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Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Contributors -- Introduction -- Chapter 1. Teachers' Use of the First Language in French Immersion: Revisiting a Core Principle -- Chapter 2. Teacher Use of Codeswitching in the Second Language Classroom: Exploring 'Optimal' Use -- Chapter 3. Codeswitching in Computermediated Communication: Linguistic and Interpersonal Dimensions of Cross-National Discourse between School Learners of French and English -- Chapter 4. Target Language Use in English Classes in Hungarian Primary Schools -- Chapter 5. Forms and Functions of Codeswitching by Dual Immersion Students: A Comparison of Heritage Speaker and L2 Children -- Chapter 6. How Bilingual Children Talk: Strategic Codeswitching Among Children in Dual Language Programs -- Chapter 7. Teacher and Student Use of the First Language in Foreign Language Classroom Interaction: Functions and Applications -- Chapter 8. Building Meaning Through Code Choice in Second Language Learner Interaction: A D/discourse Analysis and Proposals for Curriculum Design and Teaching -- Chapter 9. The Impact of Pedagogical Materials

on Critical Language Awareness: Assessing Student Attention to
Patterns of Language Use -- Chapter 10. Concluding Refl ections:
Moving Forward -- Notes -- References

Sommario/riassunto

This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching.
