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Nota di contenuto	Front matter -- Contents -- Editors' Preface -- Chapter 1. Weaving Spaces and (De)constructing Ways for Multilingual Schools: The Actual and the Imagined -- Chapter 2. Identity Texts: The Imaginative Construction of Self through Multi-literacies Pedagogy -- Chapter 3. Imagining Multilingual Education in France: A Language and Cultural Awareness Project at Primary Level -- Chapter 4. Reimagining Multilingual America: Lessons from Native American Youth -- Chapter 5. Attitudes Towards Language Learning in Different Linguistic Models of The Basque Autonomous Community -- Chapter 6. Back to Basics: Marketing the Benefits of Bilingualism to Parents -- Chapter 7. Popular Education and Language Rights in Indigenous Mayan Communities: Emergence of New Social Actors and Gendered Voices -- Chapter 8.

Imagined Multilingual Schools: How Come We Don't Deliver? -- Chapter 9. Monolingual Assessment and Emerging Bilinguals: A Case Study in the US -- Chapter 10. The Long Road to Multilingual Schools in Botswana -- Chapter 11. Nichols to NCLB: Local and Global Perspectives on US Language Education Policy -- Chapter 12. Cultural Diversity, Multilingualism and Indigenous Education in Latin America -- Chapter 13. Multilingualism of the Unequals and Predicaments of Education in India: Mother Tongue or Other Tongue? -- Biographies -- References -- Index

Sommario/riassunto

This book brings together visions and realities of multilingual schools throughout the world in order to examine the pedagogical, socioeducational, and sociopolitical issues that impact on their development and success. The chapters describe and analyze pedagogical, instructional, and policy efforts to develop multilingualism through school with different targeted populations -- immigrant students, indigenous peoples, traditional minorities, majorities, and multiethnic/multilingual groups. Each contribution, many written by well-known scholars in the field of bilingual and multilingual education, affirms the desirability of multilingualism as a societal resource and as a right of individuals, while acknowledging the social, economic and political differences that make the acquisition of multilingualism easy for some, and difficult for others. And yet, the book focuses on the school as a place of promise and resistance, having the potential to preserve, recover, and expand the world's linguistic diversity. The introduction, written by the co-editors, identifies the conceptual threads that are developed throughout the chapters. But the chapters themselves remind us of the importance of local conditions, despite the global pressures of the 21st century, in imagining and creating multilingual educational spaces.
