

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

***Multilingual Education in South Asia Towards Multilingual Education Who's Afraid of Multilingual Education? Multilingual Education Yearbook 2021 Social Justice through Multilingual Education Bilingual and Multilingual Education in the 21st Century Multilingual Approaches for Teaching and Learning Rethinking the Education of Multilingual Learners Bilingual and Multilingual Education in the 21st Century The Multilingual Edge of Education Foreign Language Education in Multilingual Classrooms Language Power and Hierarchy Bilingual Education in the 21st Century Flexible Multilingual Education Bilingual and Multilingual Education The Handbook of Bilingual and Multilingual Education Englishes in Multilingual Contexts Interdisciplinary Research Approaches to Multilingual Education Multilingual Education Multilingual Education Yearbook 2019 Preschool Bilingual Education Multilingualism in Education in Nepal Multilingual Education Yearbook 2020 Language and Education in Multilingual Settings Multilingual Education in Practice Multilingual Education and Sustainable Diversity Work Teaching and Learning in a Multilingual School Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa Identity, Motivation, and Multilingual Education in Asian Contexts Minority Languages and Multilingual Education Chinese Language Education in the United States Conceptualising Integration in CLIL and Multilingual Education Content-based Language Learning in Multilingual Educational Environments Research Anthology on Bilingual and Multilingual Education Bilingual Education and Minority Language Maintenance in China Language and Learning in Multilingual Classrooms Multilingual Higher Education State-Building and Multilingual Education in Africa Paulo Freire and Multilingual Education Imagining Multilingual Schools***

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***The Handbook of Bilingual and Multilingual Education Sep 18 2021 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***

***Multilingualism in Education in Nepal Mar 13 2021 This book explores the development of multilingual policy in education in Nepal in sociopolitical and historical contexts and examines the frameworks of language use in schools. It investigates the dynamics and factors that influence the process of construction and appropriation of the policy of multilingualism in education. The book surveys the language situation in schools and discusses how it is impacted by local language positions, societal power relations, ideological and identity contestations, and the attitude, language behaviour and resistance of key actors. It highlights the role of pedagogy, linguistics and politics that govern the policy***

*of multilingual education. The author assesses the prospects of a multilingual approach to learning via teacher preparation, curriculum and learning material development, coordination of actors and institutions, and resources available in schools. The book presents Nepal's linguistic background while discussing how multilingualism in education recognises local languages to improve the quality of learning in classrooms in ethnolinguistic communities. Evaluating the use of local languages in classrooms, it explores monolingual, multilingual and language maintenance frameworks of multilingualism in education. This book will be of interest to teachers, students, and researchers of education and educational studies, linguistics, sociology of education, school education, language studies, sociolinguistics, language policy and planning, public administration, ethnolinguistics, and sociology of language. It will also be useful to educationists, policymakers, linguists, sociolinguists and those working in related areas.*

*Bilingual Education in the 21st Century Dec 22 2021 Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out*

*Rethinking the Education of Multilingual Learners May 27 2022 Over the past 40 years, Jim Cummins has originated theories which have had a profound effect on the education of multilingual learners across the world. In this book he traces the development of these theories, and addresses the critiques they have received and their subsequent impact on his thinking and the application of his theories in schools.*

*Identity, Motivation, and Multilingual Education in Asian Contexts Aug 06 2020*

*Bilingual and Multilingual Education Oct 20 2021*

*The Multilingual Edge of Education Mar 25 2022 This book highlights the need to develop new educational perspectives in which multilingualism is valorised and strategically used in settings and contexts of instruction and learning. Situated in the current educational debate about multilingualism and ethno-linguistic minorities, chapter authors examine the polarised response to heightened linguistic diversity and how the debate is very much premised on binary views of monolingualism and multi- or bilingualism. Contributors argue that the diverse linguistic backgrounds of immigrant and minority students should be considered an asset, instead of being regarded as a barrier to teaching and learning. From its title through to its conclusion, this book underlines the current perspective of multilingualism as possessing cutting edge potential for transforming diverse classrooms into more inhabitable, more equitable and more efficiently organised spaces for learning. This book will be of interest to scholars and researchers in educational linguistics, applied linguistics, sociolinguistics, anthropological linguistics, pedagogics, educational studies, and educational anthropology.*

