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Multilingual Education Yearbook 2019Handbook of Multilingual TESOL in PracticeImagining Multilingual SchoolsReconceptualizing Language Norms in Multilingual ContextsMultilingual Higher EducationLanguage PolicyThe Language of Canon LawSustaining Language UseEnglish as a Local LanguageMultilingual Computing & TechnologyCambodian Migrants' Social Protection, Local Integration, and Multiple Boundaries in the Thai Border Villages of Khok Sung, Sa Kaeo ProvinceWasted OpportunitiesHealth OrganisationPhilipines and the Far EastThe Philippines and the Far EastThe Encyclopædia BritannicaModern Language TeachingSupplement to A Standard Dictionary of the English LanguageThe Encyclopaedia BritannicaOfficial Journal Indika Liyanage Kashif Raza Ofelia García Jones, Sarah Christa van der Walt D. Johnson Judith Hahn M. Paul Lewis Christina Higgins Kimpicheth Chhon (Phra) Edward B. Fiske League of Nations Homer Clyde Stunz Homer Clyde Stuntz James Louis Garvin League of Nations Multilingual Education Yearbook 2019 Handbook of Multilingual TESOL in Practice Imagining Multilingual Schools Reconceptualizing Language Norms in Multilingual Contexts Multilingual Higher Education Language Policy The Language of Canon Law Sustaining Language Use English as a Local Language Multilingual Computing & Technology Cambodian Migrants' Social Protection, Local Integration, and Multiple Boundaries in the Thai Border Villages of Khok Sung, Sa Kaeo Province Wasted Opportunities Health Organisation Philipines and the Far East The Philippines and the Far East The Encyclopædia Britannica Modern Language Teaching Supplement to A Standard Dictionary of the English Language The Encyclopaedia Britannica Official Journal *Indika Liyanage Kashif Raza Ofelia García Jones, Sarah Christa van der Walt D. Johnson Judith Hahn M. Paul Lewis Christina Higgins Kimpicheth Chhon (Phra) Edward B. Fiske League of Nations Homer Clyde Stunz Homer Clyde Stuntz James Louis Garvin League of Nations*

this book offers essential insights into the challenges and complexities surrounding the medium of instruction moi its impact on all languages and stakeholders in multilingual contexts educational processes developments and outcomes moi has been a prominent topic in recent debates on the role of languages in education in multilingual contexts partly because prioritizing one language over others as the medium of instruction has a profound impact on all languages and stakeholders in multilingual contexts these include to name but a few language teachers teacher educators students and policymakers as well as industries and enterprises built around the needs and expectations of these stakeholders this book presents high quality empirical research on education in multilingual societies it highlights research findings that in addition to providing

descriptions of language learning development and use in language contact and multilingual contexts will help shape future language education policy and practices in multilingual societies

this book presents exemplars of multilingualism in tesol worldwide it incorporates essential topics such as curriculum development classroom instruction materials creation assessment and teacher training where tesol and multilingualism co exist and co develop the wide ranging and international collection of chapters is written by leading researchers in multilingualism and tesol from around the world this handbook provides unique insights into a range of practical approaches to promote local indigenous and national languages in english language classrooms across a range of instructional programs in various geographical contexts the book is divided into six sections part 1 presents curricular and principle based approaches to multilingual tesol in esl efl classes part 2 includes chapters that showcase how diverse teachers bring multilingual tesol to their classrooms part 3 discusses the challenges of teaching multilingual tesol and how educators address them in their contexts part 4 provides activities and materials to support local languages in tesol classrooms part 5 addresses assessment issues in multilingual tesol part 6 includes initiatives and examples to prepare tesol teachers to promote multilingualism in esl efl classrooms

