

Foundations Of Bilingual Education 5th Edition Baker

The book aims to establish the concept of attitudes as more central to the study of minority and majority languages. The strong tradition of attitude theory and research from social psychology is made relevant to language restoration and decay. Original research shows how attitude to bilingualism is conceptually distinct from attitude to a specific language. A piece of research in Wales investigates the origins of language attitudes in individual differences and in environmental attributes.

This conveniently organized resource book reflects the latest, most exciting ideas in literature focus units, reading/writing workshop, and thematic instruction. It provides step-by-step instructions for using fifty research based, classroom tested literacy strategies-encompassing reading, writing, listening, speaking, and visualizing-and for each, supportive material helps classroom teachers decide the when, why, and how of optimal use. A Categorical Index of strategies appears on the inside front cover, serving as a handy reference for classroom

use, making strategy selection easier and more reliable. New instructional strategies such as interactive writing, story retelling, and word sorts have been included. A supplemental book to assist elementary school teachers in literacy and language arts.

In recent years we have witnessed a growing interest in multilingualism and its relationship with the learning and teaching of second/foreign languages. However, multilingualism is a highly complex phenomenon, which has a direct influence on how we learn languages. For instance, do we learn a second/foreign language in a similar way in a multilingual context as in a monolingual one? What is the role of the other languages spoken in the community? Do contrasting learning contexts, like CLIL or studying abroad, produce different results? Can positive emotions such as foreign language enjoyment have an active role in the foreign language learning process? These and other topics will be discussed in this book, with the aim of understanding multilingualism, how languages are learned and how to teach them better. This book was originally published as a special issue of the International Journal of

Multilingualism.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to

improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

The success of this best-selling text lies in the author's

belief that a good text talks with, rather than at, its readers. Shaffer does an extraordinary job of anticipating students' interests, questions, and concerns while treating them as active participants in the process of learning about social and personality development. The Sixth edition of SOCIAL AND PERSONALITY DEVELOPMENT features clearly written, current coverage of social and personality development that aids students in discovering the causes, processes, and complexities that underlie developmental change. Students learn why biological and environmental factors, contextual factors such as cross-cultural, familial, neighborhood, school, and peer-group influences cause change in children. Shaffer also explores the approaches that researchers use to test their theories and answer important questions about developing children and adolescents. This book's effective coverage of field research stands out from other texts not only for its accuracy and currency, but because Shaffer consistently juxtaposes classic research with the latest breakthroughs in a way that helps students appreciate how knowledge builds on earlier findings. This edition features a much stronger emphasis on cultural

influences on development. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Attitudes and Language

An Introductory Reader to the Writings of Jim Cummins

6th Edition

4th Edition

Language Policies and (Dis)Citizenship

Transforming the Workforce for Children Birth Through Age 8

Bilingual Education: From Compensatory to Quality

Schooling, Second Edition maintains its original purpose of synthesizing the research on successful bilingual education in order to demonstrate that quality bilingual education is possible and desirable. Findings from a wide range of studies are integrated to provide a clear picture of bilingual education in today's schools, and a professional understanding of the foundations and issues surrounding bilingual education programs. The recommendations offered provide a comprehensive basis for planning, developing,

*improving, and evaluating bilingual programs. For clarity, these recommendations are discussed with respect to the whole school, the curriculum, and the classroom, but it is stressed that they need to be applied in a holistic way because they depend on each other. All educators who work or will work with bilingual students--classroom teachers, administrators, and curricula developers--will find the information in this text essential and will appreciate the straightforward approach and easy reading style. New in the Second Edition: *A new Chapter 1, Pursuing Successful Schooling, includes the definition of success that frames the content of the book, and a review of how the research on bilingual education has changed. *Chapter 2, Bilingual Education Debate, is substantially revised to address major changes in demographics and legislation. *Chapter 3, Contextual and Individual Factors: Supports and Challenges, is updated to include important new research on the external and internal factors affecting learners and a new section on peers. *Chapter 4, Creating a Good School, is*

