

1. Record Nr.	UNINA9911080200803321
Titolo	Expulsion of the Greeks from Egypt. Message from the President of the United States, transmitting correspondence on the subject of the expulsion of the Greeks from Egypt. December 15, 1854. -- Referred to the Committee [sic] on Foreign Affairs and ordered to be printed
Pubbl/distr/stampa	Washington, DC : , : [publisher not identified], , 1854
Descrizione fisica	1 online resource (16 pages)
Collana	Ex. doc. / 33rd Congress, 2nd session. House ; ; no. 12 [United States congressional serial set] ; ; [serial set no. 782]
Altri autori (Persone)	PierceFranklin <1804-1869.>
Soggetti	Deportation Diplomacy Diplomatic documents International relations Intervention (International law) Ambassadors Diplomats Noncitizens Legislative materials.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Batch processed record: Metadata reviewed, not verified. Some fields updated by batch processes. FDLP item number not assigned.

2. Record Nr.	UNINA9911136599603321
Autore	Creese Angela
Titolo	Teacher Collaboration and Talk in Multilingual Classrooms / / Angela Creese
Pubbl/distr/stampa	Blue Ridge Summit, PA : , : Multilingual Matters, , [2005] ©2005
ISBN	9786610501663 9781280501661 1280501669 9781853598234 1853598232
Edizione	[1st ed.]
Descrizione fisica	1 online resource (229 p.)
Collana	Bilingual Education & Bilingualism
Disciplina	371.14/8 418.0071
Soggetti	Native language and education - England - London - Case studies Native language and education - Education (Secondary) - England - London Education, Bilingual - England - London Children of immigrants - England - London Language policy - England - London
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Front matter -- Contents -- Acknowledgements -- A Note on Terminology -- Abbreviations -- Introduction -- Chapter 1. Theoretical and Methodological Frameworks -- Chapter 2. Policy into Practice -- Chapter 3. Teachers in Multilingual Mainstream Classrooms: Enacting Inclusion -- Chapter 4. Teachers Talking: The Discourses of Collaborating Teachers -- Chapter 5. The Discursive Positionings of Teachers in Collaboration -- Chapter 6. Teacher Collaboration in Support and Withdrawal Modes -- Chapter 7. Teaching Partnerships -- Chapter 8. Content-based Language-learning and Language-based Content-learning: Learning a Second Language in the Mainstream Classroom -- Chapter 9. Bilingual Teachers and Students in Secondary School Classrooms: Using Turkish for Curriculum-learning -- Chapter

Sommario/riassunto

This volume looks at the interactions of collaborating teachers in multilingual classrooms and how these impact on what counts as knowledge in the secondary school classroom. It also looks at how policy statements and ideologies around multilingualism position teachers and learners in particular ways. A linguistic ethnographic approach is taken in the study, which considers the discourses of whole class and small group teaching and learning. Chapters consider the relation between different languages, different pedagogues and different teacher identities in the secondary school classroom. The book documents how a policy of inclusion is played out in practice.
