

Immersion Education International Perspectives Cambridge Applied Linguistics

Although the principles for enabling children to become fully proficient multilinguals through schooling are well known, most Indigenous and minority children are not provided with multilingual education, which would enable them to succeed both in school and in society. In this important book, experts from around the world show how multilingual education can be provided, and what it can achieve.

"This book presents a unique collection of research studies on French Immersion conducted from the authors' base as a research team in British Columbia, Canada. It serves as an important resource for educators and policymakers interested in the impact of immersion on educational policy, student outcomes, second language curriculum, and teacher education." "Section I documents the authors' experiences in developing a systematic approach to evaluation and assessment of French immersion programs. Section II includes studies on important curricular and instructional considerations for immersion education, and Section III addresses teacher education and professional development, including in-depth case studies of immersion teacher education programs and immersion teachers' perspectives on their role and needs for support and improvement. A final chapter contains concluding comments and future directions for immersion programs." "Immersion has grown significantly not only in Canada but also worldwide. This collection of research studies will be informative to those involved in intensive second language education internationally."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

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.

There is an urgent need to critically integrate and review the international research literature with a view to informing public debates and policy making regarding the medium of instruction in Hong Kong and other Southeast Asian contexts. This book aims to meet this need.

Perspectives from Applied Linguistics and Cognitive Psychology

Evidence from Research in Europe

Studies in Japanese Bilingualism

Dual Language Education

Immersion Education: International Perspectives

Within bilingual education, more and more programs are adopting the option of immersion education, in which a second language is used as the medium of instruction. This volume illustrates the implementation immersion education in North America, Europe, Asia, the Pacific, and Africa, showing its use in programs ranging from preprimary to tertiary level and demonstrating how it can function in foreign language teaching, for teaching a minority language to members of the language majority, for reviving or supporting languages at risk of extinction, and for helping learners acquire a language needed for wider communication or career advancement. A final section reviews lessons learned from experiences with immersion and explores new directions the approach is taking. This text will be of interest to teachers, teacher educators, and others involved in bilingual education.

The Handbook of Bilingualism provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

This edited volume has been compiled in honour of Professor Merrill Swain, one of the most prominent scholars in the field of second language acquisition (SLA) and second language (L2) education. For over four decades, her work has contributed substantially to the knowledge base of the field of applied linguistics, and her ideas have had a significant influence in a range of subfields, including immersion education, mainstream SLA, and sociocultural theory and SLA. The range of topics covered in the book reflects the breadth and depth of Swain's contributions, expertise and interests. The volume is divided into four parts: immersion education, languaging, sociocultural perspectives on L2 teaching and learning, and developments in language as social action.

In this book, members of the ChiLPA Project explore the children's literature of several different cultures, ranging from ancient India, nineteenth century Russia, and the Soviet Union, to twentieth century Britain, America, Australia, Sweden, and Finland. The research covers not only the form and content of books for children, but also their potential social functions, especially within education. These two perspectives are brought together within a theory of children's literature as one among other forms of communication, an approach that sees the role of literary scholars, critics and teachers as one of mediation. Part I deals with the way children's writers and picturebook-makers draw on a culture's available resources of orality, literacy, intertextuality, and image. Part II examines their negotiation of major issues such as the child adult

distinction, gender, politics, and the Holocaust. Part III discusses children's books as used within language education programmes, with particular attention to young readers' pragmatic processing of differences between the context of writing and their own context of reading.

International Perspectives on ELT Classroom Interaction

Beyond Bilingualism

Evolving Perspectives on Immersion Education

Children's Literature as Communication

Southeast Asian Perspectives

Building on Experience

The Oxford Handbook of Applied Linguistics contains 39 original chapters on a broad range of topics in applied linguistics by a diverse group of contributors. Its goal is to provide a comprehensive survey of the current state of the field, the many connections among its various sub-disciplines, and the likely directions of its future development. The Oxford Handbook of Applied Linguistics addresses a broad audience: applied linguists; educators and other scholars working in language acquisition, language learning, language planning, teaching, and testing; and linguists concerned with applications of their work. Systematically encompassing the major areas of applied linguistics—and drawing from a wide range of disciplines such as education, language policy, bi- and multi-lingualism, literacy, language and gender, neurobiology of language, psycholinguistics and cognition, language and computers, discourse analysis, language and concordances, ecology of language, pragmatics, translation, and many other fields, the editors and contributors to The Oxford Handbook of Applied Linguistics provide a panoramic and comprehensive look at this complex and vigorous field. This second edition includes five new chapters, and the remaining chapters have been thoroughly revised and updated to give a clear picture of the current state of applied linguistics.

