
The Multilingual Turn In Languages Education Opportunities And Challenges New Perspectives On Language And Education

Decolonizing Foreign Language Education

Heritage Language Education

Language Learning in Study Abroad

The Multilingual Apple

First Language Use in Second and Foreign Language Learning

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*Decolonizing Foreign Language
Education* Routledge

The Multilingual Turn in Languages
Education
Multilingual Matters
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Multilingual Matters

This book follows four emergent bilingual students in an English-medium pre-kindergarten in the US as they navigate the social and linguistic demands of school. It illustrates how students'

differing classroom social positions shaped their participation in interaction and, in turn, their English language learning across a school year. With a unique focus on both processes and outcomes, the book highlights language strategies that are overlooked if the focus is solely on one language or on group participation, and it emphasizes the importance of assessment choice in shaping which learners appear to be successful. It is a powerful argument for recognising the translingual and multimodal abilities of learners, even in education which is officially English-medium and monolingual.

Language Learning in Study Abroad

Translanguaging in Theory and

This book brings together research from six different countries across three

continents where teacher educators and policy makers are addressing the under-preparation of content teachers to work effectively with multilingual learners. By highlighting this relatively young field of research at an international level, the book advances the research-based knowledge of the field and promotes international research relationships and partnerships to better support the education of multilingual learners and their teachers. The chapters represent high-quality empirical qualitative, quantitative, and mixed methods studies about pre-service and in-service teachers. Comprising four sections, each represents a critical aspect of the equitable teaching of multilingual learners. All the research was conducted in countries that belong to OECD

(Organisation for Economic Co-operation and Development) and the PISA (Programme for International Student Assessment) enabling the reader to compare contexts and outcomes. This book will be of particular interest to academics, researchers, and post-graduate students in the fields of language education, teacher education, and education for multilingual learners. It will be of great value to anyone concerned with equity and social justice for multilingual learners whose languages, cultural practices, and resources are often overlooked and/or marginalized in the schools they attend. *The Multilingual Apple* New Perspectives on Language and Education 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.

First Language Use in Second and Foreign Language Learning John Wiley & Sons

This book addresses the multilingual reality of study abroad across a variety of national contexts and target languages. The chapters examine multilingual socialization and translanguaging; how the target language is entwined in global, local and

historical contexts; and how students use local and global varieties of English. *Reclaiming the Local in Language Policy and Practice* TBR Books

Provides a ground-breaking attempt to unite discussions on the pedagogical implications of the global spread of English, and lobby for change.

Third language acquisition Oxford University Press

This innovative collection explores critical issues in understanding multilingualism as a defining dimension of identity creation and negotiation in contemporary social life. Reinforcing interdisciplinary conversations on these themes, each chapter is co-authored by two different researchers, often those who have not written together before. The combined effect is a volume

showcasing unique and dynamic perspectives on such topics as rethinking of language policy, testing of language rights, language pedagogy, meaning-making, and activism in the linguistic landscape. The book explores multilingualism through the lenses of spaces and policies as embodied in Elizabeth Lanza's body of work in the field, with a focus on the latest research on linguistic landscapes in diverse settings. Taken together, the book offers a window into better understanding issues around processes of change in and of languages and societies. This ground breaking volume will be of particular interest to students and scholars in multilingualism, applied linguistics, and sociolinguistics.

The Multilingual Reality Multilingual

Matters

Winner of the AAAL Book Award 2015
Winner of the Modern Language Association's Thirty-Third Mina P. Shaughnessy Prize Winner of the BAAL Book Prize 2014
Translingual Practice: Global Englishes and Cosmopolitan Relations introduces a new way of looking at the use of English within a global context. Challenging traditional approaches in second language acquisition and English language teaching, this book incorporates recent advances in multilingual studies, sociolinguistics, and new literacy studies to articulate a new perspective on this area. Canagarajah argues that multilinguals merge their own languages and values into English, which opens up various negotiation strategies that help

them decode other unique varieties of English and construct new norms. Incisive and groundbreaking, this will be essential reading for anyone interested in multilingualism, world Englishes and intercultural communication.

Spaces of Multilingualism Springer Nature

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.

The Multilingual Self Multilingual

Matters

To respond to the multilingual turn in language education, this volume constitutes a challenge to the traditional, monolingual, and native speakerism paradigm in the field of Teaching English to Speakers of Other Languages (TESOL) through a translanguaging lens. The chapters offer complex global perspectives – with contributions from five continents – to open critical conversations on how to conceptualize and implement translanguaging in teacher education and classrooms of various contexts. The researchers exhibit a shared commitment to transforming TESOL profession that values teachers' and learners' full linguistic repertoires. This volume should prove a valuable resource for students, teachers, and

researchers interested in English teaching and learning, applied linguistics, second language acquisition, and social justice.

