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Nota di contenuto	Front matter -- Contents -- Foreword -- Acknowledgement -- The Contributors -- Chapter 1. Introduction -- Chapter 2. Bilingual or Multilingual Education in China: Policy and Learner Experience -- Chapter 3. Depoliticisation in the English Curriculum -- Chapter 4. Language in Tibetan Education: The Case of the Neidiban -- Chapter 5. Typology of Bilingualism and Bilingual Education in Chinese Minority Nationality Regions -- Chapter 6. The Juggernaut of Chinese–English Bilingual Education -- Chapter 7. Research and Practice of Tibetan–Chinese Bilingual Education -- Chapter 8. Integrated English–A Bilingual Teaching Model in Southern China -- Chapter 9. Implementing Language Policy: Lessons from Primary School English -- Chapter 10. Challenges and Prospects of Minority Bilingual Education in China–An Analysis of Four Projects -- Chapter 11. Facts and Considerations About Bilingual Education in Chinese Universities -- Chapter 12. Teachers’ Perceptions of Chinese–English Bilingual Teaching in Guangxi -- Chapter 13. EFL Education in Ethnic Minority Areas in Northwest China: An Investigational Study in Gansu Province -- Chapter 14. Intercultural Space for Bilingual Education -- Index
Sommario/riassunto	The complexity and diversity of the linguistic situations, practices,

policies and theories of bilingual education is widely acknowledged in a country with a population of 1.3 billion people consisting of 56 officially recognised indigenous nationalities speaking more than 80 languages. This book addresses this complexity and diversity with a comprehensive examination of issues in bilingual education for both minority and majority nationalities in China and explores the links between the two major forms of bilingual education. It includes voices that are 'emic' or 'etic', local or international, and voices that come from those who work at the forefront of bilingual education or in the development of theory. All these voices are needed as different and divergent perspectives represent a reality
