

Multi Lingual

Ofelia García, Joshua A. Fishman

Handbook of Multilingualism and Multilingual Communication Peter Auer, Li Wei, 2007-01-01 This volume is an up-to-date, concise introduction to bilingualism and multilingualism in schools, in the workplace, and in international institutions in a globalized world. The authors use a problem-solving approach and ask broad questions about bilingualism and multilingualism in society, including the question of language acquisition versus maintenance of bilingualism. Key features: provides a state-of-the-art description of different areas in the context of multilingualism and multilingual communication presents a critical appraisal of the relevance of the field, offers solutions of everyday language-related problems international handbook with contributions from renowned experts in the field

Multilingual Norms Madalena Cruz-Ferreira, 2010 Multilinguals are not multiple monolinguals. Yet multilingual assessment proceeds through monolingual norms, as if fair conclusions were possible in the absence of fair comparison. In addition, multilingualism concerns what people do with language, not what languages do to people. Yet research focus remains on multilinguals' languages, as if languages existed despite their users. This book redresses these paradoxes. Multilingual scholars, teachers and speech-language clinicians from Europe, Asia, Australia and the US contribute the first studies dedicated to multilingual norms, those found in real-life multilingual development, assessment and use. Readership includes educators, clinicians, decision-makers and researchers interested in multilingualism.

The Multilingual Turn in Languages Education Jean Conteh, Gabriela Meier, 2014-09-01 This book addresses the ways in which languages education around the world has changed in recent years to recognise and reflect the increasing phenomenon of societal multilingualism. It examines the implications for research, theory, policy and practice.

Multilingual Education Jasone Cenoz, Durk Gorter, 2015 This cutting edge volume explores holistic trends in multilingualism, analysing the processes of both 'becoming multilingual' and 'being multilingual'. Multilingualism has increased in recent years due to globalisation, transnational mobility and the spread of Information and Communications Technology (ICT). This volume explores some of the trends in the study of multilingual education by putting together research studies that analyse the processes of both 'becoming multilingual' and 'being multilingual' in educational contexts.--Publisher's website.

The Multilingual Turn Stephen May, 2013-07-24 Drawing on the latest developments in bilingual and multilingual research, *The Multilingual Turn*

offers a critique of, and alternative to, still-dominant monolingual theories, pedagogies and practices in SLA, TESOL, and bilingual education. Critics of the ‘monolingual bias’ argue that notions such as the idealized native speaker, and related concepts of interlanguage, language competence, and fossilization, have framed these fields inextricably in relation to monolingual speaker norms. In contrast, these critics advocate an approach that emphasizes the multiple competencies of bi/multilingual learners as the basis for successful language teaching and learning. This volume takes a big step forward in re-situating the issue of multilingualism more centrally in applied linguistics and, in so doing, making more permeable its key sub-disciplinary boundaries – particularly, those between SLA, TESOL, and bilingual education. It addresses this issue head on, bringing together key international scholars in SLA, TESOL, and bilingual education to explore from cutting-edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory, pedagogy, and practice in each of these fields.

The Multilingual Reality Ajit K. Mohanty, 2018-11-01 This book is a multidisciplinary analysis of the meaning and dynamics of multilingualism from the perspectives of multilingual societies and language communities in the margins, who are trapped in a vicious circle of disadvantage. It analyses the social, psychological and sociolinguistic processes of linguistic dominance and hierarchical relationships among languages, discrimination, marginalisation and assertive maintenance in multilingualism characterised by a Double Divide, and shows the relationship between educational neglect of languages, capability deprivation and poverty, and loss of linguistic diversity. Its comparative analysis of language-in-education policies and practices and applications of multilingual education (MLE) in diverse contexts shows some promises and challenges in the education of indigenous/tribal/minority children. This book will be of interest to students, researchers, educators and practitioners in sociolinguistics, educational linguistics, psycholinguistics, multilingualism and bilingual/multilingual education.

Multilingual Practices in Language History Päivi Pahta, Janne Skaffari, Laura Wright, 2017-12-18 Texts of the past were often not monolingual but were produced by and for people with bi- or multilingual repertoires; the communicative practices witnessed in them therefore reflect ongoing and earlier language contact situations. However, textbooks and earlier research tend to display a monolingual bias. This collected volume on multilingual practices in historical materials, including code-switching, highlights the importance of a multilingual approach. The authors explore multilingualism in hitherto neglected genres, periods and areas, introduce new methods of locating and analysing multiple languages in various sources, and review terminology,

theories and tools. The studies also revisit some of the issues already introduced in previous research, such as Latin interacting with European vernaculars and the complex relationship between code-switching and lexical borrowing. Collectively, the contributors show that multilingual practices share many of the same features regardless of time and place, and that one way or the other, all historical texts are multilingual. This book takes the next step in historical multilingualism studies by establishing the relevance of the multilingual approach to understanding language history.