Teaching Content and Language in the Multilingual Classroom Multilingual Matters

The languages of the world can be seen and heard in cities and towns, forests and isolated settlements, as well as on the internet and in international organizations like the UN or the EU. How did the world acquire so many languages? Why can't we all speak one language, like English or Esperanto? And what makes a person bilingual? Multilingualism, language diversity in society, is a perfect expression of human plurality. About 6,500-7,000 languages are spoken, written and signed,

throughout the linguistic landscape of the world, by people who communicate in more than one language (at work, or in the family or community). Many origin myths, like Babel, called it a 'punishment' but multilingualism makes us who we are and plays a large part of our sense of belonging. Languages are instruments for interacting with the cultural environment and their ecology is complex. They can die (Tasmanian), or decline then revive (Manx and Hawaiian), reconstitute from older forms (modern Hebrew), gain new status (Catalan and Maori) or become autonomous national languages (Croatian). Languages can even play a supportive and symbolic role as some territories pursue autonomy or nationhood, such as in the cases of

Catalonia and Scotland. In this Very Short Introduction John C. Maher shows how multilingualism offers cultural diversity, complex identities, and alternative ways of doing and knowing to hybrid identities. Increasing multilingualism is drastically changing our view of the value of language, and our notion of the part language plays in national and cultural identities. At the same time multilingualism can lead to social and political conflict, unequal power relations, issues of multiculturalism, and discussions over 'national' or 'official' languages, with struggles over language rights of local and indigenous communities. Considering multilingualism in the context of globalization, Maher also looks at the fate of many endangered

languages as they disappear from the world. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

Bilingual and Multilingual Education

Routledge

This book critically engages with theoretical shifts marked by the 'multilingual turn' in applied linguistics, and articulates the complexities associated with naming and engaging with the everyday language practices of bi/multilingual communities. It discusses

methodological approaches that enable researchers and educators to observe and interact with these communities and to understand their teaching and learning needs. It also highlights pedagogical approaches and instructional strategies involved with learning and teaching language and/or content curriculum to students across various learning and educational contexts. The book addresses recent debates on the multi/plural turn in applied linguistics and articulates the limitations of these debates - particularly the absence of discussion of social power relations and contexts in applying different theoretical lenses. It features empirical research from primarily North American classrooms to highlight how plurilingual pedagogies take shape in

unique educational contexts, resisting monolingual approaches to language in education. Furthermore, it includes commentary/response pieces from established scholars in dialogue with recent plurilingual research in the field, to put the work in critical perspective within extant theories and literature. Translingual Practice Multilingual Matters This volume depicts the phenomenon of cross-linguistic influences in the specific context of multilingual language acquisition. It consists of articles on various issues relating to the syntactic and lexical development of foreign language learners from different L1 backgrounds, in many cases involving languages which are typologically distant from English, such as Russian, Croatian, Greek and Portuguese.

Individual chapters highlight different areas expected to be especially transfer-prone at the level of grammatical and lexical transfer in particular contexts of language contact.

Plurilingual Pedagogies Springer
Nature

The purpose of this book is to present recent studies in the field of multilingualism and L3, bringing together contributions from an international group of specialists from Austria, Canada, Germany, Portugal, Spain, Switzerland, Turkey, and United States. The main focuses of the articles are three: language acquisition, language learning and teaching. A collection of theoretical and empirical articles from scholars of multilingualism and language acquisition makes the

book a significant resource as the papers present a wide perspective from main theories to current issues, reflecting new trends in the field. The authors focus on the heterogeneity and complexity that characterize third language acquisition, multilingual learning and teaching. As the issues addressed in this book intersect, it represents an asset and therefore the texts will be of great relevance for the scientific community. Part I presents different topics of L3 acquisition, such as syntax, phonology, working memory and selective attention, and lexicon. Part II comprises texts that show how the research on language acquisition informs pedagogical issues. For instance, the role of the knowledge of previous languages in the teaching of L3, the attitudes of multilingual teachers

to plurilingual approaches, and the benefits of crosslinguistic pedagogy versus classroom monolingual bias. In sequence, Part III consists of texts on individual learning strategies, such as motivation and attitudes, crosslinguistic awareness, and students' perceptions about teachers' "plurilingual nonnativism". All these chapters include several different languages in contact in an acquisition/learning context: Basque, English, French, German, Italian, Ladin, Portuguese, Russian, Spanish, and Turkish.

