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## Sommario/riassunto

This book constitutes the refereed proceedings of the 15th International Symposium on Foundations and Practice of Security, FPS 2022, held in Ottawa, ON, Canada, during December 12–14, 2022. The 26 regular and 3 short papers presented in this book were carefully reviewed and selected from 83 submissions. The papers have been organized in the following topical sections: Cryptography; Machine Learning; Cybercrime and Privacy; Physical-layer Security; Blockchain; IoT and Security Protocols; and Short Papers.

Record Nr. UNINA9910974578403321 Autore Coelho Elizabeth Titolo Language and learning in multilingual classrooms: a practical approach // Elizabeth Coelho Bristol; ; Buffalo, : Multilingual Matters, 2012 Pubbl/distr/stampa **ISBN** 1-280-99877-6 9786613770387 1-84769-721-6 Edizione [1st ed.] Descrizione fisica 1 online resource (373 p.) Parents' and teachers' guides;; 16 Collana Disciplina 371.829 Soggetti Linguistic minorities - Education - United States English language - Study and teaching - United States - Foreign speakers Language and education - United States Multiculturalism - United States 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 section 1. Getting started -- section 2. Planning: a whole-school approach -- section 3. In the classroom. This book is a research-based practical guide for educators who work Sommario/riassunto with students whose linguistic and cultural background is different from their own. Illustrated with many practical examples of classroom activities, projects, and teaching strategies, the book is also an introduction to immigrant education for school administrators and educational planners in communities or regions that are in the process of developing plans and programs for newcomer students. Although the focus is on first-generation immigrant children, many of the recommended approaches and instructional strategies described in this book can be used or adapted for use with second-generation children and historical linguistic and cultural minorities, such as children from

Aboriginal communities in North America or children of Roma

background in Europe.