*Imagining Multilingual Schools Aug 25 2019 This book brings together visions and realities of multilingual schools throughout the world so as to examine the pedagogical, socioeducational and sociopolitical issues that impact on their development and success. It considers issues of multilingual schooling in different countries and for diverse populations.*

*Multilingual Learning and Language Supportive Pedagogies in Sub-Saharan Africa Sep 06 2020 This edited collection provides unprecedented insight into the emerging field of multilingual education in Sub-Saharan Africa (SSA). Multilingual education is claimed to have many benefits, amongst which are that it can improve both content and language learning, especially for learners who may have low ability in the medium of instruction and are consequently struggling to learn. The book represents a range of Sub-Saharan school contexts and describes how multilingual strategies have been developed and implemented within them to support the learning of content and language. It looks at multilingual learning from several points of view, including 'translanguaging', or the use of multiple languages - and especially African languages - for learning and language-supportive pedagogy, or the implementation of a distinct pedagogy to support learners working through the medium of a second language. The book puts forward*

*strategies for creating materials, classroom environments and teacher education programmes which support the use of all of a student's languages to improve language and content learning. The contexts which the book describes are challenging, including low school resourcing, poverty and low literacy in the home, and school policy which militates against the use of African languages in school. The volume also draws on multilingual education approaches which have been successfully carried out in higher resource countries and lend themselves to being adapted for use in SSA. It shows how multilingual learning can bring about transformation in education and provides inspiration for how these strategies might spread and be further developed to improve learning in schools in SSA and beyond.*

*Language and Learning in Multilingual Classrooms Dec 30 2019 This book is a research-based practical guide for educators who work with students whose linguistic and cultural background is different from their own. Illustrated with many practical examples of classroom activities, projects, and teaching strategies, the book is also an introduction to immigrant education for school administrators and educational planners in communities or regions that are in the process of developing plans and programs for newcomer students. Although the focus is on first-generation immigrant children, many of the recommended approaches and instructional strategies described in this book can be used or adapted for use with second-generation children and historical linguistic and cultural minorities, such as children from Aboriginal communities in North America or children of Roma background in Europe.*

*Multilingual Approaches for Teaching and Learning Jun 27 2022 Multilingual Approaches for Teaching and Learning outlines the opportunities and challenges of multilingual approaches in mainstream education in Europe. The book, which draws on research findings from several officially monolingual, bilingual, and multilingual countries in Europe, discusses approaches to multilingual education which capitalise on students' multilingual resources from early childhood to higher education. This book synthesises research on multilingual education, relates theory to practice, and discusses different pedagogical approaches from diverse perspectives. The first section of the book outlines multilingual approaches in early childhood education and primary school, the second looks at multilingual approaches in secondary school and higher education, and the third examines the influence of parents, policy-makers, and professional development on the implementation and sustainability of multilingual approaches. The book demonstrates that educators can leverage students' multilingualism to promote learning and help students achieve their full potential. This book will be of great interest to academics, researchers, and postgraduate students in the fields of language education, psychology, sociolinguistics, and applied linguistics.*

*Preschool Bilingual Education Apr 13 2021 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.*

*Conceptualising Integration in CLIL and Multilingual Education May 03 2020 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.*

*Who's Afraid of Multilingual Education? Nov 01 2022 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.

**Language Power and Hierarchy** Jan 23 2022 Shunning polemicism and fashioning a new agenda for a critically informed yet practically orientated approach, this book explores aspects of multilingual education in the People's Republic of China (PRC). Amongst other issues, it also looks at the challenges associated with bilingual and trilingual education in Xinjiang and Tibet as well as the mediation between religion and culture in multi-ethnic schools, covering these issues from a range of perspectives - Korean, Uyghur, Tibetan, Mongolian and Yi. The PRC promotes itself as a harmonious, stable multicultural mosaic, with over 50 distinct ethnic groups striving for common prosperity. Beneath this rhetoric, there is also inter-ethnic discord, with scenes of ethnic violence in Lhasa and Urumqi over the last few years. China has a complex system of multilingual education - with dual-pathway curricula, bilingual and trilingual instruction, specialised ethnic schools. This education system is a lynchpin in the Communist party state's efforts to keep a lid on simmering tensions and transform a rhetoric of harmony into a critical pluralistic harmonious multiculturalism. This book examines this supposed lynchpin.

**Bilingual Education and Minority Language Maintenance in China** Jan 29 2020 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.

