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Altri autori (Persone)	BarnardRoger <1946-> GlynnT (Ted)
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Note generali	Description based upon print version of record.
Nota di contenuto	1. Languages in New Zealand: population, politics, and policy / Roger Peddie -- 2. A community elder's role in improving reading and writing for M?aori students / Ted Glynn and Mere Berryman -- 3. Reciprocal language learning for M?aori students and parents / Mere Berryman and Ted Glynn -- 4. Samoan children's bilingual language and literacy development / John McCaffery and Patisepa Tuafuti, in association with Shirley Maihi, Lesley Elia, Nora Ioapo, and Saili Aukuso -- 5. A five-year-old Samoan boy interacts with his teacher in a New Zealand classroom / Elaine W. Vine -- 6. Students from diverse language backgrounds in the primary classroom / Penny Haworth -- 7. Private speech in the primary classroom: Jack, a Korean learner / Roger Barnard -- 8. The construction of learning contexts for deaf bilingual learners / Rachel Locker McKee and Yael Biederman -- 9. Community language teacher education needs in New Zealand / Nikhat Shameem -- 10. Students as fact gatherers in language-in-education planning / Donna Starks and Gary Barkhuizen -- 11. Responding to language diversity: a way forward for New Zealand education / Ted Glynn.
Sommario/riassunto	This text contains case studies relating the experience of bilingual

children in various settings in New Zealand primary schools. The contexts include a Maori immersion school, a Samoan bilingual unit, and mainstream classrooms which cater for immigrant and deaf children. Suggestions for educational policy, teacher development and research are made.
