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Titolo	Handbook of multilingual TESOL in practice // Kashif Raza, Dudley Reynolds, and Christine Coombe, editors
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Descrizione fisica	1 online resource (520 pages)
Disciplina	428.0071
Soggetti	Education, Bilingual Multicultural education Second language acquisition - Study and teaching Adquisició d'una segona llengua Ensenyament bilingüe Educació intercultural Llibres electrònics
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Multilingual TESOL in Practice in Higher Education: Insights from EFL Classrooms at a Gulf University -- Culturally Sustaining Practices in a Culturally and Linguistically Diverse Preschool Classroom -- English in the Background: Developing an Indigenous Multilingualism in Hawai'i -- Plurilingual Strategies for Teaching Pronunciation in TESOL: A Research-based and Action-oriented Approach -- "Bangla Helps Learners to Get the Gist Better" -- Translanguaging in Post-Colonial English as a Foreign Language Classes in Higher Education in Bangladesh from Teachers' Perspective -- Promoting Multilingualism at University Writing Centers: International Students' Perceptions of Working with Nonnative English-Speaking Writing Tutors -- Critical Multilingualism TESOL in Practice: Language, Power and Decoloniality -- Using Translingual Interactions During Collaborative Revisions of Argumentative Essays to Develop ESL Morpho-Syntactic Abilities: A Study of Adult Indian Learners -- Translanguaging in the Young Learner EFL Classroom in Turkey -- Multilingualism in Global Englishes

Language Teaching classroom: Narrative Insights from 3 TESOL Practitioners in Japan -- Teaching English to Linguistically Diverse Students: Multicultural Pedagogy in Practice -- Multilingual Teaching of English Language in Higher Education in Bangladesh: A Critical Perspective -- Caught between a Bilingual Policy and Monolingual English Practices in Chile: Opportunities and Challenges of Translanguaging as Voiced by TESOL Teachers and Students -- Pakistani English Language Teachers' Beliefs About Mother-Tongue Based Multilingual Education Policy: Findings from the Government Primary Schools of Balochistan.

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Sommario/riassunto

This book presents exemplars of multilingualism in TESOL worldwide. It incorporates essential topics such as curriculum development, classroom instruction, materials creation, assessment, and teacher training where TESOL and multilingualism co-exist and co-develop. The wide-ranging and international collection of chapters is written by leading researchers in multilingualism and TESOL from around the world. This handbook provides unique insights into a range of practical approaches to promote local, indigenous and national languages in English language classrooms across a range of instructional programs in various geographical contexts. The book is divided into six sections. Part 1 presents curricular and principle-based approaches to multilingual TESOL in ESL/EFL classes. Part 2 includes chapters that showcase how diverse teachers bring multilingual TESOL to their classrooms. Part 3 discusses the challenges of teaching multilingual TESOL and how educators address them in their contexts. Part 4 provides activities and materials to support local languages in TESOL classrooms. Part 5 addresses assessment issues in multilingual TESOL. Part 6 includes initiatives and examples to prepare TESOL teachers to promote multilingualism in ESL/EFL classrooms. .

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