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Nota di contenuto	Frontmatter -- Foreword / Cummins, Jim -- Contents -- Introduction: Towards Critical Multilingual Language Awareness for 21st century schools / Hélot, Christine / Gorp, Koen Van / Frijns, Carolien / Sierens, Sven -- The effects of raising language awareness in mainstream and language classrooms: A literature review (1995-2013) / Sierens, Sven / Frijns, Carolien / Gorp, Koen Van / Sercu, Lies / Avermaet, Piet Van -- Serving policy or people? Towards an evidence-based, coherent concept of language awareness for all learners / Frijns, Carolien / Sierens, Sven / Avermaet, Piet Van / Sercu, Lies / Gorp, Koen Van -- A critical approach to language awareness in France: Learning to live with Babel / Hélot, Christine -- Language awareness amongst "new speakers" in a multilingual classroom / Birmingham, Nicola / O'Rourke, Bernadette -- From plurilingual repertoires to language awareness: Developing primary pupils' proficiency in the language of schooling / Little, David / Kirwan, Déirdre -- Building students' language awareness and literacy engagement through the creation of collaborative multilingual identity texts 2.0 / Prasad, Gail -- Language awareness in action: Primary school students' language practices while performing a multilingual task / Gorp, Koen Van / Verheyen, Steven -- Black-blanc-beur: Challenges and opportunities for developing language awareness in teacher education in France / Mary, Latisha /

Sommario/riassunto

Within the scope of today's globalisation, linguistic diversity is a given fact of the world we live in. In several educational contexts in Europe, language awareness (LA) activities have been introduced with the objective to prepare pupils cognitively, socially and/or critically for life as multilingual, open minded and/or empowered citizens in a diverse world. Despite previous research in various contexts, the concept of LA remains problematic: a generally accepted, evidence-based conceptualisation is missing. This confronts both research and education with a challenge: in order to develop LA activities, implement them successfully in educational contexts and achieve the expected outcomes, we should know what the concept stands for, how it works and why we would choose to implement it in classrooms (or not). This volume focuses on three apparent simple questions: what, how and why? The first question - what? - refers to the concept(ual mess) of LA. The second question - how? - refers to the implementation of LA activities in several educational contexts. The third question - why? - is a recurrent theme running through all the chapters and deals with a reflection on the way we deal (un)consciously with LA activities in education.