

Bilingual And Multilingual Education In The 21st Century Building On Experience Bilingual Education Bilingualism

It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti-racist spaces in public schools. In contrast, this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies. The book includes 11 chapters that adopt a range of methodological techniques (qualitative, quantitative and textual), disciplinary perspectives (linguistics, sociology and anthropology) and language foci (Spanish, Hebrew and Korean) to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge.

Bilingual education is one of the fastest growing disciplines within applied linguistics. This book includes the work of 20 specialists working in various educational contexts across Europe, Latin America and North America to create a volume which is both comprehensive in scope and multidimensional in its coverage of current bilingual initiatives. The central themes of this volume, which draws on past experiences of bilingual education, include issues in language use in classrooms at elementary, secondary and tertiary levels; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools. This collection will be of interest to teachers and administrators in bi- and multilingual education programs, as well as scholars working in the field of language education.

More than 70 languages are spoken in contemporary Iran, yet all governmental correspondence and educational textbooks must be written in Farsi. To date, the Iranian mother tongue debate has remained far from the international scholarly exchanges of ideas about multilingual education. This book bridges that gap using interviews with four prominent academic experts in linguistic human rights, mother tongue education and bilingual and multilingual education. The author examines the arguments for rejecting multilingual education in Iran, and the four interviewees counter those arguments with evidence that mother tongue-based education has resulted in positive outcomes for the speakers of non-dominant language groups and the country itself. It is hoped that this book will engage an international audience with the debate in Iran and show how multilingual education could benefit the country.

"This book attempts to fill the gap in educational resources for teaching immigrant, multilingual, and multicultural deaf students in all learning institutions across the world by offering contributed chapters on knowledge, skills, and dispositions for teaching multicultural, multilingual, immigrant D/HH students globally"--

The Bilingual Revolution

Building on Experience

Bilingualism for All?

Policy and Practice in Bilingual Education

Foundations of Bilingual Education and Bilingualism

Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohanty and Stephen Bahry about the Iranian Context and Beyond

The Multilingual Turn

Drawing on the latest developments in bilingual and multilingual research, The Multilingual Turn offers a critique of, and alternative to, still-dominant monolingual theories, pedagogies and practices in SLA, TESOL, and bilingual education. Critics of the 'monolingual bias' argue that notions such as the idealized native speaker, and related concepts of interlanguage, language competence, and fossilization, have framed these fields inextricably in relation to monolingual speaker norms. In contrast, these critics advocate an approach that emphasizes the multiple competencies of bi/multilingual learners as the basis for successful language teaching and learning. This volume takes a big step forward in re-situating the issue of multilingualism more centrally in applied linguistics and, in so doing, making more permeable its key sub-disciplinary boundaries – particularly, those between SLA, TESOL, and bilingual education. It addresses this issue head on, bringing together key international scholars in SLA, TESOL, and bilingual education to explore from cutting-edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory, pedagogy, and practice in each of these fields.

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom

Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000

students at 20 schools, along with teacher and parent attitudes.

The Handbook of Bilingual and Multilingual Education John Wiley & Sons

Language, Literacy and the US Labor Market

Multilingualism in European Bilingual Contexts

Multilingualism and Multilingual Education

Content and Language Integrated Learning in Bilingual and Multilingual Education

The Future of Education is in Two Languages

The Case Against Bilingual and Multilingual Education in South Africa

Preschool Bilingual Education

This book is the first to propose an integrated approach to the study of bilingual education in minority and majority settings. Contributions from well-known scholars working in eight different countries in Europe and the Americas show that it is possible to bridge the gap between prestigious elite bilingualism and the bilingualism of minority communities and work towards the construction of multilingual spaces.

Bilingualism and Language Pedagogy brings an understanding of language as a social practice and bilingualism as the study of bidirectional transitioning to the examination of bilingual settings in the US, Europe, and the developing countries. Focusing both on bilingual linguistic competence and educational politics and practice, the volume provides valuable practical proposals and models for developing sociocultural and linguistic competencies among bilingual practitioners and students.

Provides information and advice for teachers on multilingual issues, including teaching multilingual students and promoting the acquisition of multiple languages

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translingualism, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

Bilingual and Multilingual Education

Beyond Heritage Languages in a Global City

The Handbook of Bilingual and Multilingual Education

Dual Language Bilingual Education

Raciolinguistic Perspectives on Dual Language Education in the United States

Deaf Education and Challenges for Bilingual/Multilingual Students

Teaching and Learning in Multilingual Contexts

The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels. These include: • defining who is bilingual and multilingual • testing language abilities and language use • languages in communities and minority groups • endangered languages • language planning, language revival • the development of bilingualism in infancy and childhood • bilingualism in the family • age and language learning • bilinguals' thinking skills • bilingualism and the brain • theories of bilingualism • types of bilingual education • heritage language education • evaluations of bilingual education • minority language literacy • biliteracy and multiliteracies • effective teaching and learning methods in bilingual classrooms • the effectiveness of bilingual education in the United States • the history of bilingual education in the United States • language minority underachievement • bilingual special education • the assessment of language minority children • Deaf bilingualism • the spread of English as a global language • learning English as a second or third language • language identity and multiple identities • the politics surrounding language minorities and bilingual education • assimilation and pluralism • bilingualism and employment • bilingualism and the internet

This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion, in large part due to new and unproven down initiatives at state and district level. The book provides case studies of DLBE teachers who: (a) implemented the DLBE model with fidelity; (b) struggled to implement the DLBE

adapted the DLBE model to meet the needs of their local classroom context. The book demonstrates the way teachers as language policymakers navigate and interpret district-wide implementation and the tensions that surface through this process. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities in implementing DLBE, and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education.