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

This book contributes to the growth of interest in Content and Language Integrated Learning (CLIL), an approach to second/foreign language learning that requires the use of the target language to learn content. Within the framework of European strategies to promote multilingualism, CLIL has begun to be used extensively in a variety of language learning contexts, and at different educational systems and language programmes. This book brings together critical analyses on theoretical and implementation issues of Content and Language Integrated Learning, and empirical studies on the effectiveness of this type of instruction on learners' language competence. The basic theoretical assumption behind this book is that through successful use of the language to learn content, learners will develop their language proficiency more effectively while they learn the academic content specified in the curricula.

The Catalan Immersion Program

Multilingualism and Multilingual Education

A European Point of View

Translation of Cultures

Power, Prestige, and Bilingualism

Critical Issues in Language Teaching with 3-12 Year Olds

A seminal work in the field, this book shows how transformative education can be applied to world language programs. The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language-

related issues in educational contexts. Bringing together the expertise and voices of well-established as well as emerging scholars from around the world, the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics, issues of instruction and assessment, and teacher education, as well as coverage of key topics such as advocacy, critical pedagogy, and ethics and politics of research in educational linguistics. Each chapter relates to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of pertinent research methods, and an assessment of what the future might hold. This volume embraces multiple, dynamic perspectives and a range of voices in order to move forward in new and productive directions, making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in multilingual and multicultural settings.

The sixth edition of this bestselling textbook has been substantially revised and updated to provide a comprehensive introduction to bilingualism and bilingual education in the 21st century. Written in a compact and clear style, the book covers all the crucial issues in bilingualism at individual, group and societal levels. Updates to the new edition include:

- **Greater attention to technological advances and global trends impacting and impacted by bilingualism.**
- **New trends and issues in bilingual education, including recent research on the effectiveness of different types of bilingual education.**
- **Issues in the assessment of bilinguals.**
- **The latest thinking on identity and bilingualism.**
- **Recent developments in brain imaging research.**
- **Discussion of the latest terms in bilingualism research including dynamic bilingualism, translanguaging, transliteracy and superdiversity, in addition to an enhanced look at multilingualism.**

Students and instructors will benefit from new features including:

- **A comprehensive glossary.**
- **A condensed and updated bibliography.**
- **Updated international examples of policy, research and practice.**
- **The addition of web resources and discussion questions.**
- **Fully revised study activities and recommended reading.**

Based on a synthesis of classroom SLA research that has helped to shape evolving perspectives of content-based instruction since the introduction of immersion programs in Montreal more than 40 years ago, this book presents an updated perspective on integrating language and content in ways that engage second language learners with language across the curriculum. A range of instructional practices observed in immersion and content-based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content-based and form-focused instructional options as complementary ways of intervening to develop a learner's interlanguage system. A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension, awareness, and production mechanisms, and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback.

A counterbalanced approach

Handbook of Research in Second Language Teaching and Learning

Multilingual Testing and Assessment

The Handbook of Applied Linguistics

Pathways to Multilingualism

Foundations of Bilingual Education and Bilingualism

This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom.

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

Studies in Japanese Bilingualism helps dissolve the myth of Japanese homogeneity by explaining the history of this construct and offering twelve empirical studies on different facets of language contact in Japan, including Ainu revitalisation, Korean language maintenance, creative use of Ryukyuan languages in Okinawa, English immersion, and language use by Nikkei immigrants, Chinese "War Orphans" and bicultural children, as well as codeswitching and language attrition in Japanese contexts.

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

Bilingual Education

The ChiLPA Project

International Handbook of English Language Teaching

Volume 2

Learning and Teaching Languages Through Content

Teaching English to Young Learners

This book presents a vision of bilingual education in six South American nations: three Andean countries, Peru, Ecuador, and Colombia, and three 'Southern Cone' countries, Brazil, Argentina and Paraguay. It provides an integrated perspective, including work carried out in majority as well as minority language contexts, referring to developments in the fields of indigeneous, Deaf, and international bilingual and multilingual provision.

