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Nota di contenuto	Frontmatter -- Contents -- Acknowledgements -- Contributors -- Chapter 1. The Challenges of Diversity in Language Education -- Chapter 2. Multilingual Educational Systems: An Added Challenge for Immigrant Students -- Chapter 3. Teaching with an Accent: Linguistically Diverse Preservice Teachers in Australian Classrooms -- Chapter 4. High Challenge, High Support Programmes with English as a Second Language Learners: A Teacher-Researcher Collaboration -- Chapter 5. Language and Inclusion in Mainstream Classrooms -- Chapter 6. Influences on the Written Expression of Bilingual Students: Teacher Beliefs and Cultural Dissonance -- Chapter 7. Dilemmas of Efficiency, Identity and Worldmindedness -- Chapter 8. Professional Ethics in Multicultural Classrooms: English, Hospitality and the Other -- Chapter 9. English as Additional Language Across the Curriculum: Policies in Practice -- Chapter 10. Language Pedagogies Revisited:

Alternative Approaches for Integrating Language Learning, Language Using and Intercultural Understanding -- Chapter 11. Educating Languages Teachers for Multilingual and Multicultural Settings -- Chapter 12. Multilingual Researcher Identities: Interpreting Linguistically and Culturally Diverse Classrooms -- Chapter 13. Negotiating Teacher-Researcher Collaboration in Immersion Education -- Chapter 14. Languages in the Classroom: Institutional Discourses and Users' Experiences -- Chapter 15. Bringing Home and Community to School: Institutional Constraints and Pedagogic Possibilities

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Sommario/riassunto

A critical reality of contemporary education in a globalised world is the growing cultural, racial and linguistic diversity in schools and the issues involved in educating increasing numbers of students who are still learning the dominant language. This poses extraordinary challenges for second and foreign language teachers in many countries, where such students must engage with the mainstream curriculum in a new language. What do these increasingly plurilingual and multicultural classrooms look like? And how do language teachers address the challenges of such diverse classrooms? This book brings together a group of well-recognised language education scholars who present their research in a range of international settings. They focus on the key areas of pedagogy, language policy and curriculum and exemplify new research directions in the field.

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