The book contains a comprehensive selection of outstanding and influential articles on bilingual education in the USA and the rest of the world. It is designed for instructors and students. Questions and activities based on each of the 19 readings for students to engage in active learning.

This volume provides an up-to-date collection of key aspects related to current preschool bilingual education research from a socio-linguistic perspective. The focus is on preschool education in multilingual Europe, which is characterized by diverse language models and children's linguistic backgrounds. The book explores the contemporary perspectives on early bilingual education in light of the threefold theoretical framework of child's, teachers', and parents' agencies in interaction in preschool bilingual education. Five significant theoretical concepts are prominent in the volume: the ecology of language learning, an educational partnership for bilingualism, a notion of agency in early language development and education, language-conducive contexts, and language-conducive strategies. The volume examines preschool bilingual education as embedded in specific socio-cultural contexts on the one hand and highlights its universal features on the other. This is a fundamental read for scholars and students of second language teaching, preschool education, and bilingual education in multilingual and multicultural societies.

Uncovering CLIL

Research Anthology on Bilingual and Multilingual Education

Research Anthology on Bilingual and Multilingual Education, VOL 1

Sociolinguistic and Educational Perspectives

Examining the Politics of Language Policymaking

An Introductory Reader

Language, Bilingualism and Education

The Bilingual Revolution is a collection of inspirational vignettes and practical advice that tells the story of the parents and educators who founded dual language programs in New York City public schools. The book doubles as a "how to" manual for setting up your own bilingual school and, in so doing, launching your own revolution.

Content and Language Integrated Learning (CLIL) is a form of education that combines language and content learning objectives, a shared concern with other models of bilingual education. While CLIL research has often addressed learning outcomes, this volume focuses on how integration can be conceptualised and investigated. Using different theoretical and methodological approaches, ranging from socioconstructivist learning theories to systemic functional linguistics, the book explores three intersecting perspectives on integration concerning curriculum and pedagogic planning, participant perceptions and classroom practices. The ensuing multidimensionality highlights that in the inherent connectedness of content and language, various institutional, pedagogical and personal aspects of integration also need to be considered.

This volume focuses on research in bilingual and multilingual education. It discusses the results of research conducted in different multilingual educational contexts and particularly in Basque schools and universities where Basque, Spanish and English are used as subjects and as languages of instruction.

This book documents current research showing how, in countries where educational practices are inclusive of linguistic diversity and responsive to local conditions, implementation of bi/multilingual education in both system-wide and minority settings can be successful.

Research Anthology on Bilingual and Multilingual Education, VOL 3

Practices, Policies, and Concepts

Bilingual Education

Bilingual Education and Language Policy in the Global South

Translanguaging

Language Use and Attitudes

Forging Multilingual Spaces

Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out

It is clearly illogical to search for one good, universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers, and by attitudes towards multilingualism and 'otherness'. The studies in this volume seek to investigate not only whether certain solutions and practices are 'good', but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts, and uncovers common themes and practices, shared aims and preoccupations, and often similar solutions, within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1-Ln terminology when discussing complex multilingual realities, and looks at how the age factor works in classroom settings.

Given the boost in global immigration and migration, as well as the emphasis on creating inclusive classrooms, research is turning to the challenges that teachers face with the increasing need for bilingual and multilingual education. The benefits of bilingual education are widespread, allowing students to develop important cognitive skills such as critical thinking and problem solving as well as opening further career opportunities later in life. However, very few resources are available for the successful practice and implementation of this education into the curriculum, with an even greater lack of appropriate cultural representation in the classroom. Thus, it is essential for educators to remain knowledgeable on the emerging strategies and procedures available for making bilingual and multilingual education successful. The Research Anthology on Bilingual and Multilingual Education is a comprehensive reference source on bilingual and multilingual education that offers the latest insights on education strategy and considerations on the language learners themselves. This research anthology features a diverse collection of authors, offering valuable global perspectives on multilingual education. Covering topics such as gamification, learning processes, and teaching models, this anthology serves as an essential resource for professors, teachers, pre-service teachers, faculty of K-12 and higher education, government officials, policymakers, researchers, and academicians with an interest in key strategy and understanding of bilingual and multilingual education.

Using novel methodological approaches and new data, The Bilingual Advantage draws together researchers from education, economics, sociology, anthropology and linguistics to examine the economic and employment benefits of bilingualism in the US labor market, countering past research that shows no such benefits exist.

