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

"On January 30, 2007, the Royal Institute of Thailand, in cooperation with the Embassy of Australia and SIL International, organized a forum on "Bilingual and Multilingual Education in the National Language Policy" at the Suan Sunanda Rajabhat University Auditorium, Bangkok. The purpose of the forum was to bring together linguists, educators, and policy makers to discuss how Thai society could benefit from a comprehensive national language policy."--P. 1.

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

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

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.

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.

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.

This cutting edge volume explores holistic trends in multilingualism, analysing the processes of both 'becoming multilingual' and 'being multilingual'. Multilingualism has increased in recent years due to globalisation, transnational mobility and the spread of Information and Communications Technology (ICT). This volume explores some of the trends in the study of multilingual education by putting together research studies that analyse the
The principles for enabling children to become fully proficient multilinguals through schooling are well known. Even so, most indigenous/tribal, minority and marginalised children are not provided with appropriate mother-tongue-based multilingual education (MLE) that would enable them to succeed in school and society. In this book experts from around the world ask why this is, and show how it can be done. The book discusses general principles and challenges in depth and presents case studies from Canada and the USA, northern Europe, Peru, Africa, India, Nepal and elsewhere in Asia. A nalysar by leading scholars in the field shows the importance of building on local experience. Sharing local solutions globally can lead to better theory, and to action for more social justice and equality through education.

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

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 unprecedented top-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 model; and (c) 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 DLBE 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 faced by teachers implementing DLBE, and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual 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.

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.
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.

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 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.

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 A ct (ESSA), Seal of Biliteracy, Proposition 58, LOOK A ct, N ative A merican L anguages Preservation A ct, and state English proficiency standards and assessments consortia (WIDA, ELPA 21). 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.

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.

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.

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.

Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena,
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Bilingualism 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

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.

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 today’s global context.

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 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 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.

Diversity - social, cultural, linguistic and ethnic - poses a challenge to all educational systems. Some authorities, schools and teachers look upon it as a problem, an obstacle to the achievement of national educational goals, while for others it offers new opportunities. Successive PISA reports have laid bare the relative lack of success in addressing the needs of diverse school populations and helping children develop the competences they need to succeed in society. The book is divided into three parts that deal in turn with policy and its implications, pedagogical practice, and responses to the challenge of diversity that go beyond the language of schooling. This volume features the latest research from eight different countries, and will appeal to anyone involved in the educational integration of immigrant children and adolescents.

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.

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 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.
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 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.

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 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.

With contributions from leading scholars all around the world, this volume underlines the ever-pressing need for new language in education policies to include all learners’ voices in the multilingual classroom and to empower teachers to develop responsive and transformative pedagogies. Using testimonies, narratives and examples from different international contexts, this book points clearly to what can be achieved practically in the multilingual classroom so that multilingual learners’ voices are legitimated, while also addressing the complex inter-relating sociolinguistic issues around the promotion of bilingualism and multilingualism in 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.
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.

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.

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 very original, inspirational book globalises our understanding of languages in education and changes our understanding of bilingual and multilingual education from something mostly western to being truly transnational: it spotlights the small, celebrates African and Asian cases of multilingual classrooms and demonstrates that such education is universally successful. Colin R. Baker, Pro Vice-Chancellor, Bangor University, Bangor, Wales, UK A norm-setting work on multilingual education, which combines theoretical perspectives with practical experience from different parts of the globe, this book demonstrates convincingly not only that multilingual education works, but also that, for most developing countries, there is no viable alternative. Ayo Bamgbose, Professor Emeritus, University of Ibadan, Nigeria This excellent volume brings to light the fascinating lived experiences of multilingual education in linguistically rich but resource impoverished countries, and offers important lessons from which we can all learn. Amy B. M. Tsui, Professor, Pro Vice-Chancellor & Vice President, The University of Hong Kong, Hong Kong This is a book of hope and inspiration. Documenting the significant shift that is taking place in countries around the world in the status and legitimacy of mother tongue-based multilingual education, it represents a giant step towards a "tipping point" where mother tongue-based multilingual education will be normalized as the preferred and, in fact, common sense option for educating the children of the world. Jim Cummins, The University of Toronto, Canada This important book challenges us to think about multilingual education from a different angle--this time putting the periphery at the center. The effect is one of
destabilizing old visions and imagining new worlds where multilingual education provides the backdrop for generous understandings of all peoples. Ofelia García, Program in Urban Education, Graduate Center/The City University of New York, USA

There are regrettably few detailed accounts of successful elementary school instruction in the pupils' home language, which makes this book with its surprising examples (especially Ethiopia and Nepal but other third world cases) so relevant. Students of language education policy will learn a great deal about the possibility of multilingual education from the chapters of this important book. Bernard Spolsky, Professor Emeritus, Bar-Ilan University, Israel

At least half of today’s languages are marginalised and endangered and the attention of the world needs to be focused on these minor and minority languages together with the value of multilingualism. If the book succeeds in enhancing the consciousness of the world towards predicaments of the third world, then its efforts will have been amply rewarded. Debi Prasanna Pattanayak, Former Director, Central Institute of Indian Languages, India

Drawing on the most powerful and compelling research data to date and connecting this research to linguistic human rights, this book explores the conditions and practices of robust bilingual and multilingual educational innovations in both system-wide and minority-settings and what it is that makes these viable. It demonstrates how, in countries where educational practices are inclusive of linguistic diversity and responsive to local conditions and community participation, implementation of bilingual education even within limited budgetary investment can be successful.