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Nota di contenuto	Chapter 1. Introduction – Multilingualism, Identity and Interculturality as Constructs in Education -- Chapter 2. Conceptualising the Multilingual Intercultural Identity Approach in Languages Education -- Chapter 3. “My languaging is ok, your languaging is ok!”: Multilingual identity as the wellspring of intercultural development -- Chapter 4. The intersection of multilingualism and intercultural competence in the Norwegian foreign language curriculum: teachers’ perspectives -- Chapter 5. Trying harder than everyone else; examining how young former refugees reconstruct new identities that assist them to ‘get ahead’ in Australian education -- Chapter 6. Identity, investment and interculturality in adult multilingualism: between monolingual mindsets and diversity activism -- Chapter 7. Multiplying the identity factor. Harnessing the language resources of the language ecology for expressing Aboriginal and Torres Strait Islander identity -- Chapter 8. From Bilingual to Plurilingual Identity:How to Advance Language Learners’ Plurilinguality and Pluriculturality -- Chapter 9. Diversity

Matters: Harnessing the linguistic and cultural resources of multilingual children and families -- Chapter 10. Future Directions for Multilingualism, Identity and Intercultural Understanding in Education.

Sommario/riassunto

This book brings together research on multilingualism, identity and intercultural understanding from a range of locations across the globe to explore the intersection of these key ideas in education. It addresses the need to better understand how multilingual, identity, and intercultural approaches intersect for multilingual learners in complex and varied settings. Through global examples, it explores how identities and multilingualism are situated within, and surrounding intercultural experiences. This book examines the different theoretical interpretations as encountered and used in different contexts. By doing so, it helps readers better understand how teachers approach multilingualism and diversity in a range of contexts. "This landmark volume challenges us to engage personally with the real-life situations of people's experience, in the intersection between their multilingualism, their identity and their intercultural understanding. The exploration of this intersection in different global contexts breaks new ground in research and theory. I am excited by the many new implications and rich learning that this work will support, in education. The volume displays indepth understanding of its three key concepts and it proposes stimulating new ideas of the relationship between them. With its capacity to change perceptions and understanding, it needs to be required reading on many university reading lists!" Dr Robyn Moloney Honorary Senior Lecturer, Macquarie University

Moloney, R., Lobytsyna, M., DeNobile, J. (2022) Interculturality in Schools: Practice and Theory. Routledge

Moloney, R., and Mansour, S. (2022) Language and Spirit: exploring languages, religions and spirituality in Australia today. Palgrave Macmillan.
