

Immersion Education International Perspectives Cambridge Applied Linguistics

A seminal work in the field, this book shows how transformative education can be applied to world language programs.

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 aims to meet this need.

This book includes the work of 20 specialists working in various educational contexts around the world to create comprehensive and multidimensional coverage of current bilingual initiatives. Themes covered include issues in language use in classrooms; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools.

"This book presents a unique collection of research studies on French Immersion conducted from the authors' base as a research team in British Columbia, Canada. It serves as an important resource for educators and policymakers interested in the impact of immersion on educational policy, student outcomes, second language curriculum, and teacher education."

"Section I documents the authors' experiences in developing a systematic approach to evaluation and assessment of French immersion programs. Section II includes studies on important curricular and instructional considerations for immersion education, and Section III addresses teacher education and professional development, including in-depth case studies of

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immersion teacher education programs and immersion teachers' perspectives on their role and needs for support and improvement. A final chapter contains concluding comments and future directions for immersion programs." "Immersion has grown significantly not only in Canada but also worldwide. This collection of research studies will be informative to those involved in intensive second language education internationally."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

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

The Oxford Handbook of Applied Linguistics contains 39 original chapters on a broad range of topics in applied linguistics by a diverse group of contributors. Its goal is to provide a comprehensive survey of the current state of the field, the many connections among its various sub-disciplines, and the likely directions of its future development. The Oxford Handbook of Applied Linguistics addresses a broad audience: applied linguists; educators and other

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scholars working in language acquisition, language learning, language planning, teaching, and testing; and linguists concerned with applications of their work. Systematically encompassing the major areas of applied linguistics-and drawing from a wide range of disciplines such as education, language policy, bi- and multi-lingualism, literacy, language and gender, neurobiology of language, psycholinguistics and cognition, language and computers, discourse analysis, language and concordances, ecology of language, pragmatics, translation, and many other fields, the editors and contributors to The Oxford Handbook of Applied Linguistics provide a panoramic and comprehensive look at this complex and vigorous field. This second edition includes five new chapters, and the remaining chapters have been thoroughly revised and updated to give a clear picture of the current state of applied linguistics.

New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms. In this text: *First-rate scholars approach the teaching of grammar from multiple complementary perspectives, providing an original, comprehensive treatment of the topic. *Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking, listening, reading, and writing. *The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills, whereas the meaning-based grammar instruction can supplement and strengthen current methodology with a communicative focus. This volume is intended as a foundational text for second language

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grammar pedagogy courses at the advanced undergraduate and master's levels.

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

This insightful collection of essays explores the ways in which open education can democratise access to education for all. It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world. A must-read for practitioners, policy-makers, scholars and students in the field of education.

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.

Perhaps more than in any other period in modern history, our globalized present is characterized by a constant interaction of, and exposure to, different peoples, regions, ways of life, traditions, languages, and cultures. Cross-boundary communication today comes in various shapes: as mutual exchange, open dialogue, enforced process, misunderstanding, or

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even violent conflict. In this situation, 'translation' has become an inevitable requirement in order to ease the flow of disinterested and unbiased cultural communication. The contributors to this collection approach the subject of the 'translation of cultures' from various angles. Translation refers, of course, to the rendering of texts from one language into another and the shift between languages under precolonial (retelling/transcreation), colonial (domestication), and postcolonial (multilingual trafficking) conditions. It is also concerned with the (in-)adequacy of the Western translation concept of equivalence, the problem of the (un)translatability of cultures, and new postcolonial approaches (representation through translation). Translation here is used as a broader term covering the interaction of cultures, the transfer of cultural experience, the concern with cultural borders, the articulation of liminal experience, and intercultural understanding.

In this book, members of the ChiLPA Project explore the children's literature of several different cultures, ranging from ancient India, nineteenth century Russia, and the Soviet Union, to twentieth century Britain, America, Australia, Sweden, and Finland. The research covers not only the form and content of books for children, but also their potential social functions, especially within education. These two perspectives are brought together within a theory of children's literature as one among other forms of communication, an approach that sees the role of literary scholars, critics and teachers as one of mediation. Part I deals with the way children's writers and picturebook-makers draw on a culture's available resources of orality, literacy, intertextuality, and image. Part II examines their negotiation of major issues such as the child adult distinction, gender, politics, and the Holocaust. Part III discusses children's books as used within language education programmes, with particular attention to young

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readers' pragmatic processing of differences between the context of writing and their own context of reading.