*reorganized and updated. *Chapter 5, Creating Quality Curriculum, is updated throughout, particularly the sections on teaching content areas and assessment. *Chapter 6, Creating Quality Instruction, includes extensive new material in the sections on "Teaching English and In English" and "Teaching Students with Limited Schooling." *Chapter 7, Beyond the Debate, has an extensive new section describing and analyzing how the framework for quality education can be used as a guide to help create a new program.*

"The Foundations of Dual Language Instruction" is a practical, comprehensive, objective look at dual language instruction and the social, political, historical, and educational issues of teaching second language learners in today's diverse classrooms. With its emphasis on English language learners, the book provides descriptions of effective programs and instructional strategies that can be used in the classroom. Included are sections on the history and legal underpinnings of schooling in two languages,

language policy in the U.S. and around the world, considerations of changing demographics and implications for educators, and the dynamics of culture in schooling. "In this new, reorganized Sixth Edition . . . " Updated information in Chapter 7, "Second Language Instruction," presents program models and instructional strategies to fully familiarize readers with Sheltered Instruction Observation Protocol (SIOP) and how it is used in classrooms to support effective instruction for L2 learners. Readers are familiarized with the important developments in World-Class Instructional Design and Assessment standards (WIDA) and new consortia that are focusing on proficiency testing (Chapter 8). Teachers see how to close the achievement gap through expanded information and reflections on their roles. Key questions at the beginning of each chapter provide a better focus for readers. Updated references and research ensures that readers get the most up-to-date information available. Links to sources of up-to-date information are plentiful in

each chapter through the addition of web and media resources.

Bilingual education is one of the fastest growing disciplines within applied linguistics. This book includes the work of 20 specialists working in various educational contexts across Europe, Latin America and North America to create a volume which is both comprehensive in scope and multidimensional in its coverage of current bilingual initiatives. The central themes of this volume, which draws on past experiences of bilingual education, include issues in language use in classrooms at elementary, secondary and tertiary levels; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools. This collection will be of interest to teachers and administrators in bi- and multilingual education programs, as well as scholars working in the field of language education.

The book is arranged alphabetically from Academic English

to Zelasko, Nancy.

The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels.

Vitality, Conflict and Change

The Multilingual City

The Case Against Bilingual Education

Heteroglossia as Practice and Pedagogy

Agency in Interactions Between Children, Teachers, and Parents

Southeast Asian Perspectives

The contribution of Jim Cummins to bilingualism and bilingual education has been substantial and profound. This reader provides a comprehensive compilation of his most important influential texts. The book also provides a detailed biographical introduction and a commentary on the growth of ideas over three decades.

The book looks at world-wide evidence on issues surrounding bilingualism and bilingual education. These issues include the relationship between bilingualism and intelligence,

advantages and disadvantages of bilingual education and the role of attitude and motivation in bilingualism.

Now available in a revised and expanded edition, this accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book a perennial favourite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment methods. The authors have updated their bestseller to reflect recent shifts in policies, programs, and practices due to globalization and the changing economy, demographic trends and new research on EL pedagogy. A totally new chapter highlights multimedia and multimodal instructional possibilities for engaging EL students. This Second Edition is essential reading for all teachers of language-minority students, as well as principals, superintendents, and policymakers. This book is an exploration of the vitality of multilingualism and of its critical importance for contemporary cities. It examines how the city has emerged as a key driver of the future, a concentration of different, changing cultures which somehow manage to create a shared identity. The book uses the recent LUCIDE multilingual city reports as a basis for discussion and analysis, and deals with both societal and individual multilingualism in a way that covers the full range of their historical, contemporary, visual/audible, psychological, educational and policy-oriented aspects. The book will be of interest to students and researchers of

