

International Perspectives On Bilingual Education

This volume reports on bilingual practices in contemporary societies in a number of European and non-European countries. The topics discussed here include language use and language learning in a bilingual context, issues in bilingual education, the use of language in the linguistic landscape, language and the media, language perceptions, language use and attitudes, and the use of language as a vantage point for the study of social change. This book captures the various different approaches and viewpoints on bilingualism by researchers who have focused on contexts such as Cyprus, the Czech Republic, Estonia, France, Israel, Italy, Japan, Malta, the Netherlands, Romania, Sweden and the USA. Of the 17 chapters here, five deal with aspects of bilingualism in Malta, which, in view of its minuscule size but complex language use, offers itself as an excellent laboratory for the scientific study of bilingualism. Within bilingual education, more and

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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. In this insightful text, the editors reflect on contributions from scholars representing Bangladesh, Greece, India, Israel, New Zealand, Switzerland, UK and USA, by showing how the majority of educational and social institutions in

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both developed and developing countries have failed to overcome the many barriers to an effective integrated system of education, suggesting ways as to how these barriers might be challenged. By looking closely at the overt and covert injuries of educational and social exclusion, a variety of approaches to overcoming the consequences of those challenges is proposed, drawing together strands of social theory, research data and conceptualisations for social action. The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as innovation'.

Policy, Practice, and Controversy
Immersion Education

International Perspectives on
Mathematics Teacher Education
East Asian and International
Perspective

International perspectives on theory

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and practice

The Routledge Handbook of Multilingualism

Through different approaches like toys and play, children explore and know the rules and symbols of their communities and recreate roles and situations that reflect their sociocultural and 21st century plurilingual world. As a result, they learn how to subordinate desires to social rules, cooperate with others willingly, and engage in socially appropriate behavior. When they are evaluated together psychologically, there is a current need for action to increase the amount and quality of play provided to children. Since discrepancies are observed between urban and rural areas, as well as among different cultures, there is also a need for a research initiative where cultures can learn and take advantage of the experiences of each other. International Perspectives on Modern Developments in Early Childhood Education is an essential scholarly publication that identifies ways of intertwining key areas of early childhood education, including

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international approaches, intercultural education, bilingual/plurilingual education, and the role of play and toys as means for meaningful intercultural and multilingual learning. By incorporating a view of different cultures, societies, languages, and educational experiences in early childhood education, this volume provides data for international and intercultural exchange for the benefit of children. Highlighting a range of topics such as educational systems, play therapy, and games, this book is ideal for early childhood teachers, educators, academicians, researchers, professionals, psychologists, sociologists, and students.

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 aimsto meet this need.

This collection brings together insights from research and scholars'

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practical experience on the role of language and language use in teacher practices at the university level in EMI contexts, offering global perspectives across diverse educational settings. The volume considers the language-related practices, processes and ways of thinking implemented in EMI contexts as teachers and students co-construct meaning through interaction while also situating these observations within the wider educational policies of institutions, societal norms and contextual pedagogies. The book highlights both the diversity and commonalities of the challenges and opportunities in enhancing student experience in different EMI contexts, drawing on international perspectives spanning South America, Europe and Asia. In so doing, the volume offers a comprehensive portrait of the current realities of the EMI experience at the university level, empowering stakeholders to critically reflect upon and adapt their classroom strategies to their own realities and chart new directions for research in the field. The book will be of particular interest

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to scholars interested in issues in English-medium instruction, applied linguistics, language policy and language education, as well as those currently teaching in EMI contexts. 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.

Language Use in English-Medium Instruction at University

International Perspectives on English Language Teacher Education

The Cognitive and Emotional World of Bilinguals

Teacher Cases and Perspectives on Large-Scale Implementation

***Bilingual Education and Language Policy
in the Global South***

***Studies and Global Perspectives of
Second Language Teaching and Learning***

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 book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal.

Educational meanings and models are influenced by different populations and different social and historical contexts.

International comparisons can shed interesting light on the issues.

Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy. This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

The seventeen chapters brought together in this volume represent

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a selection of papers presented at the International Conference on Bilingualism held in March 2015 at the University of Malta's Valletta campus. The multifaceted nature of the conference is evident in the diverse viewpoints from a range of authors who analyse aspects of the linguistic situations in Brazil, Bulgaria, France, Germany, Greece, Israel, Italy, Macau, Malta, Poland, Romania, Sri Lanka, and the United Kingdom. The volume comprises chapters on Code-Switching, Linguistic Landscape, Bilingualism, Culture and Identity, Language Policy, Bilingual Education, and Trilingualism. This book is a valuable resource not only for students and scholars, but also for language teachers interested in the variegated nature of bilingualism in various countries in Europe, Asia, and South America.