The Handbook of Bilingualism provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

"With articles on Spanglish and Spanish loan words in English as well as Southeast Asian refugees and World Englishes, this encyclopedia has a broad scope that will make it useful in academic and large public libraries serving those involved in teaching and learning in multiple languages. Also available as an ebook." — Booklist The simplest definition of bilingual education is the use of two languages in the teaching of curriculum content in K–12 schools. There is an important difference to keep in mind between bilingual education and the study of foreign languages as school subjects: In bilingual education, two languages are used for instruction, and the goal is academic success in and through the two languages. The traditional model of foreign-language study places the emphasis on the acquisition of the languages themselves. The field of bilingual education is dynamic and even controversial. The two

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volumes of this comprehensive, first-stop reference work collect and synthesize the knowledge base that has been well researched and accepted in the United States and abroad while also taking note of how this topic affects schools, research centers, legislative bodies, advocacy organizations, and families. The Encyclopedia of Bilingual Education is embedded in several disciplines, including applied linguistics, politics, civil rights, historical events, and of course, classroom instruction. This work is a compendium of information on bilingual education and related topics in the United States with select international contributors providing global insight onto the field. Key Features Explores in a comprehensive, non-technical way the intricacies of this subject from multiple perspectives: its history, policy, classroom practice, instructional design, and research bases Shows connections between bilingual education and related subjects, such as linguistics, education equity issues, socio-cultural diversity, and the nature of demographic change in the United States Documents the history of bilingual education in the last half of the 20th century and summarizes its roots in earlier periods Discusses important legislation and litigation documents Key Themes · Family, Community, and Society · History · Instructional Design · Languages and Linguistics · People and Organizations · Policy Evolution · Social Science Perspectives · Teaching and Learning The Encyclopedia of Bilingual Education is a valuable resource for those who wish to understand the polemics associated with this field as well as its technical details. This will be an excellent addition to any academic library.

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

This volume builds on Fortune and Tedick's 2008 Pathways to Multilingualism: Evolving

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Perspectives on Immersion Education and showcases the practice and promise of immersion education through in-depth investigations of program design, implementation practices, and policies in one-way, two-way and indigenous programs. Contributors present new research and reflect on possibilities for strengthening practices and policies in immersion education. Questions explored include: What possibilities for program design exist in charter programs for both two-way and indigenous models? How do studies on learner outcomes lead to possibilities for improvements in program implementation? How do existing policies and practices affect struggling immersion learners and what possibilities can be imagined to better serve such learners? In addressing such questions, the volume invites readers to consider the possibilities of immersion education to enrich the language development and educational achievement of future generations of learners.

Case studies of immersion education in North America, Europe, Asia, the Pacific, and Africa. This book describes the experiences of a group of students in Chicago, Illinois, who are attending one of the first Spanish-English dual immersion schools in the United States. The author follows the group during two school years, documenting their Spanish use and proficiency, as well as how their two languages intersect with the ongoing production of their identities.

Principled Possibilities - Ideas for Teaching is a unique publication representing the summation of four years of graduate study, and my own experiences, discoveries, experiments and successes over eight years of teaching throughout Asia and the Pacific. Uniquely the book includes: - a wide selection of academic papers, conference and training presentations, and curriculum and planning documents, - links to websites and other resources for exploring the

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topics further and contacting the author, - ideas ranging from working with absolute young beginners to adult and upper-intermediate level students, - discussions of current challenges and controversies in teaching, - approaches to online and computer-assisted learning, and - suggestions in the field of English language teaching covering all areas.

This text follows the progress of two groups of learners in late immersion programmes. It adds to the literature on such programmes by its emphasis on the processes of learning in such programmes. Another aim of the book is to extend knowledge of learning processes in character-based languages.

The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels.

Immersion Education International Perspectives Cambridge University Press

Although the principles for enabling children to become fully proficient multilinguals through schooling are well known, most Indigenous and minority children are not provided with multilingual education, which would enable them to succeed both in school and in society. In this important book, experts from around the world show how multilingual education can be provided, and what it can achieve.