Dual Language Education

The Bilingual Advantage

Research Anthology on Bilingual and Multilingual Education, VOL 2

Bilingual Community Education and Multilingualism

Language Socialization in Bilingual and Multilingual Societies

Basque Educational Research from an International Perspective

Implications for SLA, TESOL, and Bilingual Education

This book explores bilingual community education, specifically the educational spaces shaped and organized by American ethnolinguistic communities for their children in the multilingual city of New York. Employing a rich variety of case studies which highlight the importance of the ethnolinguistic community in bilingual education, this collection examines the various structures that these communities use to educate their children as bilingual Americans. In doing so, it highlights the efforts and activism of these communities and what bilingual community education really means in today's globalized world. The volume offers new understandings of heritage language education, bilingual education, and speech communities for bilingual Americans in the 21st century.

This book traces a history of bilingual education in the US, unveiling the pervasive role of politics and its influence on integrity of policy implementation. It introduces readers to once nationwide, systemic supports for diverse bilingual educational programs and situates particular instances and phases of its expansion and decline within related sociopolitical backdrops. The book includes overlooked details about key leaders and developments that affected programs under the Bilingual Education Act. It delves deeply into a past infrastructure: what it entailed, how it worked, and who was involved. This volume is essential reading for researchers, students, administrators, education leaders, bilingual advocates and related stakeholders invested in understanding the history of language education in the US for future planning, expansion, and enhancement of bilingual educational programs and promotion of equity and access in schooling.

A collection of pivotal papers from 1986-1993 on bilingualism and bilingual education, grouped in sections on policy and legislation, implementation of bilingual policy in schools, bilingualism in instruction, and using the bilingualism of the school community. Articles conclude with suggested student activities and discussion questions, encouraging students to take on an advocacy-oriented role. The reader can be used alone or with the publisher's Foundations of Bilingual Education and Bilingualism. No index. Annotation copyright by Book News, Inc., Portland, OR

Winner of the British Association of Applied Linguistics Book Prize 2014 This book addresses how the new linguistic concept of 'Translanguaging' has contributed to our understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures.

Bilingual Education in China

Bilingual Education in the 21st Century

From Periphery to Center

A Global Perspective

A Reader Extending the Foundations

Integrated Perspectives on Majority and Minority Bilingual Education

Bilingualism and Language Pedagogy

Despite the spread of multilingualism, the number of research studies in multilingual contexts is scarce. This book deals with this question by examining would-be teachers' language use and attitudes, as their influence on future generations can be enormous. The use of the same questionnaire and the same methodology allows the reader to compare the results obtained in different European bilingual contexts, where the presence of diverse foreign languages leads to a situation in which several languages are in contact.

This volume considers a range of ways in which bilingual programs can make a contribution to aspects of human and economic development in the global South. The authors examine the consequences of different policies, programs, and pedagogies for learners and local communities through recent ethnographic research on these topics. The revitalization of minority languages and local cultural practices, management of linguistic and cultural diversity, and promotion of equal opportunities (both social and economic) are all explored in this light.

Ideal for teachers getting started in CLIL and exiting CLIL practitioners in search of new ideas Presents a broad overview of CLIL essentials for teachers at both

primary and secondary level Contains a wide range of practical ideas and activities that can be used in the CLIL classroom Content and Language Integrated Learning (CLIL) refers to methodologies used in teaching situations where a second language is used as a medium for teaching non-language content.

Uncovering CLIL has b

This volume brings a mixed group of researchers together to discuss issues in bilingual or trilingual education for the majority and minority nationality groups in China and to explore the relationship between the two.

Conceptualising Integration in CLIL and Multilingual Education

Teacher Cases and Perspectives on Large-Scale Implementation

Multilingual Education and Sustainable Diversity Work

Encyclopedia of Language and Education

Who's Afraid of Multilingual Education?

Edited by Robert Bayley and Sandra R. Schecter

In this third, fully revised edition, the 10 volume Encyclopedia of Language and Education offers the newest developments, including an entirely new volume of research and scholarly content, essential to the field of language teaching and learning in the age of globalization. In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of sociogeographic experience in the language and education field. Throughout, there is an inclusion of contributions from non-English speaking and non-western parts of the world, providing truly global coverage. Furthermore, the authors have sought to integrate these voices fully into the whole, rather than as special cases or international perspectives in separate sections. The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education, as well as being highly relevant to the fields of applied and socio-linguistics. The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008.

An exploration of language socialization from very early childhood through to adulthood, not only in often-studied communities in Canada and the United States, but also in Australia, Bolivia, Egypt, India and Slovakia. The global perspective gained by the inclusion of studies of communities representing every inhabited continent provides readers with an indication of the richness of the field as well as a guide for future work.

"Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world"--

This book includes the work of 20 specialists working in various educational contexts around the world to create comprehensive and multidimensional coverage of current bilingual initiatives. Themes covered include issues in language use in classrooms; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools.

Bilingual and Multilingual Education in the 21st Century

Towards Multilingual Education

Agency in Interactions Between Children, Teachers, and Parents

A History of Bilingual Education in the US

Beyond Bilingualism