Imagining Multilingual Schools Ofelia García,Tove Skutnabb-Kangas,Maria E. Torres-Guzmán,2006 This book brings together visions and realities of multilingual schools throughout the world so as to examine the pedagogical, socioeducational and sociopolitical issues that impact on their development and success. It considers issues of multilingual schooling in different countries and for diverse populations.

Multilingual La La Land Claire Hitchins Chik,2021-09-30 Home to immigrants from more than 140 countries speaking over 180 languages, Los Angeles is a microcosm of the world. While Los Angeles' ethnic enclaves have been the subject of study by researchers from a wide range of fields, these enclaves remain under-researched from a linguistic standpoint. Multilingual La La Land addresses the sociolinguistic landscape of the Greater Los Angeles (GLA) area, providing in-depth accounts of the sixteen most spoken languages other than English in the region. Each chapter introduces the history of the language in the L.A. region, uses census figures and residential densities to examine location-based and network-based speech communities, and discusses the patterns of usage that characterize the language, including motivations to maintain the language. How these patterns and trends bear on the vitality of each language is a central consideration of this book.

Multilingual Communication Juliane House,Jochen Rehbein,2004-01-01 In a world of increasing migration and technological progress, multilingual communication has become the rule rather than the exception. This book reflects the growing interest in understanding communication between members of different linguistic groups and contains a collection of original papers by members of the German Science Foundation's research center on multilingualism at Hamburg University and by international experts, offering an overview of the most important research fields in multilingual communication. The book is divided into four sections dealing with interpreting and translation, code-switching in various institutional contexts, two important strands of multilingual communication: rapport and politeness, and contrastive studies of Japanese and German grammar and discourse. The editors' preface presents the relevant theoretical and methodological background to the issues discussed in this book and points to useful directions for

future research.

The Handbook of Bilingual and Multilingual Education Wayne E. Wright, Sovicheth Boun, Ofelia García, 2017-09-25 The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the dynamic interdisciplinary field of bilingual and multilingual education. Represents the first comprehensive reference work that covers bilingual, multilingual, and multicultural educational policies and practices around the world Features contributions from 78 established and emerging international scholars Offers extensive coverage in sixteen chapters of language and education issues in specific and diverse regional/geographic contexts, including South Africa, Mexico, Latvia, Cambodia, Japan, and Texas Covers pedagogical issues such as language assessment as well as offering evolving perspectives on the needs of specific learner populations, such as ELLs, learners with language impairments, and bilingual education outside of the classroom

The Multilingual Apple Ofelia García, Joshua A. Fishman, 1997 This book will be of special interest to the general reader concerned with the issue of language in the United States, as well as the language specialist and sociolinguist. It has been written to inform those wishing to learn more about the role that languages other than English have had, and continue to have, in the life of the most important United States city, New York. At the same time this volume makes an important contribution to the scholarly literature on urban multilingualism and the sociology of language. The book contains chapters on languages of ethnolinguistic groups who arrived early in New York and which have been somewhat silenced (Irish, German, Yiddish), the languages of groups who made early contributions and continue to be heard in the city (Italian, Greek, Spanish, Hebrew), and languages which are acquiring an important voice in the city today (Chinese, Indian languages, English creoles, Haitian Creole).

Multilingual Computer Assisted Language Learning Judith Buendgens-Kosten, Daniela Elsner, 2018-08-09 Recent developments in education, such as the increasing linguistic diversity in school populations and the digital revolution which has led to new ways of being, learning and socialising, have brought about fresh challenges and opportunities. In response, this book shows how technology enriches multilingual language learning, as well as how multilingual practices enrich computer assisted language learning (CALL) by bringing together two, thus far distinct, fields of research: CALL and multilingual approaches to language learning. The collection includes contributions from researchers and practitioners from three continents to illustrate how native languages, previously studied languages, heritage languages or dialects are activated through technology in formal and informal learning

situations. The studies in this book showcase multilingual language use in chat rooms, computer games, digital stories, ebook apps, online texts and telecollaboration/virtual exchange via interactive whiteboards. This volume will be of interest to researchers interested in language learning and teaching and to practitioners looking for support in seizing the opportunities presented by the multilingual, digital classroom.

Multilingual Literacy Esther Odilia Breuer, Eva Lindgren, Anat Stavans, Elke Van Steendam, 2021-01-21 This book investigates multilingual literacy practices, explores the technology applied in different educational frameworks, the centrality of multilingual literacy in non-formal, informal and formal educational contexts, as well as its presence in everyday life. Thematically clustered in four parts, the chapters present an overview of theory related to multilingual literacy, address the methodological challenges of research in the area, describe and evaluate projects set up to foster multilingual literacy in a variety of educational contexts, analyze the literacy practices of multilinguals and their contribution to language and literacy acquisition. This volume aims to initiate a change in paradigms, shifting from structured and conservative problematizations to inclusive and diverse conceptualizations and practices. To that end, the book showcases explorations of different methodologies and needs in formal and non-formal educational systems; and it serves as a springboard for developing multivocal participatory spaces with opportunities for learning and identity-building for all multilinguals, across different settings, languages, ages and contexts.

