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Nota di contenuto	Cover; Half Title ; Title Page; Copyright Page; Dedication; Table of Contents; Preface; Introducing the "Multilingual Turn" ; References; 1. Disciplinary Divides, Knowledge Construction, and the Multilingual Turn ; Field, Habitus, and Practice; Developing a Reflexive View of Academic Disciplines; Reexamining Disciplinary Debates in SLA; LEAP: Crossing the Borderlands of Bilingual, SLA, and TESOL Research; Conclusion; Notes; References; 2. Ways Forward For a Bi/ Multilingual Turn in SLA ; The Problem in Need of a Solution: The Ideological Roots of the Monolingual Bias in SLA Ways Out, Ways ForwardUsage-Based Linguistics in a Nutshell; Shifting the Explanatory Burden from Birth to History and Experience; Focusing on the Link between Language Input Affordances and Learning Success; Analyzing Linguistic Development as Self-Referenced, Nonteleological, Unfinished ; Caveats and Conclusion; Notes; 3. Moving Beyond "Lingualism": Multilingual Embodiment and Multimodality in SLA ; Embodiment; Multimodality; Embodiment and Multimodality in SLA;

Conclusion; Notes; 4. Theorizing a Competence for Translingual Practice at the Contact Zone ; A Note on Terminology
Translingual Practice at the Contact ZoneDefining Performative Competence; Language Awareness; Social Values; Learning Strategies; Conclusion; Notes; References; 5. Identity, Literacy, and the Multilingual Classroom ; Investment and Imagined Identities; Investment; Imagined Communities and Imagined Identities; Research Across Time and Space; Resistant Readings in South Africa; Archie Comics and the "Literate Underlife" of Multilingual Students in Canada; Literacy and Imagined Identities in Pakistan Youth; Digital Literacy and Multilingual Students in Uganda; Discussion
The Multilingual Turn in Language EducationConclusion; Notes; References; 6. Communication and Participatory Involvement in Linguistically Diverse Classrooms ; Communicative Competence at Large; CEFR: Learning, Teaching, Assessment; Textbooks; English in the Mainstream; Communication and Communicative Capacity: Theory and Application; Participatory Engagement in Communication; Conclusion; Notes; References; 7. Multilingualism and Common Core State Standards in the United States ; U.S. Student Diversity, Bilingualism, and Education; The Common Core State Standards and Language Bilingualism and the Common Core StandardsDynamic Bilingualism, Translanguaging, and the CCSS; Diversity of Audiences, Contexts, and Backgrounds and the CCSS; Extending Commonalities to Support Equity for Bilingual U.S. Students; Bilingual Progressions; Translanguaging Pedagogical Strategies; Assessments; Conclusion; Notes; References; 8. Who's Teaching Whom? Co-Learning in Multilingual Classrooms ; Co-learning in the Classroom; Co-learning and Language Teaching; Complementary Schools in Britain; The Present Study; Co-learning of Language; Co-learning of Cultural Values and Practices
Co-construction of Identity