher preparation to service as novice teachers, they face pressure that forces them to abandon their teacher preparation.
PO	ELA Teacher prep in XX (our) countries	JP adds: there are some successes we can illustrate here fro England, although many challenges remain. Traci adds: Mexican culture prioritizes oral communication. There is not a strong emphasis on reading and writing in primary and even less so in secondary education. This creates an additional challenge for EFL teachers.		x	PO, tdw, JP	Teacher preparation is successful in preparing future teachers to serve their students' literacy needs.
PO	Teaching reading and writing: crosscultural perspectives			x	PO, tdw, TT	Crosscultural perspectives in reading and writing instruction are critical to students as they become global citizens.
tdw	USAID and similar strengths and pitfalls			X		Governmental and large-scale grants from foundations may impose viewpoints that are unintended.
JP	Diversifying the curriculum	tdw adds: Possibly decolonizing children's lit as a subtopic. JP adds: I hvae a number of examples of schools sttempting to use more diverse texts in their schools, despite a National Curriculum which does not encourage this.		x	tdw, TT	The curriculum for English language arts is sufficiently diversied. Texts for instruction in literary traditions and in reading reinforce colonial traditions. Traci adds: On the other hand, (if permitted) teachers now have access to/can make available to students a more diverse range of reading materias that can provide a different story.
JP	Helping teachers negotiate performativity cultures	John, I'm not sure what "performativity cultures" means. It it the drive for test results, etc.?	X	X		Performativity cultures tend to weaken how teachers negotiate teaching in the English language arts in the best interests of their students.
JP	English and social justice	Traci adds: Empowerment through language learning (increases opportunities on local level ESL, global level EFL). Conciouness raising on local &/or global issues through language classes. JP adds: There appears to be a very recent shift in government thinking about oracy, potentially bringing it to the fore once again	X	X	tdw, IMK	Use of language to reinforce class and racism disconnects language from social justice concerns. Traci adds - on the other hand, the potential of language to be a tool to raise social justice concerns.
JP	The place of oracy in the classroom	JP adds: The UK govt emphasises very particular kinds of research in education which is affecting practice in schools	x	x	tdw	Oracy is underemphasized in the curriculum.
JP	Translating research into action				tdw	Translating research findings to action in classrooms is done smoothly and efficiently.
TDW	Feedback in ELA		X	X		Teachers tend to use feedback that is useful and helpful as students learn to read write listen speak and visualize
IK	Gendered language in Arabic Books	It would be interesting to investigate this topic. I am sure that Arabic books in the MENA region always refer to males when providing examples and explanations.	-	X	IMK	Gendered language is no longer a problem.