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Applied Linguistics

Within bilingual education, more and more programs are adopting the option of immersion education, in which a second language is used as the medium of instruction. This volume illustrates the implementation immersion education in North America, Europe, Asia, the Pacific, and Africa, showing its use in programs ranging from preprimary to tertiary level and demonstrating how it can function in foreign language teaching, for teaching a minority language to members of the language majority, for reviving or supporting languages at risk of extinction, and for helping learners acquire a language needed for wider communication or career advancement. A final section

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reviews lessons learned from experiences with immersion and explores new directions the approach is taking. This text will be of interest to teachers, teacher educators, and others involved in bilingual education.

This volume focuses on 'practice' from a theoretical perspective and includes implications for the classroom.

This book gathers together 11 empirical-based studies of classroom interaction carried out in different countries, including the USA, England, Kenya, Sweden, and China. Along with a state-of-the-art literature review, the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

This volume builds on Fortune and

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Tedick's 2008 Pathways to Multilingualism: Evolving Perspectives on Immersion Education and showcases the practice and promise of immersion education through in-depth investigations of program design, implementation practices, and policies in one-way, two-way and indigenous programs.

Contributors present new research and reflect on possibilities for strengthening practices and policies in immersion education. Questions explored include: What possibilities for program design exist in charter programs for both two-way and indigenous models? How do studies on learner outcomes lead to possibilities for improvements in program implementation? How do existing policies and practices affect struggling immersion learners and what possibilities can be imagined to better serve such learners? In addressing such questions, the volume

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invites readers to consider the possibilities of immersion education to enrich the language development and educational achievement of future generations of learners.

Case studies of immersion education in North America, Europe, Asia, the Pacific, and Africa.

This insightful collection of essays explores the ways in which open education can democratise access to education for all. It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world. A must-read for practitioners, policy-makers, scholars and students in the field of education.

A seminal work in the field, this book

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shows how transformative education can be applied to world language programs.

The education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher education in practice.

Second Language Teacher Education:

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International Perspectives is an essential professional resource for practicing and prospective second language teacher educators around the world.

The Routledge Handbook of Multilingualism provides a comprehensive survey of the field of multilingualism for a global readership, and an overview of the research which situates multilingualism in its social, cultural and political context. The handbook includes an introduction and five sections with thirty two chapters by leading international contributors. The introduction charts the changing landscape of social and ethnographic research on multilingualism (theory, methods and research sites) and it foregrounds key contemporary debates. Chapters are structured around sub-headings such as: early developments, key issues related to theory and method, new

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research directions. This handbook offers an authoritative guide to shifts over time in thinking about multilingualism as well as providing an overview of the range of contemporary themes, debates and research sites. The Routledge Handbook of Multilingualism is the ideal resource for postgraduate students of multilingualism, as well as those studying education and anthropology.

Based on a synthesis of classroom SLA research that has helped to shape evolving perspectives of content-based instruction since the introduction of immersion programs in Montreal more than 40 years ago, this book presents an updated perspective on integrating language and content in ways that engage second language learners with language across the curriculum. A range of instructional practices observed in immersion and

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content-based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content-based and form-focused instructional options as complementary ways of intervening to develop a learner ' s interlanguage system. A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension, awareness, and production mechanisms, and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback.

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