**Multilingual Education** Jun 15 2021 "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 processes of both 'becoming multilingual' and 'being multilingual' in educational contexts."--Publisher's website.

**Multilingual Higher Education** Nov 28 2019 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.

**Chinese Language Education in the United States** Jun 03 2020 This book offers historical, philosophical, and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States. It provides a comprehensive, cross-disciplinary look at changes in CFL/CSL education over time in China and the U.S. and the philosophical, political and sociocultural influences that led to these changes. The essays address a wide array of topics related to Chinese language education, including: A historical overview of the field Theories that apply to CFL/CSL learning Policies and initiatives for CFL/CSL by the Chinese and U.S. governments Medium of

*instruction Curriculum and instruction for CFL/CSL learners at K-12 and college levels Technology for CFL/CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world.*

*Teaching and Learning in a Multilingual School Oct 08 2020 Teaching and Learning in a Multilingual School: Choices, Risks, and Dilemmas is for teachers and teacher educators working in communities that educate children who do not speak English as a first language. At the center of the book are findings from a four-year critical ethnographic case study of a Canadian high school with a large number of emigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about, responded to, and negotiated the issues and dilemmas that arose. The solutions and insights they derived from their experiences of working across linguistic, cultural, and racial differences will be extremely valuable to educators in other locales that have become home to large numbers of immigrant families. The book is designed to help readers think about how the issues and dilemmas in the case study manifest themselves in their own communities and how to apply the insights they gain to their own teaching and learning contexts: \* Each chapter includes four components: an excerpt from the ethnographic study; an analytic commentary on the ethnographic text drawn from a variety of theoretical perspectives and academic disciplines (including interactionist sociolinguistics, language minority education, English as a Second Language education, critical literacy, anti-racist education, and critical teacher education); a pedagogical discussion; and suggestions for further reflection and discussion. \* The book features the use of ethnographic play writing to engage readers with the issues that arise in multicultural/multilingual schools. The author's play Hong Kong, Canada is included in its entirety and is used to stimulate further discussion of the issues raised in each of the chapters. \* Although it is organized around two different kinds of schooling dilemmas--dilemmas of speech and silence, and dilemmas of discrimination--everyday dilemmas of curriculum and assessment are also discussed throughout the book. \* A methodological discussion of the choices the author made while designing, conducting, and writing up the critical ethnographic case study makes the book useful in qualitative research methodology courses. \* A set of strategies and activities is provided for helping students develop English oral presentation skills.*

*Minority Languages and Multilingual Education Jul 05 2020 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 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*

*Bilingual and Multilingual Education in the 21st Century Apr 25 2022 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.*

*Englishes in Multilingual Contexts Aug 18 2021 The chapters in this volume allow readers to develop a broad understanding of the issues around language variation and to recognise pedagogical implications*

*of this work in multilingual contexts. The authors explore how variations in Englishes around the world relate to issues in English language teaching and learning. The English language has always existed alongside other languages. However, the last 200 years have shown a dramatic increase in the range, extent and context of contact between English and other languages. As a result of this contact, we find marked variations in Englishes around the world. The first part includes chapters of importance in studying English language variation in the context of education. The second part builds on an understanding of variation and identifies pedagogical possibilities that respect language variation and yet empower English language learners in diverse contexts.*

*Flexible Multilingual Education Nov 20 2021 This book examines the benefits of multilingual education that puts children's needs and interests above the individual languages involved. It advocates flexible multilingual education, which builds upon children's actual home resources and provides access to both the local and global languages that students need for their educational and professional success. It argues that, as more and more children grow up multilingually in our globalised world, there is a need for more nuanced multilingual solutions in language-in-education policies. The case studies reveal that flexible multilingual education – rather than mother tongue education – is the most promising way of moving towards the elusive goal of educational equity in today's world of globalisation, migration and superdiversity.*

*Multilingual Education in Practice Dec 10 2020 The editors provide some answers from school-based practitioners and university-based researchers who worked on a collaborative project exploring strategies and structures that promote academic success for ESL students.*

*Multilingual Education and Sustainable Diversity Work Nov 08 2020 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.*

***Language and Education in Multilingual Settings*** Jan 11 2021 This book explores the difference between languages that children learn in the home and the languages valued by society and established as the medium of instruction in schools is an almost universal problem in educational systems. In this book, researchers discuss practice and theory in various parts of the world.