multilingualism, migration studies, European Studies, anthropology, sociology and urban studies. This volume explores the concept of 'citizenship', and argues that it should be understood as a process of becoming and the ability to participate fully, rather than as a status that is inherited, acquired, or achieved. From a courtroom in Bulawayo to a nursery in Birmingham, the authors use local contexts to foreground how the vulnerable, particularly those from minority language backgrounds, continue to be excluded, whilst offering a powerful demonstration of the potential for change offered by individual agency, resistance and negotiation. In addressing questions such as 'under what local conditions does "dis-citizenship" happen?' 'what role do language policies and pedagogic practices play?' and 'what kinds of marginalised borders keep humans from fully participating?' The chapters in this volume shift the focus away from visas and passports to more uncertain and contested spaces of interpretation.

Advocating for English Learners

Selected Essays

Bilingual and ESL Classrooms: Teaching in Multicultural Contexts

Under Attack

The Handbook of Bilingual and Multilingual Education

50 Literacy Strategies

Written as an introductory text from a crossdisciplinary perspective, this book covers individual and societal concepts in minority and majority languages.

Over the past 40 years, Jim Cummins has proposed a number of highly influential

theoretical concepts, including the threshold and interdependence hypotheses and the distinction between conversational fluency and academic language proficiency. In this book, he provides a personal account of how these ideas developed and he examines the credibility of critiques they have generated, using the criteria of empirical adequacy, logical coherence, and consequential validity. These criteria of theoretical legitimacy are also applied to the evaluation of two different versions of translanguaging theory – Unitary Translanguaging Theory and Crosslinguistic Translanguaging Theory – in a way that significantly clarifies this controversial concept.

In this volume, the editors aim to offer a timely focus on preschool bilingual education in the 21st century by drawing attention to the following trends: (1) the diversity of language models and their hybrid, dynamic and flexible nature; (2) the complexities of children's linguistic backgrounds; (3) children's, parents' and teachers' agencies in interaction; and (4) early bilingual development and education as contextually embedded. Given the complexity of providing a global and comprehensive view of these trends in just one issue, the selection of studies included here seeks to offer insightful consideration of these trends using a range of qualitative and quantitative methods. The contributors explore the trends in different socio-cultural and national contexts in five countries: Finland, Sweden, the Netherlands, Israel and Singapore. The book highlights the need on the one hand to examine early bilingual education within specific socio-cultural contexts, and on the other to search for its universal features. It aims to promote the field of preschool bilingual education as a unique research domain by illustrating its distinctiveness. Last but not least, the studies presented here have a

significant contribution to make in the light of the growing interest of policy-makers, ethno-linguistic community leaders, practitioners and researchers in early bilingual development and education. This book was originally published as a special issue of International Journal of Bilingual Education and Bilingualism.

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

A guide on how to implement CLIL in the classroom to foster motivation, engagement and progress in language learning.

Encyclopedia of Bilingual Education

Step by Step

Bilingual Education

A Unifying Foundation

Policies, Programs, and Practices for English Learners, Second Edition

Key Issues in Bilingualism and Bilingual Education

At the center of this book is the complex and perplexing question of how to design professional preparation programs, organizational management practices, public policy systems and robust professional associations committed to and capable of, maintaining confidence, trust and the other hallmarks of responsible professionalism. To do this, we need to rebuild our understanding of professional responsibility from the ground up. We describe how individuals might be prepared to engage in responsible professional service delivery, examine promising options for the reform of professional service systems and finally, outline a reform strategy for improving practice in education and medicine – two essential public services. The nexus of the reform problem in professionalism is establishing a more robust and effective working relationship between teachers and their students; between health care professionals and their patients and between educators and health professionals. Professionalism means acceptance of professional responsibility for student and patient outcomes — not just acceptance of responsibility for technical expertise, but commitment to the social norms of the profession, including trustworthiness and responsibility for client wellbeing. In the past, it may have been sufficient to assume that adequate knowledge can be shaped into standards of professional practice. Today, it is clear that we must take careful account of the ways in which

practicing professionals develop, internalize and sustain professionalism during their training, along with the ways in which this commitment to professionalism may be undermined by the regulatory, fiscal, technological, political and emotional incentive systems that impinge on professional workplaces and professional employment systems.