Teaching and Learning Signed Languages

Approaches to Educational and Social Inclusion

International Perspectives

Contexts, Challenges and Possibilities

Early Years Second Language Education

International Perspectives on Modern Developments in Early Childhood Education

This volume comprises 11 research-led accounts from Teaching English to Young Learner (TEYL) educators working in a range of diverse settings worldwide. The innovative practical and theoretical perspectives offer some important insights into effective TEYL pedagogy for the 21st century.

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

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This book brings together current research by leading international scholars on the often contentious nature of language policies and their practical outcomes in North America, Australia and Europe. It presents a range of perspectives from which to engage with a variety of pressing issues raised by multilingualism, multiculturalism, immigration, exclusion, and identity. A recurrent theme is that of tension and conflict: between uniformity and diversity, between official policies and real day-to-day life experiences, but also between policies in schools and the corporate world and their implementation. Several chapters present research about language policy issues that has previously not been fully or easily available to an English-language audience. Many of the chapters also provide up-to-date analyses of language policy issues in particular regions or countries, focusing on recent developments.

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. International perspectives on theory, policy and key challenges

Psychology of Bilingualism

Pedagogical Insights

Language Learning and Professional Challenges

International Perspectives on Elite Bilingual Education

International Perspectives on ELT Classroom Interaction

Teaching and Learning Signed Languages

examines current practices, contexts, and the research nexus in the teaching and learning

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of signed languages, offering a contemporary, international survey of innovations in this field.

This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

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

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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.

The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English (IFTE). The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly, and incorporate wide-ranging topics including:

- The impact of high stakes testing on teaching and learning;*
- Addressing the needs of minority groups;*
- The digitization of literature and new conceptions of text;*
- Rewriting the canon;*
- Dealing with curriculum change;*
- "Best practices" in the teaching of English;*
- The tension between 'literacy' and 'English';*
- English and bilingual education;*
- The impact*

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of digital technologies on teaching and learning; • Conceptions of English as a subject [secondary and tertiary]; • Bringing the critical into the English/Literacy classroom; • The future of subject English; • Empowering voices on the margins; • Pre-service teacher education; • The social networking English classroom. This text looks at the changing face of subject English from the differing perspectives of policy makers, teacher educators, teachers and their students. It tackles some of the hard questions posed by technological advances in a global society, challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats, the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English.

Innovations from the Field

Second Language Teacher Education

Evolving Perspectives on Immersion Education

Excellence in Bilingual Education

Comparative Studies in Bilingualism and Bilingual Education

Dual Language Education

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE
brings to students, researchers and practitioners in
all of the social and language-related sciences

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carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

Mathematics teacher education includes the mathematics content teachers need to understand, ways that pedagogical approaches are developed, messages about the nature of mathematics teaching and learning, and interfaces between tertiary preparation and school contexts. Scholars from Sweden, France, Malawi, Singapore, New Zealand, Brazil, the USA, and Canada provide insights for the mathematics education community's understanding of how teacher educators structure, develop, and implement their respective mathematics teacher education programs. Several themes emerged across the chapters, including: varied approaches to developing culturally responsive pedagogies and/or Indigenous perspectives; issues and challenges in fostering partnerships and collaborations; strategies for developing mathematics knowledge for teaching; and preparing flexible and resourceful teachers.

Praise for International Perspectives on Mathematics Teacher Education: "International Perspectives on Mathematics Teacher Education explores different facets of mathematics teacher education in eight countries across five continents. The authors and

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editors answer important questions and open the door to critical conversations about policies and practices related to mathematics teacher recruitment, preparation, and professional development, among other topics. Every reader will develop new perspectives as they learn how one institution is engaging with Indigenous perspectives while other countries struggle with an insufficient supply of certified teachers. This book clearly demonstrates challenges, constraints, nuances and complexities to initiating and maintaining improvement across systems to enhance the work and spaces of mathematics teachers within different historical, cultural, social, and political contexts. This volume also generates ideas and opportunities for leaders, policymakers, and teacher educators to consider and learn from international colleagues about different approaches to mathematics teacher education practice and policy. Undoubtedly, debates about standards, content and experiences in programs, and accountability structures such as accreditation will continue. It is clear from the insights in this volume that strengthening mathematics teacher education will require stronger collaborations, frameworks, policies, infrastructure, and investments on a global scale and it will be critical to collaborate with and learn from colleagues in international settings. These conversations will require reciprocity, interdependence, and resilience as we pursue the ultimate goal of equipping the field of mathematics teacher education." Kathryn Chval Dean, College of Education Professor of Mathematics Education University of Illinois Chicago