***Interdisciplinary Research Approaches to Multilingual Education*** Jul 17 2021 *Interdisciplinary Research Approaches to Multilingual Education* brings together current interdisciplinary perspectives in multilingual and second language education to examine research and language teaching in specific countries, as well as different aspects of multilingual education that include language policies and ICT applications.

***Multilingual Education Yearbook 2019*** May 15 2021 This book offers essential insights into the challenges and complexities surrounding the medium of instruction (MOI), its impact on all languages and stakeholders in multilingual contexts, educational processes, developments and outcomes. MOI has been a prominent topic in recent debates on the role of languages in education in multilingual contexts, partly because prioritizing one language over others as the medium of instruction has a profound impact on all languages and stakeholders in multilingual contexts. These include, to name but a few, (language) teachers, teacher educators, students, and policymakers, as well as industries and enterprises built around the needs and expectations of these stakeholders. This book presents high-quality empirical research on education in multilingual societies. It highlights research findings that, in addition to providing descriptions of language learning, development and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies.

***Towards Multilingual Education*** Dec 02 2022 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.

***Social Justice through Multilingual Education*** Aug 30 2022 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. Analysis 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.

***Bilingual and Multilingual Education in the 21st Century*** Jul 29 2022 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.

***Multilingual Education Yearbook 2021*** Sep 30 2022 This edited book attempts to foreground how challenges and complexities between policy and practice intertwine in the teaching and learning of the STEM subjects in multilingual settings, and how they (policy and practice) impact on educational processes, developments and outcomes. The unique feature of this book, thus, lies in its combination of not just language issues in the teaching and learning of the STEM subjects, but also in how these issues relate to policy and practice in multilingual contexts and how STEM research and practice may inform and shape language policies and their implementation in multilingual contexts. This book is of interest to stakeholders involved in STEM education such as researchers, undergraduate and graduate students, tertiary level teachers, teacher educators, curriculum developers as well as other professionals with responsibilities in STEM education subjects. The book is written in a way that is accessible to a wide range of backgrounds, including those who are in language education.

***Multilingual Education in South Asia*** Jan 03 2023 "Spanning scholarly contributions from India, Nepal, Bangladesh, Pakistan, and Sri Lanka, this edited volume seeks to capture and elucidate the distinct challenges, approaches and possible solutions associated with interpreting, adapting and applying language-in-education policies in a range of linguistically complex teaching and learning environments across South Asia. Centring on-the-ground perspectives of scholars, practitioners, pupils, parents and the larger community, the volume offers new insights into one of the most complex, populous, and

***diverse multilingual educational contexts in the world. Language-in-education policies and practices within this setting represent particularly high stakes issues, playing a pivotal role in determining access to literacy, thereby forming a critical pivot in the reproduction of educational inequality. The broad aim of the collection is thus to highlight the pedagogical, practical, ideological and identity-related implications arising from current language-in-education policies in this region, with the aim of illustrating how systemic inequality is intertwined with such policies and their associated interpretations. Aimed at both academics and practitioners - whether researchers and students in the fields of education, linguistics, sociology, anthropology or South Asian studies, on the one hand, or language policy advisors, curriculum developers, teacher educators, teachers, and members of funding bodies, aid providers or NGOs, on the other - it is anticipated that the accounts in this volume will offer their readership opportunities to consider their wider implications and applications across other rich multilingual settings - be these local, regional, national or global"--***

***Content-based Language Learning in Multilingual Educational Environments Apr 01 2020 The spread of English as an international language along with the desire to maintain local languages lead us to consider multilingualism as the norm rather than the exception. Consequently, bi/multilingual education has bloomed over the last decades. This volume deals with one such type of education currently in the spotlight as an essentially European strategy to multilingualism, CLIL (Content and Language Integrated Learning), in which curricular content is taught through a foreign language. The book contributes new empirical evidence on its effects on linguistic and attitudinal outcomes focusing on bi/multilingual learners who acquire English as an additional language. Moreover, it presents critical analyses of factors influencing multilingual education, the effects of CLIL on both language and content learning, and the contrast between CLIL and other models of instruction. The research presented suggests that CLIL can greatly enhance language acquisition in multilingual settings.***