The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language-related issues in educational contexts. Bringing together the expertise and voices of well-established as well as emerging scholars from around the world, the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics, issues of instruction and assessment, and teacher education, as well as coverage of key topics such as advocacy, critical pedagogy, and ethics and politics of research in educational linguistics. Each chapter relates to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of pertinent research methods, and an assessment of what the future might hold. This volume embraces multiple, dynamic perspectives and a range of voices in order to move forward in new and productive directions, making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in

multilingual and multicultural settings.

There is an urgent need to critically integrate and review the international research literature with a view to informing public debates and policy making regarding the medium of instruction in Hong Kong and other Southeast Asian contexts. This book aims to meet this need.

The book contains a comprehensive selection of outstanding and influential articles on bilingual education in the USA and the rest of the world. It is designed for instructors and students, with questions and activities based on each of the 19 readings for students to engage in active learning.

In this accessible guide to bilingualism in the family and the classroom, Colin Baker delivers a realistic picture of the joys and difficulties of raising bilingual children. The Q&A format of this book makes it the natural choice for the busy parent or teacher who needs an easy reference guide to the most frequently asked questions. This revised edition includes more information on bilingualism in the digital age, and incorporates the latest research in areas such as neonatal language experience, multilingualism, language mixing and the effect that siblings have on family language choice.

Rethinking the Education of Multilingual Learners

A Critical Analysis of Theoretical Concepts

Diary of a Bilingual School

TEExES Bilingual Education Supplemental (164) Book + Online Foundations of Bilingual Education and Bilingualism Preschool Bilingual Education

Teacher candidates seeking certification to become bilingual teachers in Texas public schools must take the TEExES Bilingual Education Supplemental (164) test. This REA test guide provides extensive coverage of the exam's four competencies. In addition to a thorough review, the book features a diagnostic test and full-length practice test that deal with every type of question, subject area, and skill tested on the exam. Both tests are also available online for timed testing conditions, automatic scoring, and instant feedback on every question to help teacher candidates zero in on the topics that give them trouble now, so they can succeed on test day -- Provided by the publisher.

A collection of 18 essays addressing the policy and politics of educating English language learners. Subjects include demographic change and its educational implications, American responses to language diversity, public controversies over bilingual education, high-stakes testing and its impact on English language learners, and the precarious status of language rights in the USA.

The sixth edition of this bestselling textbook has been substantially revised and updated to provide a comprehensive introduction to bilingualism and bilingual education in the 21st century. Written in a compact and clear style, the book covers all the crucial issues in bilingualism at individual, group and societal levels. Updates to the new edition include: □ Greater attention to technological advances and global trends impacting and impacted by bilingualism; □ New trends and issues in bilingual education, including recent research on the effectiveness of different types of bilingual education. □ Issues in the assessment of bilinguals. □ The latest thinking on identity and bilingualism. □ Recent developments in brain imaging research. □ Discussion of the latest terms in bilingualism research including dynamic

bilingualism, translanguaging, transliteracy, and superdiversity, in addition to an enhanced look at multilingualism. Students and instructors will benefit from new features including: □ A comprehensive glossary □ A condensed and updated bibliography. □ Updated international examples of policy, research and practice □ The addition of web resources and discussion questions. □ Fully revised study activities and recommended reading.

Stephen Krashen takes on the critics of bilingual education, providing compelling answers to some persistent questions.