The Multilingual Mind Tracey Tokuhamma-Espinosa, 2003 The bulk of the world's population is multilingual, and one in seven Americans speak a language other than English at home. Multilinguals crave answers to question both basic and profound, questions relating to linguistic identity, schools, multiliteracy, how languages are actually learned, and why there are so many variations on individual success. Tokuhamma-Espinosa combines solid research, humor, and real-life examples into 21 informative and entertaining essays about people who experience the world with multiple languages. This book tackles common misconceptions about polyglots (too many languages can cause brain overload, some languages are easier to learn than others, an adult cannot learn a foreign language as fast as a child, etc.) Other topics include: • Curriculum choice • Teaching languages using the multiple intelligences • How different education systems can influence multilingual skills • Language's relationship to mental tasks such as music and math • Languages from the womb and bilingualism from birth • The growth of the trilingual family • The societal situation of third culture kids (those growing outside of their parents' native country) • A special case for foreign language development • The emerging cross-area study of multilingualism

and cosmopolitanism • Questions of linguistic identity • Challenges to normal foreign language learning, such as dyslexia, Downs Syndrome, and deafness

Growing Up with Two Languages Una Cunningham, 2020-02-19 *Growing Up with Two Languages* provides a highly accessible account of the stages of language development, describes and evaluates the various systems and strategies that can be adopted and looks at the problems that can occur when a child is exposed to two languages and cultures. Combining research-informed advice and the experience of parents raising children as speakers of a wide range of languages in every populated continent in the world, this book and its associated web material will answer questions, offer tried and tested strategies to keep children speaking a minority language, and provide material to enlist the support of the extended family, teachers and others. The perspective of adults who were themselves raised speaking more than one language is included. New to this edition is a chapter focusing on families raising children as speakers of indigenous and threatened languages as well as chapters for teachers and health professionals who want to know more about multilingual child language development and how they can support parents to continue speaking their language with their children. With new and updated first-hand advice, Internet resources and examples throughout, this book also includes a chapter that introduces important recent research into multilingual children and further reading guides for those who want to know more. This book is for parents who are raising or plan to raise children as speakers of more than one language, and for the teachers and healthcare workers who meet and can support them.

Flexible Multilingual Education Jean-Jacques Weber, 2014-05-12 This book examines the benefits of multilingual education that puts children's needs and interests above the individual languages involved. It advocates flexible multilingual education, which builds upon children's actual home resources and provides access to both the local and global languages that students need for their educational and professional success. It argues that, as more and more children grow up multilingually in our globalised world, there is a need for more nuanced multilingual solutions in language-in-education policies. The case studies reveal that flexible multilingual education – rather than mother tongue education – is the most promising way of moving towards the elusive goal of educational equity in today's world of globalisation, migration and superdiversity.

The Multilingual Lexicon Jasone Cenoz, Britta Hufeisen, U. Jessner, 2003-08-31 This book is unique because it explores the multilingual lexicon by providing insights from research studies conducted in psycholinguistics, applied linguistics and neurolinguistics. It goes beyond the use of two languages

and thus concentrates on a new and developing area in linguistic research. The different perspectives provide a link to the mainstream work on the lexicon and vocabulary acquisition and will stimulate further debate in these areas and in the study of multilingualism.

European Multilingualism Rosita Rindler Schjerve, Eva Vetter, 2012 Expanding on the results of the EU project LINEE (Languages in a Network of European Excellence), this book pursues a multi-focal approach which elaborates on European Multilingualism as an ongoing process of shaping policy and generating scientific knowledge.

Multilingual Approaches for Teaching and Learning Claudine Kirsch, Joana Duarte, 2020-03-04 Multilingual Approaches for Teaching and Learning outlines the opportunities and challenges of multilingual approaches in mainstream education in Europe. The book, which draws on research findings from several officially monolingual, bilingual, and multilingual countries in Europe, discusses approaches to multilingual education which capitalise on students' multilingual resources from early childhood to higher education. This book synthesises research on multilingual education, relates theory to practice, and discusses different pedagogical approaches from diverse perspectives. The first section of the book outlines multilingual approaches in early childhood education and primary school, the second looks at multilingual approaches in secondary school and higher education, and the third examines the influence of parents, policy-makers, and professional development on the implementation and sustainability of multilingual approaches. The book demonstrates that educators can leverage students' multilingualism to promote learning and help students achieve their full potential. This book will be of great interest to academics, researchers, and postgraduate students in the fields of language education, psychology, sociolinguistics, and applied linguistics.

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