The aim of this volume is to integrate the current

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literature about the psychological dimensions of bilingualism: that is, to analyze psychological, subjective, and internal perspectives on bilingualism. What is the internal world of bilinguals like? How do they perceive the world and how do they think? What are the advantages and disadvantages of being bilingual? How does bilingualism interact with personality? In what way does being bilingual impact the aging mind? Renowned and emerging scholars alike explore these questions in the collected chapters. The organization of the book features four main component parts: (1) the inner cognitive world of the bilingual mind (2) bilingual language representation, and (3) bilingualism across the lifespan, and 4) bilingual cognitive and personality dimensions. Taken collectively, the included chapters provide a multidimensional and up-to-date perspective on bilingual studies, specifically concentrating on the cognitive and emotional dimensions of the individual. Chapter topics include: Conceptual Metaphor Theory Bilingual Figurative Language Processing Aging in Bilinguals Psychopathology in Bilinguals Personality Traits in Bilinguals Addressing the growing demand for bilingual research, this collection provides a timely and much needed perspective on the bilingual as an individual, exploring his/her internal world and a range of phenomena, including emotional word processing, personality traits, language effects on the mind, and cognitive effects of bilingualism. As such, it will appeal to a wide range of readers across various intellectual and professional arenas, including cognitive psychologists, personality psychologists, psycholinguists, educational

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psychologists and second language teachers, among others.

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view. Produced with University of Cambridge International Examinations, this is a practical guide to support school principals in the implementation of bilingual education, and to help schools with an existing bilingual programme to evaluate and improve their practice. This is the first guide to focus on the development and organisation of a bilingual education programme from the perspective of the school principal. The book suggests how the major stakeholders - principal, teachers, students and parents - can work together effectively as a cohesive team. Drawing on best practice and research, it includes perspectives from school managers and teachers around the world.

Bilingual Education in South America

Pedagogical Translanguaging

Pathways to Multilingualism

International Perspectives on Motivation

A Guide for School Principals

Bilingual Development and Literacy Learning

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.

This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and

interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching. 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 education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education

contexts; collaborations in second language teacher education; and second language teacher education in practice. Second Language Teacher Education: International Perspectives is an essential professional resource for practicing and prospective second language teacher educators around the world.

International Perspectives on Teaching English to Young Learners

Bilingual Education in the 21st Century

International Perspectives on Teacher Practice

Foundations of Bilingual Education and Bilingualism

Basque Educational Research from an International Perspective

A Global Perspective

Learning through the medium of a second or additional language is becoming very common in different parts of the world because of the increasing use of English as the language of instruction and the mobility of populations. This situation demands a specific approach that considers multilingualism as its core. Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire. Pedagogical translanguaging is learner-centred and endorses the support and development of all the languages used by learners. It fosters the

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development of metalinguistic awareness by softening of boundaries between languages when learning languages and content. This Element looks at the way pedagogical translanguaging can be applied in language and content classes and how it can be valuable for the protection and promotion of minority languages. This title is also available as Open Access on Cambridge Core.

A major part of this book is devoted to the presentation of a series of proposals for collaborative research with investigators working in East Asia on cross-writing system comparisons and bilingual literacy - comparing alphabetic and morpho-syllabic literacy.

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter

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contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.

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.

Progress in Language Planning
International Perspectives on English as a Lingua Franca
Power, Prestige, and Bilingualism

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Perspectives on Bilingualism and Bilingual Education

International Perspectives on Teaching English in a Globalised World

An International Sociological Perspective

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.

Non-Aboriginal material.

Written as an introductory text from a crossdisciplinary perspective, this book covers individual and societal concepts in minority and majority languages.

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

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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

International Perspectives on Teaching English in Difficult Circumstances

Southeast Asian Perspectives

Uniformity and Diversity in Language Policy

International Perspectives on Bilingualism

Towards Multilingual Education

Dual Language Bilingual Education

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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.

The age for early language learning has dropped dramatically in the past decade to include children under 6 years old, yet very little published research exists to support the implementation of such programmes. Drawing on a synthesis of theory, research and practice, this edited volume makes an innovative contribution to literature concerning language education for very young children. It explores language learning in a wide range of geographical contexts with reference to second and foreign language learning, bilingualism and plurilingualism with children under the age of 6 years old. Chapters present discussion around teacher education, policy-making, international case studies, school and home-based projects, code switching and language use, and methodologies and approaches.

Early Years Second Language Education:

International perspectives on theory and practice will be essential reading for researchers, academics, teacher trainers, and post-graduate students in the fields of early years education, foreign and second language education, language didactics and teacher education.

Bilingual Education

International Perspectives and Practices

International Perspectives on Bilingual Education

Global Perspectives

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International Perspectives on CLIL