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

with cultural and linguistic diversity migration and constant change as defining features of contemporary societies it is increasingly necessary to enhance our capabilities within multilingual environments reconceptualizing language norms in multilingual contexts offers a groundbreaking exploration of language practices and norms in the diverse and dynamic world we inhabit today it challenges the traditional understanding of language norms as stable and stationary instead it embraces multiculturalism and multilingualism as the norm rather than the exception drawing upon a wide range of methodological

approaches this book brings together a collection of position papers critical reflections and explorations by emerging and established voices in the field it delves into how language norms emerge evolve and shape communication in both collective and individual contexts of diversity by reconceptualizing language norms this book sheds light on real and relevant language practices in multilingual and multicultural spaces offering insights from the people who inhabit and navigate these contexts while the content of this book revolves around everyday communication its academic approaches and comprehensive exploration make it a valuable resource for graduate students educators and researchers in the fields of multilingualism and applied linguistics by bridging the gap between language norms and multilingualism this book seeks to advance our understanding of language practices in the increasingly interconnected and diverse world

the general perception that a good command of english is enough to gain access and to be successful in higher education hides the complexity of learning and teaching in multilingual environments and this book shows that all higher education environments are multilingual to some extent strategies like translation interpreting and switching from one language to another not only support learning but also build competence for multilingual professional environments whether institutions focus on widening access to minoritised communities or whether they want to attract more international students the book argues that a multilingual pedagogy is needed to improve student access and success building on work by nancy hornberger colin baker and ofelia garcía the book extends strategies and techniques from bilingual education at school level to multilingual higher education

a detailed overview of the theories concepts research methods and findings in the field of language policy is provided here in one accessible source the author proposes new methodological theoretical and conceptual directions and offers guidance for doing language policy research

in this book judith hahn explores the legal order of the roman catholic church to better understand how the roman catholic church communicates as a legal institution she argues that the language of canon law reveals the political ideology of the church hierarchy and she takes up the tools of language and law scholarship to examine and challenge that language hahn examines the grammar and terminology of canon law and how canon law language makes use of linguistic tricks and techniques to create its typical sound and discusses the comprehension difficulties that arise out of ambiguities in the law out of transfer problems between legal and common language and out of canon law s confusing mix of legal doctrinal and moral norms

how does a language community sustain their language in the face of ever increasing forces of language shift this volume both a textbook and a handbook is the result of ten years of reflection by the authors in light of sil international s 80 years of fieldwork in local language communities using the sustainable use model detailed here readers learn how to advise maintaining use of their language at a sustainable level this could include not only

the level of active literacy but also levels of orality and identity the book is aimed at on the ground workers involved with a community to address issues arising from language and culture contact m paul lewis ph d sociolinguistics georgetown university did fieldwork in guatemala was general editor of the ethnologue and is a sociolinguistics consultant with sil his research interests are language endangerment language policy and planning and language documentation he has consulted and trained on six continents gary f simons ph d linguistics cornell university is chief research officer for sil and executive editor of the ethnologue he was involved in language development in papua new guinea and the solomon islands co founder of the open language archives community olac and co developer of the iso 639 3 identifiers for the world s languages in this clearly written monograph lewis and simons lay the groundwork for those who work with members of local language communities to help them implement diverse activities that most effectively lead to a sustainable level of language use they build appropriately upon the groundbreaking work that was carried out several decades ago by sociolinguists such as charles ferguson robert cooper and joshua fishman adapted from the foreword by g richard tucker

when analyzed in multilingual contexts english is often treated as an entity that is separable from its linguistic environment it is often the case however that multilinguals use english in hybrid and transcultural ways this book explores how multilingual east africans make use of english as a local resource in their everyday practices by examining a range of domains including workplace conversation beauty pageants hip hop and advertising drawing on the bakhtinian concept of multivocality the author uses discourse analysis and ethnographic approaches to demonstrate the range of linguistic and cultural hybridity found across these domains and to consider the constraints on hybridity in each context by focusing on the cultural and linguistic bricolage in which english is often found the book illustrates how multilinguals respond to the tension between local identification and dominant conceptualizations of english as a language for global communication

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