

1. Record Nr.	UNINA9910781330103321
Titolo	Language Policy for the Multilingual Classroom : Pedagogy of the Possible // Christine Hélot, Muiris Ó Laoire
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2011] ©2011
ISBN	1-283-14775-0 9786613147752 1-84769-368-7
Descrizione fisica	1 online resource (230 p.)
Collana	Bilingual Education & Bilingualism
Disciplina	370.117
Soggetti	Multicultural education Education, Bilingual Multiculturalism Literacy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Frontmatter -- Contents -- Contributors -- Introduction: From Language Education Policy to a Pedagogy of the Possible -- 1. Ideologies and Interactions in Multilingual Education: What Can an Ecological Approach Tell Us about Bilingual Pedagogy? -- 2. Heteroglossia in a Multilingual Learning Space: Approaching Language beyond 'Lingualisms' -- 3. Children's Literature in the Multilingual Classroom: Developing Multilingual Literacy Acquisition -- 4. Multilingualism and Pedagogical Practices in Colombia's Caribbean Archipelago -- 5. Teachers at the Epicenter: Engagement and Resistance in a Biliteracy Program for 'Long-Term English Language Learners' in the United States -- 6. Negotiating Multilingualism in an Irish Primary School Context -- 7. Exploring New Pedagogical Approaches in the Context of Multilingual Cameroon -- 8. Linguistic Diversity as a Bridge to Adjustment: Making the Case for Bi/Multilingualism as a Settlement Outcome in New Zealand -- 9. Three is Too Many in Australia -- 10. Integrated Bilingual Education: Ethnographic Case Studies from the Palestinian-Jewish 'Front' -- Index

Sommario/riassunto

With contributions from leading scholars all around the world, this volume underlines the ever-pressing need for new language in education policies to include all learners' voices in the multilingual classroom and to empower teachers to develop responsive and transformative pedagogies. Using testimonies, narratives and examples from different international contexts, this book points clearly to what can be achieved practically in the multilingual classroom so that multilingual learners' voices are legitimated, while also addressing the complex inter-relating sociolinguistic issues around the promotion of bilingualism and multilingualism in education.
