

1. Record Nr.	UNINA9910459005303321
Titolo	Negotiating language education policies : educators as policymakers // edited by Kate Menken, Ofelia Garcia
Pubbl/distr/stampa	New York : , : Routledge, , 2010
ISBN	1-135-14620-9 1-135-14621-7 1-282-57002-1 9786612570025 0-203-85587-6
Descrizione fisica	1 online resource (293 p.)
Altri autori (Persone)	GarciaOfelia MenkenKate <1968->
Disciplina	379.24
Soggetti	Languages, Modern - Study and teaching Language policy - Study and teaching Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Dedication; Contents; Foreword; Chapter 1 Introduction; Part I: Negotiation of Language Education Policies Guided by Educators' Experiences or Identity (Individual); Chapter 2 Appropriating Language Policy on the Local Level: Working the Spaces for Bilingual Education; Chapter 3 Two-Teacher Classrooms, Personalized Learning and the Inclusion Paradigm in the United Kingdom: What's in it for Learners of EAL?; Chapter 4 "Tu Sais Bien Parler Maitresse!": Negotiating Languages other than French in the Primary Classroom in France Chapter 5 "Angles Make Things Difficult": Teachers' Interpretations of Language Policy and Quechua Revitalization in PeruChapter 6 Towards Normalizing South African Classroom Life: The Ongoing Struggle to Implement Mother-Tongue Based Bilingual Education; Chapter 7 Enacting Language Policy through the Facilitator Model in a Monolingual Policy Context in the United States; Chapter 8 Between Intended and Enacted Curricula: Three Teachers and a Mandated

Curricular Reform in Mainland China

Part II: Educators' Negotiation of Language Education Policies Influenced by Situation/Context/Community (Social)Chapter 9 Maori Language Policy and Practice in New Zealand Schools: Community Challenges and Community Solutions; Chapter 10 (Re)Constructing Language Policy in a Shi'i School in Lebanon; Chapter 11 Cases of Language Policy Resistance in Israel's Centralized Educational System; Chapter 12 Traversing the Linguistic Quicksand in Ethiopia; Chapter 13 Language Policy in Education and Classroom Practices in India: Is the Teacher a Cog in the Policy Wheel? Chapter 14 Chilean Literacy Education Policies and Classroom ImplementationPart III: Moving Forward; Chapter 15 Stirring the Onion: Educators and the Dynamics of Language Education Policies (Looking Ahead); Chapter 16 Moving Forward: Ten Guiding Principles for Teachers; Contributors; Author Index; Subject Index

Sommario/riassunto

Educators are at the epicenter of language policy in education. This book explores how they interpret, negotiate, resist, and (re)create language policies in classrooms. Bridging the divide between policy and practice by analyzing their interconnectedness, it examines the negotiation of language education policies in schools around the world, focusing on educators' central role in this complex and dynamic process. Each chapter shares findings from research conducted in specific school districts, schools, or classrooms around the world and then details how educators negotiate policy in