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| Nota di contenuto | Multilingualism and foreign language education: A synthesis of linguistic and educational findings / Andreas Bonnet and Peter Siemund -- Language education in and for a multilingual Europe / Michael Byram -- Multilingualism and education in sub-Saharan Africa: Policies, practices and implications / Feliciano Chimbutane -- Language policy, language study, and heritage language education in the U.S / Kendall A. King, Mengying Liu and Maria Cecilia Schwedhelm -- Globalization, national identity, and multiculturalism and multilingualism: Language policy and practice in education in Asian countries / Wenyang Sun and Xue Lan Rong -- L3, the tertiary language / Bjorn Hammarberg -- Plurilingual identities: On the way to an integrative view on language education? / Adelheid Hu -- Models of multilingual competence / Britta Hufeisen -- The multilingual turn in foreign language education: Facts and fallacies / Silvia Melo-Pfeifer -- Linguistic landscaping / Sebastian Muth -- Identity and investment in multilingual classrooms / Bonny Norton -- The acquisition of English as an L3 from a sociocultural point of view: The perspective of multilingual learners / Andreas Bonnet, Larissa Jacob, Annika Schafer and Torben Schmidt -- Affordances of multilingual learning situations: Possibilities and constraints for foreign language classrooms / Judith Buendgens-Kosten and Daniela Elsner -- L1 effects in the early L3 acquisition of vocabulary and grammar / |

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Sommario/riassunto

"This volume challenges traditional approaches to foreign language education and proposes to redefine them in our age of international migration and globalization. Foreign language classrooms are no longer populated by monolingual students, but increasingly by multilingual students with highly diverse language backgrounds. This necessitates a new understanding of foreign language learning and teaching. The volume brings together an international group of researchers of high caliber who specialize in third language acquisition, teaching English as an additional language, and multilingual education. In addition to topical overview articles on the multilingual policies pursued in Europe, Africa, North America, and Asia, as well as several contributions dealing with theoretical issues regarding multilingualism and plurilingualism, the volume also offers cutting edge case studies from multilingual acquisition research and foreign language classroom practice. Throughout the volume, multilingualism is interpreted as a valuable resource that can facilitate language education provided it is harnessed in appropriate conditions"--