Envisioning TESOL through a

Translanguaging Lens Routledge

This book stems from the joint effort of 25 research teams across Europe, representing a dozen disciplines from the social sciences and humanities,

resulting in a radically novel perspective to the challenges of multilingualism in Europe. The various concepts and tools brought to bear on multilingualism are analytically combined in an integrative framework starting from a core insight: in its approach to multilingualism, Europe is pursuing two equally worthy, but non-converging goals, namely, the mobility of citizens across national boundaries (and hence across languages and cultures) and the preservation of Europe's diversity, which presupposes that each locale nurtures its linguistic and cultural uniqueness, and has the means to include newcomers in its specific linguistic and cultural environment. In this book, scholars from applied linguistics, economics, the education sciences, finance, geography,

history, law, political science, philosophy, psychology, sociology and translation studies apply their specific approaches to this common challenge. Without compromising the state-of-the-art analysis proposed in each chapter, particular attention is devoted to ensuring the cross-disciplinary accessibility of concepts and methods, making this book the most deeply interdisciplinary volume on language policy and planning published to date.

The Routledge Handbook of Plurilingual Language Education

Language Science Press

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.

Third Or Additional Language Acquisition
Springer Science & Business Media

This volume inserts the place of the local in theorizing about language policies and practices in applied linguistics. While the effects of globalization around the world are being discussed in such diverse circles as corporations, law firms, and education, and while the spread of English has come to largely benefit those in positions of power, relatively little has been said about the impact of globalization at the local level, directly or indirectly. Reclaiming the Local in Language Policy and Practice is unique in focusing specifically on the outcomes

of globalization in and among the communities affected by these changes. The authors make a case for why it is important for local social practices, communicative conventions, linguistic realities, and knowledge paradigms to actively inform language policies and practices for classrooms and communities in specific contexts, and to critically inform those pertaining to other communities. Engaging with the dominant paradigms in the discipline of applied linguistics, the chapters include research relating to second language acquisition, sociolinguistics, literacy, and language planning. The majority of chapters are case studies of specific contexts and communities, focused on situations of language teaching. Beyond their local contexts these studies are

important for initiating discussion of their relevance for other, different communities and contexts. Taken together, the chapters in this book approach the task of reclaiming and making space for the local by means of negotiating with the present and the global. They illuminate the paradox that the local contains complex values of diversity, multilingualism, and plurality that can help to reconceive the multilingual society and education for postmodern times.

The Multilingual Mind Multilingual Matters

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.

The Handbook of Bilingual and Multilingual Education Springer

This book deals with the phenomenon of third language (L3) acquisition. As a research field, L3 acquisition is established as a branch of multilingualism that is concerned with how multilinguals learn additional languages and the role that their multilingual background plays in the process of language learning. The volume points out some current directions in this particular research area with a number of studies that reveal the

complexity of multilingual language learning and its typical variation and dynamics. The eight studies gathered in the book represent a wide range of theoretical positions and offer empirical evidence from learners belonging to different age groups, and with varying levels of proficiency in the target language, as well as in other non-native languages belonging to the learner's repertoire. Diverse linguistic phenomena and language combinations are viewed from a perspective where all previously acquired languages have a potential role to play in the process of learning a new language. In the six empirical studies, contexts of language learning in school or at university level constitute the main outlet for data collection. These studies involve several language backgrounds

and language combinations and focus on various linguistic features. The specific target languages in the empirical studies are English, French and Italian. The volume also includes two theoretical chapters. The first one conceptualizes and describes the different types of multilingual language learning investigated in the volume: i) third or additional language learning by learners who are bilinguals from an early age, and ii) third or additional language learning by people who have previous experience of one or more non-native languages learned after the critical period. In particular, issues related to the roles played by age and proficiency in multilingual acquisition are discussed. The other theoretical chapter conceptualizes the grammatical

category of aspect, reviewing previous studies on second and third language acquisition of aspect. Different models for L3 learning and their relevance and implications for representations of aspect and for potential differences in the processing of second and third language acquisition are also examined in this chapter. As a whole, the book presents current research into third or additional language learning by young learners or adults, considering some of the most important factors for the complex process of multilingual language learning: the age of onset of the additional language and that of previously acquired languages, social and affective factors, instruction, language proficiency and literacy, the typology of the background languages

and the role they play in shaping syntax, lexicon, and other components of a L3. The idea for this book emanates from the symposium Multilingualism, language proficiency and age, organized by Camilla Bardel and Laura Sánchez at Stockholm University, Department of Language Education, in December 2016. *Multilingualism: A Very Short Introduction* Cambridge University Press The majority of people around the world live in multilingual societies, and so it follows that plurilingualism should be considered normal. This book proposes a flexible and adaptive framework for designing and implementing language learning environments and tasks, which will be useful for practitioners working in classrooms where many languages are already spoken. The authors begin by

presenting a state-of-the-art review of current research on language learning, language teaching and multilingual language acquisition. This is followed by a qualitative review of 37 multilingual research projects, which are treated as case studies to inform the practical

guidance that constitutes the remainder of the book. The information and practical framework contained within this book will be of interest to researchers, teachers and teacher educators.