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This book offers a unique view of multilingualism in higher education from a global perspective. It presents a contextualised case of a multilingual language policy which takes the Content and Language Integrated Learning (CLIL) approach. The volume discusses various approaches to multilingual education including CLIL and then proposes guidelines for a multilingual language policy for Universitat Jaume I in Castelló, Spain. It examines the advantages of a multilingual education programme and reviews the success of existing language policies. This book will be an essential resource for researchers and students as well as policy makers.

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.

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This book explores how different European education systems manage multilingualism. Each chapter focuses on one of ten diverse settings (Andorra, Asturias, the Basque Country, Catalonia, England, Finland, France, Latvia, the Netherlands and Romania) and considers how its education system is influenced by historical, sociolinguistic and legislative and political processes and how languages are handled within the system, stressing the challenges and opportunities in each area of study. The chapters provide the reader with insights around three key aspects: the management of the guarantee of the rights of regional language minorities; the incorporation of the language background inherited by immigrants living in Europe (whether they are European citizens or not) and the need to promote the learning of international languages. Individually, the chapters offer deep insights into a specific education system and, together, the studies allow for a comparison and holistic understanding of multilingualism in European education.

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

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practical proposals and models for developing sociocultural and linguistic competencies among bilingual practitioners and students.

This volume is an up-to-date, concise introduction to bilingualism and multilingualism in schools, in the workplace, and in international institutions in a globalized world. The authors use a problem-solving approach and ask broad questions about bilingualism and multilingualism in society, including the question of language acquisition versus maintenance of bilingualism. Key features: provides a state-of-the-art description of different areas in the context of multilingualism and multilingual communication presents a critical appraisal of the relevance of the field, offers solutions of everyday language-related problems international handbook with contributions from renown experts in the field 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.

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.

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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.

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

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Integration also need to be considered.

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

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 bilingual 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 promoted in this 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. The book is a fundamental read for scholars and students of second language teaching, preschool education, and bilingual education in multilingual and multicultural societies.

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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 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.

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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 text brings together visions and realities of multilingual schools throughout the world in order to examine the pedagogical, socioeducational, and sociopolitical issues that impact on their development and success.

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.

"This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion. It provides case studies of teachers in the process of implementing and adapting DLBE and highlights the role of teachers as language policymakers"--

International Schools have developed since their inception from a largely native English-speaking student body to schools such as the author's, the Vienna International School

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(VIS), where there are students of 90 nationalities with 65 mother tongues. Maurice Carder proposes a “three-programme model” for addressing the language and curricula needs of these students: a content-based second language programme; a programme of cultural and linguistic training for all staff; and a mother tongue programme for minority students. The model is based on research findings and practice: at the VIS every year approximately 1/3 of the graduating students gain an IB Diploma (International Baccalaureate) because they are able to take their mother tongue (other than English or German) as Language A1. The book contains insightful chapters not only for school leaders, programme designers and teachers, but also for parents. Inserted boxes of student responses give an authentic voice to the needs of second language learners, and many useful resources and websites are given.

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

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this is being carried out

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 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.

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

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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.

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,

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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

Over the past 40 years, Jim Cummins has proposed a number of highly influential theoretical concepts, including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency. In this book, he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated, using the criteria of empirical adequacy, logical coherence, and consequential validity. These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging theory – Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory – in a way that significantly clarifies this controversial concept. Using an interdisciplinary perspective to discuss the intersection of language development and learning processes, this book summarizes current knowledge and represents the most critical issues regarding early childhood

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research, policy, and practice related to young bilingual children with disabilities. The book begins with a conceptual framework focusing on the intersection between the fields of early childhood education, bilingual education, and special education. It goes on to review and discuss the role of bilingualism in young children's development and the experiences of young bilingual children with disabilities in early care and education settings, including issues of eligibility and access to care, instruction, and assessment. The book explores family experiences, teacher preparation, accountability, and policy, ending with recommendations for future research which will inform both policies and practices for the education of young bilingual children with disabilities. This timely volume provides valuable guidance for teachers, administrators, policymakers, and researchers.

This book looks closely at Yi bilingual education practice in the southwest of China from an educationalist's perspective and, in doing so, provides an insight toward our understanding of minority language maintenance and bilingual education implementation in China. The book provides an overview on the Yi people since 1949, their history, society, culture, customs and languages. Adopting the theory of language ecology, data was collected among different Yi groups and case studies were focused on Yi bilingual schools. By looking into the application of the Chinese government's multilingual language and education policy over the last 30 years with its underlying language ideology and practices the book reveals the de facto language policy by analyzing the language management at school level, the linguistic landscape around the Yi community, as well as the language attitude and cultural identities held by present Yi students, teachers and parents. The book is relevant for anyone looking to more deeply understand bilingual education and language maintenance in

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today's global context.

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.

"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 general perception that a good command of English is enough to gain access and to be successful in higher education hides the complexity of learning and teaching in multilingual environments, and this book shows that all higher education environments are multilingual to some extent. Strategies like translation, interpreting and switching from one language to another not only support learning but also build competence for multilingual professional environments. Whether institutions focus on widening access to minoritised communities or whether they want to attract more international students, the book argues that a multilingual pedagogy is needed to improve student access and success. Building on work by Nancy Hornberger, Colin Baker and Ofelia García, the book extends strategies and techniques from bilingual education at school level to multilingual higher education.

Drawing on the latest developments in bilingual and

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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.

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 socio-geographic 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

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This book examines the arguments for rejecting multilingual education in Iran, as four academic experts counter these arguments with evidence that mother tongue-based education has resulted in positive outcomes in other countries. The book aims to shine a light on the debate in Iran and show how multilingual education could benefit the country.

This book presents research on the situation minority language schoolchildren face when they need to learn languages of international communication, in particular English. The book takes minority languages as a starting point and it bridges local and global perspectives in the analysis of multilingual education contexts. It examines the interaction of minority languages and cultures, majority languages and lingua franca-s in a variety of settings across different regions and countries on all continents. Even though all chapters in this book involve minority languages, the issues discussed are relevant to any context in which more than language is used in education. The book reveals challenges and opportunities of multilingual education by discussing issues such as Northern and Southern concepts, language education policies, language diversity, interethnic understanding, multimodal language practices, power, conflict, identity and prestige, among many others. "This is the volume that finally accounts for multilingual education

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from a truly multilingual perspective by involving proposals and research from a variety of multilingual speech communities in the world. The (linguistically) rich Ethiopia and Mexico can teach the poor Europe and other Northern countries about multilingual education. CLIL promoters may learn from Finnish Sámi and Canadian Innu and Mi'gmaq indigenous communities as well as from Basque results. Speakers and teachers of minority and international languages will certainly be glad to hear the news. There is no need for a monolingual bias or tunnel vision in acquiring English in non-English speaking communities. This volume includes new challenging pedagogical perspectives while pointing to interesting conclusions for worldwide educational authorities". Maria Pilar Safont Jordà, Universitat Jaume I, Castelló, Spain

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.

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.

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

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presence of diverse foreign languages leads to a situation in which several languages are in contact.

This volume contains interdisciplinary essays on bilingual education in various countries of the world. Some contributions deal with policy and curricular issues with regard to minority and majority language, some consider the enrichment aspect of bilingual education. Others focus on language maintenance and revitalization, still others look at ways in which bilingual education could stabilize the functions of the societal languages. All contributions support bilingualism in society and consider how bilingual education could promote that goal. A special section is devoted to US policies and politics

The Handbook of Bilingual and Multilingual Education John Wiley & Sons

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.

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.

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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.

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