

1. Record Nr.	UNINA9910457021403321
Autore	Chimbutane Feliciano
Titolo	Rethinking Bilingual Education in Postcolonial Contexts / / Feliciano Chimbutane
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2011] ©2011
ISBN	1-283-14774-2 9786613147745 1-84769-365-2
Descrizione fisica	1 online resource (194 p.)
Collana	Bilingual Education & Bilingualism
Disciplina	370.117 509679
Soggetti	Education, Bilingual - Mozambique Education, Bilingual - Africa, Sub-Saharan Multilingualism - Mozambique Multilingualism - Africa, Sub-Saharan Educational anthropology - Mozambique Educational anthropology - Africa, Sub-Saharan Postcolonialism - Mozambique Postcolonialism - Africa, Sub-Saharan Education Social Sciences Education, Special Topics Second language acquisition - Study and teaching Language and languages Languages & Literatures Philology & Linguistics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- List of Abbreviations and Acronyms -- Transcription Symbols and Conventions -- Chapter 1. Introduction -- Chapter 2. Language and Education -- Chapter 3.

Mozambique: Historical, Sociolinguistic and Educational Context --  
Chapter 4. The Research Sites: Communities, Schools and Classrooms  
-- Chapter 5. Interaction and Pedagogy in Bilingual Classrooms --  
Chapter 6. Socio-cultural Impact of Bilingual Education -- Chapter 7.  
Bilingual Education and Socio-economic Mobility -- Chapter 8.  
Conclusion -- References

---

### Sommario/riassunto

This book calls for critical adaptations when theories of bilingual education, based on practices in the North, are applied to the countries of the global South. For example, it challenges the assumption that transitional models necessarily lead to language shift and cultural assimilation. Taking an ethnographically-based narrative on the purpose and value of bilingual education in Mozambique as a starting point, it shows how, in certain contexts, even a transitional model may strengthen the vitality of local languages and associated cultures, instead of weakening them. The analysis is based on the view that communicative practices in the classroom influence and are influenced by institutional, local and societal processes. Within this framework, the book shows how education in low-status languages can play a role in social and cultural transformation, especially where post-colonial contexts are concerned.

---

2. Record Nr.	UNICAMPANIAVAN00054538
Autore	Buffoni, Boris
Titolo	Analytic theory of global bifurcation : an introduction / Boris Buffoni and John Toland
Pubbl/distr/stampa	Princeton, : Princeton university, 2003
ISBN	978-06-911129-8-5
Descrizione fisica	X, 169 p. ; 24 cm
Altri autori (Persone)	Toland, John
Soggetti	37-XX - Dynamical systems and ergodic theory [MSC 2020] 37Gxx - Local and nonlocal bifurcation theory for dynamical systems [MSC 2020] 47J15 - Abstract bifurcation theory involving nonlinear operators [MSC 2020] 58C15 - Implicit function theorems; global Newton methods on manifolds [MSC 2020] 76D07 - Stokes and related (Oseen, etc.) flows [MSC 2020]
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia