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		8. ¿Que quieren de mi?: Examining Elementary School Teachers' Belief Systems about Language Use in the Classroom
	Nota di contenuto	Cover; Half Title; Series Page; Title Page; Copyright Page; Table of Contents; List of Illustrations; Contributors; Series Editors' Introduction; Preface; PART I: Theory and Context; 1. Sociolinguistic and Linguistic Foundations of Codeswitching Research; Codeswitching as Language Use; Codeswitching as Language Structure; Codeswitching, Mental Grammars, and Linguistic Repertoires; Codeswitching and Education; Acknowledgments; Note; References; 2. Pedagogical Codeswitching and Translanguaging in Bilingual Schooling Contexts: Critical Practices for Bilingual Teacher Education
		A Brief History of CodeswitchingDiglossia and Bilingual Education; Becoming a Bilingual Teacher in the US through Teacher Education Programs; The New Concurrent Approach: An Extraordinary Pedagogy; New Ways of Re-imagining Language; The Move toward Translanguaging in Bilingual Education; Final Thoughts on Pedagogical

Codeswitching and Translanguaging; Notes; References; PART II: Teaching and Learning; 3. Exploring the Pedagogical Potential of Translanguaging in Peer Reading Interactions; Introduction; Background Literature; Methodology; Findings; Conclusions and Implications; Note Appendix: Transcription conventionsReferences; 4. Codeswitching and Mathematics Learners: How Hybrid Language Practices Provide Resources for Student Participation in Mathematical Practices; Summary of Past Research; A Sociocultural Perspective of Academic Literacy in Mathematics; Hybrid Language Practices During Mathematical Discussions; Recommendations for Instruction; Notes; References; 5. Sandwiching, Polylanguaging, Translanguaging, and Codeswitching: Challenging Monolingual Dogma in Institutionalized Language Teaching; Introduction: Institutionalized Language Teaching Transforming Language into an Academic SubjectCurricularizing Language in Institutionalized Language Instruction; Core Elements and Learning Programs; A Key Core Element: The Choice of Instructional Language; Monolingual Orthodoxy: Perspectives on Own Language Use as the Language of Instruction; Mainstream Challenges to Monolingual Orthodoxy; Evolving Challenges to Monolingual Orthodoxy: New Terms and New Meanings; The Future of Monolingual Orthodoxy in Institutionalized Language Teaching; The Question of Ideology; The Question of Specificity; Note; References

6. Effects of Home Codeswitching Practices on Bilingual Language AcquisitionCodeswitching and Bilingual First Language Acquisition; The Present Study; Analysis and Findings; Discussion; Acknowledgments; References; 7. Young Emergent Bilinguals' Literate and Languaging Practices in Story Retelling; Introduction; Developing Bilingual Literacy in Early Childhood; Method; Findings; Discussion and Implications for Teaching Young, Emergent Bilinguals; Notes; References; PART III: Policy and Ideology

| Sommario/riassunto | Bringing together sociolinguistic, linguistic, and educational perspectives, this cuttingedge overview of codeswitching examines language mixing in teaching and learning in bilingual classrooms. As interest in pedagogical applications of bilingual language mixing increases, so too does a need for a thorough discussion of the topic. This volume serves that need by providing an original and wide-ranging discussion of theoretical, pedagogical, and policyrelated issues and obstacles in classroom settings--the pedagogical consequences of codeswitching for teaching and learning of language and content in oneway and twoway bilingual classrooms. Part I provides an introduction to (socio)linguistic and pedagogical contributions to scholarship in the field, both historical and contemporary. Part II focuses on codeswitching in teaching and learning, and addresses a range of pedagogical challenges to language mixing in a variety of contexts, such as literacy and mathematics instruction. Part III looks at language ideology and language policy to explore how students navigate educational spaces and negotiate their identities in the face of competing language ideologies and assumptions. This volume breaks new ground and serves as an important contribution on codeswitching for scholars, researchers, and teacher educators of language education, multilingualism, and applied linguistics. |