The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership, and an overview of the research which situates multilingualism in its social, cultural and political context. The handbook includes an introduction and five sections with thirty two chapters by leading international contributors. The introduction charts the changing landscape of social and ethnographic research on multilingualism (theory, methods and research sites) and it foregrounds key contemporary debates. Chapters are structured around sub-headings such as: early developments, key issues related to theory and method, new research directions. This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes, debates and research sites. The Routledge Handbook of Multilingualism is the ideal resource for postgraduate

students of multilingualism, as well as those studying education and anthropology.

This volume builds on Fortune and Tedick's 2008 Pathways to Multilingualism: Evolving Perspectives on Immersion Education and showcases the practice and promise of immersion education through in-depth investigations of program design, implementation practices, and policies in one-way, two-way and indigenous programs. Contributors present new research and reflect on possibilities for strengthening practices and policies in immersion education. Questions explored include: What possibilities for program design exist in charter programs for both two-way and indigenous models? How do studies on learner outcomes lead to possibilities for improvements in program implementation? How do existing policies and practices affect struggling immersion learners and what possibilities can be imagined to better serve such learners? In addressing such questions, the volume invites readers to consider the possibilities of immersion education to enrich the language development and educational achievement of future generations of learners.

The field of multilingual testing and assessment has grown rapidly in recent years due to the widespread need to integrate immigrant populations into mainstream education and to provide fair and equitable forms of assessment for all students. However, a continuing emphasis on bilingual students has created a significant gap in testing and assessment research. This book addresses the need for research and guidance on testing multilingual students: at its heart is the difference between designing multilingual tests and testing multilingual individuals. The author introduces an integrated approach to testing and assessment, a flexible approach that combines information about multilingual learners' knowledge, skills and abilities with information about their language background and living environment. The book provides an overview of existing research conducted with multilingual populations; provides guidelines for test-writers, teachers and educators that outline the steps involved in the design, administration, scoring and interpretation of tests for multiple language speakers; and demonstrates how to use the integrated approach to testing and assessment in a multilingual educational context.

Practice in a Second Language

Transformative Language Learning and Teaching

Content and Language Integrated Learning

Towards Multilingual Education

International Perspectives on Elite Bilingual Education

Lessons from a Minority Language Context

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for

effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Immersion Education International Perspectives Cambridge University Press

Principled Possibilities - Ideas for Teaching is a unique publication representing the summation of four years of graduate study, and my own experiences, discoveries, experiments and successes over eight years of teaching throughout Asia and the Pacific. Uniquely the book includes: - a wide selection of academic papers, conference and training presentations, and curriculum and planning documents, - links to websites and other resources for exploring the topics further and contacting the author, - ideas ranging from working with absolute young beginners to adult and upper-intermediate level students, - discussions of current challenges and controversies in teaching, - approaches to online and computer-assisted learning, and - suggestions in the field of English language teaching covering all areas.

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.

New Perspectives on Grammar Teaching in Second Language Classrooms

The Routledge Handbook of Educational Linguistics

Principled Possibilities - Ideas for Teaching

Basque Educational Research from an International Perspective

Immersion Education

Bilingual Education in South America

This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

The body of research in this volume offers a detailed account of the success of young immersion learners of Irish in becoming competent speakers of the minority language. Taking account of in-class and out-of-class factors, it examines the variety of Irish

spoken by the pupils, the extent to which the Irish spoken deviates from native-speaker norms, the degree to which pupils are aware of and attempt to acquire a native-like variety and the extent to which issues of identity and motivation are involved. The results highlight the limitations of an immersion system in generating active and accurate users of the language outside the immersion setting and will help immersion educators to gain a greater understanding of how young immersion learners learn and acquire the target language. The findings are placed in the context of other one-way immersion programmes internationally with a particular focus on minority language settings, and make an important contribution not only to our understanding of the Irish issues, but how the Irish situation can be placed in a broader scholarly and socio-political context.