***Foreign Language Education in Multilingual Classrooms Feb 21 2022 This volume challenges traditional approaches to foreign language education and proposes to redefine them in our age of international migration and globalization. Foreign language classrooms are no longer populated by monolingual students, but increasingly by multilingual students with highly diverse language backgrounds. This necessitates a new understanding of foreign language learning and teaching. The volume brings together an international group of researchers of high caliber who specialize in third language acquisition, teaching English as an additional language, and multilingual education. In addition to topical overview articles on the multilingual policies pursued in Europe, Africa, North America, and Asia, as well as several contributions dealing with theoretical issues regarding multilingualism and plurilingualism, the volume also offers cutting edge case studies from multilingual acquisition research and foreign language classroom practice. Throughout the volume, multilingualism is interpreted as a valuable resource that can facilitate language education provided it is harnessed in appropriate conditions.***

***Paulo Freire and Multilingual Education Sep 26 2019 This collection celebrates the work of Paulo Freire by assembling transnational perspectives on Freirean-based educational models that reconsider and reimagine language and literacy instruction, especially for multilingual learners. Offering an international and comparative overview of Freire's theories and critical pedagogies in relation to multilingualism, this volume presents innovative analyses and applications of theories and methods, and features case studies in public schools, after-school and community literacy programs, and grassroots activism. Part I features chapters that expand on Freire's concepts and ideas, including critical literacies, critical consciousness, and liberatory teaching principles. Part II features chapters that discuss empirical analyses from applied research studies that draw from these philosophical concepts, making important connections to key topics on supporting students, curriculum development, and teaching. Ideal for students and scholars in language education, bilingual/multilingual methods, and sociology of education, the volume informs teacher knowledge and practice. In offering alternative to our dominant, homogenized monolingual status quo, the chapters present a shared vision of what multilingual literacy can offer students and how it can transform educational spaces into sites of imagination, creativity, and hope.***

***State-Building and Multilingual Education in Africa Oct 27 2019 This book explains why many governments in Africa are including African languages alongside European languages as media of instruction in elementary schools. It argues that a number of factors have combined to make multilingual education attractive: France has changed its foreign policy toward its former colonies, language NGOs are transcribing more languages, and pressure toward democracy makes African leaders look for ways to divide the opposition.***



***Multilingual Education Yearbook 2020 Feb 09 2021*** This book focuses on the challenges of teaching in diversely multilingual classrooms, discussing how these challenges and complexities interact in the preparation of teachers (language & content areas) in and for multilingual settings, and how they impact on educational processes, developments, and outcomes. Teacher education in multilingual contexts is a key topic and occupies an important position in efforts to improve educational outcomes and quality for all stakeholders. It is seen as essential for competitive participation in global economic activity and for providing opportunities to enjoy the benefits of increased prosperity. Teacher education is generally expected to address both the demand for multilingualism and the challenges of teaching in diversely multilingual classrooms, which are important foci at policy and institutional levels. For example, the demand for quality outcomes is manifested in state-administered standards and performance cultures that regulate entry and practices, and poses ethical and pedagogic dilemmas for teachers. This book presents high-quality empirical research on education in multilingual societies, highlighting findings that, in addition to providing descriptions of language learning, development, and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies.

***Research Anthology on Bilingual and Multilingual Education Mar 01 2020*** Given the boost in global immigration and migration, as well as the emphasis on creating inclusive classrooms, research is turning to the challenges that teachers face with the increasing need for bilingual and multilingual education. The benefits of bilingual education are widespread, allowing students to develop important cognitive skills such as critical thinking and problem solving as well as opening further career opportunities later in life. However, very few resources are available for the successful practice and implementation of this education into the curriculum, with an even greater lack of appropriate cultural representation in the classroom. Thus, it is essential for educators to remain knowledgeable on the emerging strategies and procedures available for making bilingual and multilingual education successful. The *Research Anthology on Bilingual and Multilingual Education* is a comprehensive reference source on bilingual and multilingual education that offers the latest insights on education strategy and considerations on the language learners themselves. This research anthology features a diverse collection of authors, offering valuable global perspectives on multilingual education. Covering topics such as gamification, learning processes, and teaching models, this anthology serves as an essential resource for professors, teachers, pre-service teachers, faculty of K-12 and higher education, government officials, policymakers, researchers, and academicians with an interest in key strategy and understanding of bilingual and multilingual education.