

1. Record Nr.	UNINA9910337745103321
Titolo	Multilingual Education Yearbook 2019 : Media of Instruction & Multilingual Settings // edited by Indika Liyanage, Tony Walker
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	3-030-14386-4
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (232 pages)
Collana	Multilingual Education Yearbook, , 2522-5421
Disciplina	370.117
Soggetti	Language and education Multilingualism Learning Instruction Language Education Learning & Instruction
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Medium of instruction and Multilingual contexts: Unravelling the questions and unpacking the challenges (Indika Liyanage) -- Chapter 2. Language alternation as an interactional practice in the foreign language classroom (Anna Filipi) -- Chapter 3. Multilingualism and language mixing among Singapore university students (Kingsley Bolton) -- Chapter 4. Educational globalization and the creation of split identities (Francois Victor Tochon) -- Chapter 5. Bilingual Education classrooms in Sri Lankan schools: A social space for ethnolinguistic reconciliation (Harsha Wijesekera) -- Chapter 6. CLIL for who? Commodification of English-medium courses in Japan's higher education (Kayoko Hashimoto) -- Chapter 7. Benefits of translanguaging and transculturation exchanges between international higher degree research students and English medium research supervisors (Minglin Li) -- Chapter 8. Trilingualism and Medium of Instruction Models in Minority Schools in Qinghai Province, China (Ma, Fu) -- Chapter 9. Children's views and strategies for making friends in linguistically diverse English medium instruction settings (Maryanne

Theobald) -- Chapter 10. English in a Mongolian Ethnic Minority Primary School (Yi Yayuan) -- Chapter 11. Scrutinising Critical Thinking (CT) in Chinese Higher Education: Perceptions of Chinese Academics (Anhui Wang) -- Chapter 12. Media of instruction in Indonesia: Implications for bi/multilingual education (Tony Walker).

Sommario/riassunto

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.