The fifth edition of this bestselling book provides a comprehensive introduction to bilingualism and bilingual education. In a compact and clear style, its 19 chapters cover all the crucial issues in bilingualism at individual, group and national levels. These include: □ defining who is bilingual and multilingual □ testing language abilities and language use □ languages in communities and minority groups □ endangered languages □ language planning, language revival □ the development of bilingualism in infancy and childhood □ bilingualism in the family □ age and language learning □ adult language learning □ bilinguals' thinking skills □ bilingualism and the brain □ theories of bilingualism □ types of bilingual education □ heritage language education □ evaluations of bilingual education □ minority language literacy □ biliteracy and multiliteracies □ effective teaching and learning methods in bilingual classrooms □ the effectiveness of bilingual education in the United States □ the history of bilingual education in the United States □ language minority underachievement □ bilingual special education □ the assessment of language minority children □ Deaf bilinguals □ the spread of English as a global language □ learning English as a second or third language □ language identity and multiple identities □ the politics surrounding language minorities and bilingual education □ assimilation and pluralism □ bilingualism and employment □ bilingualism and the internet

Language, Identity, and Policy

A Parents' and Teachers' Guide to Bilingualism

Rights, Access, Pedagogies

How Languages Are Learned 5th Edition

An Introductory Reader

New Perspectives on Current Research

Dual immersion, a popular new way to cultivate bilingualism, is capturing the attention of parents and educators alike. By bringing together children from diverse backgrounds to learn each other's languages in a natural setting, it has proved far more effective at cultivating fluency than traditional approaches. But how do these programs actually work? What goes on in dual immersion classrooms? And what is it that makes them so effective? *Diary of a Bilingual School* answers these questions with a unique mix of narratives and analysis. Depicting a year in the life of a second-grade classroom, it demonstrates what can happen when the instruction is bilingual and the curriculum is constructivist. The book focuses on Chicago's Inter-American Magnet School, one of the nation's most acclaimed dual immersion programs, where children thrive in an environment that unlocks their intellectual curiosity and enthusiasm for learning. Simultaneously, without conscious effort, they become proficient in two languages and at home in a culture that differs from their own. For those who want to discover the benefits of dual immersion for their children or for their students -- or who want to learn more about child-centered approaches to teaching -- *Diary of a Bilingual School* is a must.

This volume provides an up-to-date collection of key aspects related to current preschool

bilingual education research from a socio-linguistic perspective. The focus is on preschool bilingual education in multilingual Europe, which is characterized by diverse language models and children's linguistic backgrounds. The book explores the contemporary perspectives on early bilingual education in light of the threefold theoretical framework of child's, teachers', and parents' agencies in interaction in preschool bilingual education. Five significant theoretical concepts are promoted in this volume: the ecology of language learning, an educational partnership for bilingualism, a notion of agency in early language development and education, language-conducive contexts, and language-conducive strategies. The volume examines preschool bilingual education as embedded in specific socio-cultural contexts on the one hand and highlights its universal features on the other. The book is a fundamental read for scholars and students of second language teaching, preschool education, and bilingual education in multilingual and multicultural societies.

In this accessible guide to bilingualism in the family and the classroom, Colin Baker delivers a realistic picture of the joys and difficulties of raising bilingual children. This revised edition includes more information on bilingualism in the digital age, and incorporates the latest research in areas such as neonatal language experience, multilingualism and language mixing.

Foundations of Bilingual Education and Bilingualism Multilingual Matters

This book is an introduction to the social and educational aspects of bilingualism. It presents an overview of a broad range of sociolinguistic and political issues surrounding the use of two languages, including code-switching in popular music, advertising, and online social spaces. It

offers a well-informed discussion of what it means to study and live with multiple languages in a globalized world and practical advice on raising bilingual children.

