

1. Record Nr.	UNINA9910864194903321
Titolo	Language Education Policies in Multilingual Settings : Exploring Rhetoric and Realities in Situ / / edited by Laura Gurney, Lakshman Wedikkarage
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
ISBN	9783031574849 3031574842
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (226 pages)
Collana	Multilingual Education Yearbook, , 2522-543X
Disciplina	370.1175
Soggetti	Language and languages - Study and teaching Education and state Language Education Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1: Multilingual education: Rhetoric and realities - Laura Gurney, Lakshman Wedikkarage -- Chapter 2: Native-speakerism, (dis) empowerment, and paradoxes of internationalization: An autoethnography of success and failure in language teaching and learning in Japan - Robert Lowe -- Chapter 3: Linguistic and cultural diversity of international lecturers as pedagogic resources in the EMI higher education - Koun Choi -- Chapter 4: Plurilingual teacher identity: Tensions and negotiations through native English-speaking teachers' plurilingual teaching practices - John McGaughey -- Chapter 5: Students' perceptions of translilingual pedagogic practices in a Chinese EMI university - Malila C. A. Prado -- Chapter 6: Students as multilingual influencers: Towards linguistically diverse higher education in Anglophone contexts - Michiko Weinmann, Rod Neilsen, Israel Holas, Alistair Welsh, Su James, Ethan Colley, Hend Elkharraz -- Chapter 7: Exploring culturally responsive pedagogy for multilingual education in Aotearoa New Zealand language classrooms: Perspectives of teachers - Grace Yue Qi -- Chapter 8: Allocating limited library resources to linguistically diverse 8 communities: How can the superdiversity concept help? - Chiew Hong Ng, Cheung Yin Ling -- Chapter 9:

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Sommario/riassunto

The volume provides grounded and contemporary insight into multilingual education from diverse perspectives – stemming from the authors' epistemic, cultural and geographic positioning around the world in different educational milieu – and will give both academic and practitioner audiences an up-to-date picture of multilingual education in the early 2020s. Multilingual education policies are continually implemented, re-evaluated and debated around the world, from primary to tertiary education. Fundamentally, however, educational policies manifest in classroom practice; the language envisaged in policy becomes the languaging of practice as teachers, learners and stakeholders negotiate educational curricula together. Internal and external forces – from resourcing to the Internet, to broader events such as pandemics and changes in government – shape the landscapes in which policies are enacted. The volume is extending the themes of the Multilingual Education Yearbook series in line with current developments in theory, research and practice. As such, this book provides a wealth of information to practitioners (teachers and teacher educators), researchers in applied linguistics and language education, postgraduate students in the field of applied linguistics, and policymakers. .