This book introduces research-based pedagogical practices for supporting and enhancing language development and use in school-based immersion and dual language programs in which a second, foreign, heritage, or indigenous language is used as the medium of subject-matter instruction. Using counterbalanced instruction as the volume's pedagogical framework, the authors map out the specific pedagogical skill set and knowledge base that teachers in

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immersion and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language. To illustrate key concepts and effective practices, the authors draw on classroom-based research and include teacher-created examples of classroom application. The following topics are covered in detail: defining characteristics of immersion and dual language programs and features of well-implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form-focused and content-based instruction scaffolding strategies that support students' comprehension and production while ensuring continued language development an approach to creating cross-linguistic connections through biliteracy instruction a self-assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content-based language teaching, this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each chapter. The book will be a key resource for preservice and in-service teachers, administrators, and teacher educators.

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.

Covering core topics from vocabulary and grammar to teaching, writing speaking and listening, this textbook shows you how to link research to practice in TESOL methodology. Guided tasks

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prepare you to engage critically with research literature and use thi

Task-based language teaching is now a well-established pedagogic approach but problematic issues remain, such as whether it is appropriate for all learners and in all instructional contexts. This book draws on the author's experience of working with teachers, together with his knowledge of relevant research and theory, to examine the key issues. It proposes flexible ways in which tasks can be designed and implemented in the language classroom to address the problems that teachers often face with task-based language teaching. It will appeal to researchers and teachers who are interested in task-based language teaching and the practical and theoretical issues involved. It will also be of interest to students and researchers working in the areas of applied linguistics, TESOL and second language acquisition.

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. *Studies in Japanese Bilingualism* helps dissolve the myth of Japanese homogeneity by explaining the history of this construct and offering twelve empirical studies on different facets of language contact in Japan, including Ainu revitalisation, Korean language maintenance, creative use of Ryukyuan languages in Okinawa, English immersion, and language use by Nikkei immigrants, Chinese "War Orphans" and bicultural children, as well as codeswitching and language attrition in Japanese contexts.

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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.

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

The body of research in this volume offers a detailed account of the success of young

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immersion learners of Irish in becoming competent speakers of the minority language. Taking account of in-class and out-of-class factors, it examines the variety of Irish spoken by the pupils, the extent to which the Irish spoken deviates from native-speaker norms, the degree to which pupils are aware of and attempt to acquire a native-like variety and the extent to which issues of identity and motivation are involved. The results highlight the limitations of an immersion system in generating active and accurate users of the language outside the immersion setting and will help immersion educators to gain a greater understanding of how young immersion learners learn and acquire the target language. The findings are placed in the context of other one-way immersion programmes internationally with a particular focus on minority language settings, and make an important contribution not only to our understanding of the Irish issues, but how the Irish situation can be placed in a broader scholarly and socio-political context.

The book contains a comprehensive selection of outstanding and influential articles on bilingual education in the USA and the rest of the world. It is designed for instructors and students, with questions and activities based on each of the 19 readings for students to engage in active learning.

This book contributes to the growth of interest in Content and Language Integrated Learning (CLIL), an approach to second/foreign language learning that requires the use of the target language to learn content. Within the framework of European strategies to

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promote multilingualism, CLIL has begun to be used extensively in a variety of language learning contexts, and at different educational systems and language programmes. This book brings together critical analyses on theoretical and implementation issues of Content and Language Integrated Learning, and empirical studies on the effectiveness of this type of instruction on learners' language competence. The basic theoretical assumption behind this book is that through successful use of the language to learn content, learners will develop their language proficiency more effectively while they learn the academic content specified in the curricula.

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 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

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ideal resource for postgraduate students of multilingualism, as well as those studying education and anthropology.

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.

Aimed at student teachers, educators and practitioners, *Teaching English Language to Young Learners* outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include: - task-based learning in the primary school; - storytelling; - drama; - technology; - vocabulary development; - intercultural understanding; - Content and Language Integrated Learning (CLIL) scenarios; - assessment. Innovative and rapidly

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emerging topics are covered, such as immersion teaching, picturebooks in the EFL classroom and English with pre-primary children.

Based on a synthesis of classroom SLA research that has helped to shape evolving perspectives of content-based instruction since the introduction of immersion programs in Montreal more than 40 years ago, this book presents an updated perspective on integrating language and content in ways that engage second language learners with language across the curriculum. A range of instructional practices observed in immersion and content-based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content-based and form-focused instructional options as complementary ways of intervening to develop a learner's interlanguage system. A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension, awareness, and production mechanisms, and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback. This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and

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controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

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.

Within bilingual education, more and 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

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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.

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