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Nota di contenuto	Frontmatter -- Dedication -- Contents -- Contributors -- Editors' Foreword -- Chapter 1 Multilingual Education: A Bridge too Far? -- Chapter 2 Fundamental Psycholinguistic and Sociological Principles Underlying Educational Success for Linguistic Minority Students -- Chapter 3 Multilingual Education for Global Justice: Issues, Approaches, Opportunities -- Chapter 4 Designing Effective Schooling in Multilingual Contexts: Going Beyond Bilingual Models -- Chapter 5 The Tension Between Linguistic Diversity and Dominant English -- Chapter 6 Literacy and Bi/multilingual Education in Africa: Recovering Collective Memory and Expertise -- Chapter 7 Empowering Indigenous Languages - What can be Learned from Native American Experiences? -- Chapter 8 Education, Multilingualism and Translanguaging in the 21st Century -- Chapter 9 Privileging Indigenous Knowledges: Empowering Multilingual Education in Nepal -- Chapter 10 The Caste System Approach to Multilingualism in Canada: Linguistic and Cultural Minority Children in

French Immersion -- Chapter 11 The Contribution of Post-colonial Theory to Intercultural Bilingual Education in Peru: An Indigenous Teacher Training Programme -- Chapter 12 Reversing Language Shift Through a Native Language Immersion Teacher Training Programme in Canada -- Chapter 13 The Ethnic Revival, Language and Education of the Sámi, an Indigenous People, in Three Nordic Countries (Finland, Norway and Sweden) -- Chapter 14 Hundreds of Home Languages in the Country and many in most Classrooms: Coping with Diversity in Primary Education in India -- Chapter 15 Overcoming the Language Barrier for Tribal Children: Multilingual Education in Andhra Pradesh and Orissa, India -- Chapter 16 Language Matters, so does Culture: Beyond the Rhetoric of Culture in Multilingual Education -- Chapter 17 Multilingual Education Concepts, Goals, Needs and Expense: English for all or Achieving Justice? -- References -- Index

Sommario/riassunto

The principles for enabling children to become fully proficient multilinguals through schooling are well known. Even so, most indigenous/tribal, minority and marginalised children are not provided with appropriate mother-tongue-based multilingual education (MLE) that would enable them to succeed in school and society. In this book experts from around the world ask why this is, and show how it can be done. The book discusses general principles and challenges in depth and presents case studies from Canada and the USA, northern Europe, Peru, Africa, India, Nepal and elsewhere in Asia. Analysis by leading scholars in the field shows the importance of building on local experience. Sharing local solutions globally can lead to better theory, and to action for more social justice and equality through education.