21st Century Pre-school Bilingual Education

Bilingualism in Schools and Society

The Routledge Handbook of Educational Linguistics

CLIL in Practice

From Compensatory To Quality Schooling

Dual Language Education

This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text. Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape

educational opportunity, and presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language, gender, and other social categories and explores teachers' role in addressing them. The text provides a research-based and practical treatment of essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today's schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what

teaching to change the world means and involves. [Click Here for Book Website Pedagogical Features: Digging Deeper](#) sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories, culturally diverse pedagogy, and authentic assessment. New to this Edition: "

Demographic predictions are that students with close connections to their bilingual/bicultural heritages (now labeled "language minority students" by the federal government) will be very large in number in the near future, becoming the majority in many states over the next three decades. The authors feel it is the responsibility of all educators, not just specialists, to prepare themselves to work with language minority students. This time-tested classic text (not an edited volume) integrates theory and practice and provides comprehensive coverage of bilingual and ESL issues. The text integrates the fields of ESL, bilingual, and multicultural education and provides rich examples of effective practices and their underlying research knowledge base and provides an extremely clear and balanced overview of research on teaching in multilingual and multicultural contexts

Now in its fifth edition, the award-winning *How Languages are Learned* has established itself as an indispensable introduction to research in language acquisition and its relationship with classroom practice. Patsy Lightbown and Nina Spada have worked for over four decades in second language research and education. They are highly respected worldwide for making theory and research about language learning accessible and relevant to classroom teaching. This widely acclaimed book remains essential reading for second language teachers.

- Updated content highlights the latest research into second language learning and its relevance to classroom practice
- Activities and questions for reflection personalize content and support critical thinking
- Chapter summaries, discussion questions, weblinks and supplementary activities are available online at www.oup.com/elt/teacher/hlal

Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

This volume presents evidence about how we understand communication in changing times, and proposes that such understandings may contribute to

the development of pedagogy for teaching and learning. It expands current debates on multilingualism, asking which signs are in use and in action, and what are their social, political, and historical implications. The volume's starting-point is Bakhtin's 'heteroglossia', a key concept in understanding the tensions, conflicts, and multiple voices within, among, and between those signs. The chapters provide illuminating accounts of language practices as they bring into play, both in practice and in pedagogy, voices which index students' localities, social histories, circumstances, and identities. The book documents the performance of linguistic repertoires in an era of profound social change caused by the shifting nature of nation-states, increased movement of people across territories, and growing digital communication. "Our thinking on language and multilingualism is expanding rapidly. Up until recently we have tended to regard languages as bounded entities, and multilingualism has been understood as knowing more than one language. Working with the concept of heteroglossia, researchers are developing alternative perspectives that treat languages as sets of resources for expressing meaning that can be drawn on by speakers in communicatively productive ways in different contexts. These perspectives raise fundamental questions about the myriad of ways of knowing and using language(s). This collection brings together the contributions of many of the

key researchers in the field. It will provide an authoritative reference point for contemporary interpretations of 'heteroglossia' and valuable accounts of how 'translanguaging' can be explored and exploited in the fields of education and cultural studies." Professor Constant Leung, King's College London, UK. "From rap and hip hop to taxi cabs, and from classrooms to interactive online learning environments, each of the chapters in this volume written by well-known and up-and-coming scholars provide fascinating accounts drawing on a wide diversity of rich descriptive data collected in heteroglossic contexts around the globe. Creese and Blackledge have brought together a compelling collection that builds upon and expands Bakhtin's construct of heteroglossia. These scholars help to move the field away from the view of languages as separate bounded system by providing detailed examples and expert analyses of the ways bilinguals and multilinguals draw upon their linguistic repertoires for effective and meaningful communication." Wayne E. Wright, University of Texas at San Antonio, USA.

Bilingual and Multilingual Education in the 21st Century
The Fundamental Issue in Education and Health Care Reform
Curriculum Integrated Language Teaching
Multilingualism and L2 Acquisition

Educating Emergent Bilinguals Teaching to Change the World

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translingualism, biliteracy, multiliteracies, metalinguistic and morphological awareness,

superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

Building on Experience
The Foundations of Dual Language Instruction
Social and Personality Development

How a Constructivist Curriculum, a Multicultural
Perspective, and a Commitment to Dual Immersion Education
Combined to Foster Fluent Bilingualism in Spanish and
English-speaking Children
Professional Responsibility