

1. Record Nr.	UNINA9910813554303321
Titolo	Acquiring Lingua Franca of the modern time : current issues and strategies in ESL studies / / edited by Elena Polyudova
Pubbl/distr/stampa	Newcastle upon Tyne : , : Cambridge Scholars Publishing, , 2014
ISBN	1-4438-7136-2
Descrizione fisica	1 online resource (148 p.)
Soggetti	English language - Study and teaching - French speakers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	TABLE OF CONTENTS; ACKNOWLEDGEMENTS; INTRODUCTION; CHAPTER ONE; CHAPTER TWO; CHAPTER THREE; CHAPTER FOUR; CHAPTER FIVE; APPENDIX 1; APPENDIX 2; AUTHORS
Sommario/riassunto	This volume brings together a selection of current strategies in the studying of English as a Second Language (ESL) and English as a Foreign Language (EFL) from the perspectives of modern linguistic theory and praxis. Educators from various different countries examine current methods of English language learning in a global environment in which it has become a contemporary lingua franca. Several chapters in the book are taken from the session ""ESL Studies"" held at the 111th PAMLA (Pacific Anc...

2. Record Nr.	UNINA9911009272003321
Titolo	Decoloniality, language and literacy : conversations with teacher educators / / edited by Carolyn McKinney and Pam Christie
Pubbl/distr/stampa	Bristol, UK ; ; Jackson, TN : , : Multilingual Matters, , [2022] ©2022
ISBN	9781788929264 1788929268 9781788929257 178892925X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (232 pages) : illustrations (chiefly color)
Collana	Studies in knowledge production and participation ; ; 3
Disciplina	370.9724
Soggetti	Education - Developing countries Non-formal education - Developing countries Language and education - Developing countries Literacy - Developing countries Teachers - Training of - Developing countries
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Intro -- DOI https://doi.org/10.21832/MCKINN9240 -- Contents -- Acknowledgements -- Contributors -- Prologue -- Introduction: Conversations with Teacher Educators in Coloniality -- Part 1 De/coloniality in Schooling -- 2 De/coloniality in South African Language in Education Policy: Resisting the Marginalisation of African Language Speaking Children -- 3 Navigating Hegemonic Knowledge and Ideologies at School: Children's Oral Storytelling as Acts of Agency and Positioning -- 4 Identity Meshing in Learning Science Bilingually: Tales of a 'Coconut Nerd' -- Part 2 Delinking from Coloniality in Teacher Education -- 5 Visual Essay: Teaching and Learning beyond the Classroom: What Can We Learn from Participating in Struggle with our Students? -- 6 Learning Science from umaGogo: The Value of Teaching Practice in Semi-rural School Contexts -- 7 Engaging Deficit: Pre-service Teachers' Reflections on Negotiation of Working-class Schools -- 8 Thirdspace Thinking: Expanding the Paradigm of Academic

Literacies to Reposition Multilingual Pre-service Science Teachers -- 9
Delinking from Coloniality and Increasing Participation in Early Literacy Teacher Education -- 10 Reinventing Literacy: Literacy Teacher Education in Contexts of Coloniality -- Part 3 Conversations with Teacher Educators in Brazil, Canada and Chile -- 11 Teacher Education amid Centralising/ Colonial and Decentralising/ Decolonial Forces -- 12 Education for Depth: An Invitation to Engage with the Complexities and Challenges of Decolonizing Work -- 13 Transnational Connections in the Global South: A Reflection on this Book's Reception -- Index.

Sommario/riassunto

"Through a range of unconventional genres, representations of data, and dialogic, reflective narratives alongside more traditional academic genres, this book engages with contexts of decoloniality and border thinking in the Global South. It captures the learning that takes place beyond the borders of disciplines and formal classroom spaces"--