This book introduces research-based pedagogical practices for supporting and enhancing language development and use in school-based immersion and dual language programs in which a second, foreign, heritage, or indigenous language is used as the medium of subject-matter instruction. Using counterbalanced instruction as the volume's pedagogical framework, the authors map out the specific pedagogical skill set and knowledge base that teachers in immersion and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language. To illustrate key concepts and effective practices, the authors draw on classroom-based research and include teacher-created examples of classroom application. The following topics are covered in detail: defining characteristics of immersion and dual language programs and features of well-implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form-focused and content-based instruction scaffolding strategies that support students' comprehension and production while ensuring continued language development an approach to creating cross-linguistic connections through biliteracy instruction a self-assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content-based language teaching, this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each chapter. The book will be a key resource for preservice and in-service teachers, administrators, and teacher educators.

Aimed at facilitating cross-context dialogue & knowledge exchange, this volume brings together an international roster of scholars to offer theoretical perspectives, research reviews & empirical studies on teaching, learning & language development in immersion education.

Bilingual and Multilingual Education in the 21st Century
Practices, Policies, Possibilities
Changing Methodologies in TESOL
The Handbook of Bilingualism
The Handbook of Bilingual and Multilingual Education
International Perspectives

Perhaps more than in any other period in modern history, our globalized present is characterized by a constant interaction of, and exposure to, different peoples, regions, ways of life, traditions, languages, and cultures. Cross-boundary communication today comes in various shapes: as mutual exchange, open dialogue, enforced process, misunderstanding, or even violent conflict. In this situation, 'translation' has become an inevitable requirement in order to ease the flow of disinterested and unbiased cultural communication. The contributors to this collection approach the subject of the 'translation of cultures' from various angles. Translation refers, of course, to the rendering of texts from one language into another and the shift between languages under precolonial (retelling/transcreation), colonial (domestication), and postcolonial (multilingual trafficking) conditions. It is also concerned with the (in-)adequacy of the Western translation concept of equivalence, the problem of the (un)translatability of cultures, and new postcolonial approaches (representation through translation). Translation here is used as a broader term covering the interaction of cultures, the transfer of cultural experience, the concern with cultural borders, the articulation of liminal experience, and intercultural understanding.

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, with questions and activities based on each of the 19 readings for students to engage in active learning.

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 Covering core topics from vocabulary and grammar to teaching, writing speaking and listening, this textbook shows you how to link research to practice in TESOL methodology. Guided tasks

prepare you to engage critically with research literature and use thi
Scaffolding Language Development in Immersion and Dual Language Classrooms
Perspectives on Language as Action
Studies in Immersion Education
Social Justice Through Multilingual Education
The Oxford Handbook of Applied Linguistics
The Routledge Handbook of Multilingualism

This book describes a particular type of educational provision referred to as 'elite' or 'prestigious' bilingual education, which caters mainly for upwardly mobile, highly educated, higher socio-economic status learners of two or more internationally useful languages. The development of different types of elite bilingual or multilingual educational provision is discussed and an argument is made for the need to study bilingual education in majority as well as in minority contexts.

This book describes an immersion program (school education conducted in a language different from that used at home) from a psycholinguistic, sociolinguistic and methodological view. The research is based on the more than 70,000 children in the Catalan immersion program, and the characteristic features of this program have relevance to researchers and practitioners in other countries. The book begins by describing the conditions to be fulfilled by any immersion program in order to be of benefit to the children taking part in it. As assessment is made as to how experiments carried out in Catalonia meet these basic prerequisites. The book then examines the specific characteristics of the immersion program in Catalonia. Two features are singled out for particular attention: the low sociocultural background of the pupils and the early age, 3-4 years, of the children when the program begins. By analyzing these two variables, the author is able to revise certain theoretical and methodological aspects of second language learning-the prime role often attributed to comprehension over production and the hypothesis that a threshold level of mastery of LI (home language) is needed to gain access to the second language. The book describes a process whereby L2 is acquired in such a way as to permit meaningful and effective comprehension and production in the new language from the very outset stressing that L2 is learned as it is used instead of being learned first and used later.

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.

New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to

the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms. In this text: *First-rate scholars approach the teaching of grammar from multiple complementary perspectives, providing an original, comprehensive treatment of the topic. *Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking, listening, reading, and writing. *The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills, whereas the meaning-based grammar instruction can supplement and strengthen current methodology with a communicative focus. This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master's levels.

An Introductory Reader