

Power Prestige And Bilingualism International Perspectives On Elite Bilingual Education Bilingual Education And Bilingualism

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Power, Prestige and Bilingualism International Perspectives on Elite Bilingual Education Author: Anne-Marie de Mejía Format: Paperback - 344 pages Related Formats: Hardback PDF ISBN: 9781853595905 Published: 22 Jul 2002 Series: Bilingual Education & Bilingualism Publisher: Multilingual Matters Dimensions: 245 x 174 Availability:

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Power, Prestige and Bilingualism: International ...

Taking into consideration what has been said above, it can be seen that this form of bilingualism is highly 'visible', in the sense that it provides access to prestigious international languages for those upwardly mobile individuals and their families who need or who wish to be bilingual or multilingual.

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Message 1: *Power, prestige and Bilingualism* by Anne-Marie de Mejia Date: Tue, 07 May 2002 10:53:28 +0000 From: kathryn <kathrynmultilingual-matters.com> Subject: *Power, prestige and Bilingualism* by Anne-Marie de Mejia Title: *Power, Prestige and Bilingualism* Subtitle: *International Perspectives on Elite Bilingualism* Series Title: *Bilingual Education & Bilingualism* Publication Year: 2002 ...

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This book describes a particular type of educational provision referred to as 'elite' or 'prestigious' bilingual education, which caters mainly for upwardly mobile, highly educated, higher socio-economic status learners of two or more internationally useful languages. The development of different types of elite bilingual or multilingual educational provision is discussed and an argument is made for the need to study bilingual education in majority as well as in minority contexts.

This book presents a vision of bilingual education in six South American nations: three Andean countries, Peru, Ecuador, and Colombia, and three 'Southern Cone' countries, Brazil, Argentina and Paraguay. It provides an integrated perspective, including work carried out in majority as well as minority language contexts, referring to developments in the fields of indigeneous, Deaf, and international bilingual and multilingual provision.

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

International Schools have developed since their inception from a largely native English-speaking student body to schools such as the author's, the Vienna International School (VIS), where there are students of 90 nationalities with 65 mother tongues. Maurice Carder proposes a "three-programme model" for addressing the language and curricula needs of these students: a content-based second language programme; a programme of cultural and linguistic training for all staff; and a mother tongue programme for minority students. The model is based on research findings and practice: at the VIS every year approximately 1/3 of the graduating students gain an IB Diploma (International Baccalaureate) because they are able to take their mother tongue (other than English or German) as Language A1. The book contains insightful chapters not only for school leaders, programme designers and teachers, but also for parents. Inserted boxes of student responses give an authentic voice to the needs of second language learners, and many useful resources and websites are given.

"The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education, from the experiences of K-12 schools around the world to the field of teacher education. This book raises important questions and should be read by a broad audience" - Kenneth Cushner, Executive Director of International Affairs and Professor of Education, Kent State University "The editors of this admirable handbook have set out to produce a report on international education. Their consummate success in doing so gives those of us working in the field a new and invaluable resource. The editors may be academics but this is a book largely written by, about and for those whose job it is to teach "internationally". No-one working in international education will fail to be provoked, challenged or inspired by the compelling arguments advanced within this authoritative volume" - Peter MacKenzie, Principal, Hiroshima International School "The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool. An indispensable work highly recommended for education reference collections and the libraries of individual researchers" - J.B.Thomas, Emeritus Professor of Educational Studies, Loughborough University Interest in the field of international education has never been more intense than at present. There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who, through their own professional activities, wish to have their sons and daughters educated in schools that offer programmes based on international values. Such schools have embraced the promotion of international education as one of their major goals and, consequently, an increasing number of organisations currently offer curricula that claim to be international in nature. Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world. This has resulted in wider forms of collaboration between schools in the public and private sectors, nationally and internationally, generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed. This book analyses the origins, contributions and interpretations of international education. The authors identify approaches to research that will progress our knowledge and understanding of the field, and extend and even redraw it, on the basis of the research evidence presented. Content includes: - A historical overview of the ways in which the term "international education" has been interpreted - The theoretical interpretation of international education in its current context - International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions - Conceptual challenges for international education in the future This handbook is an essential resource for those who are involved in the practice and academic study of international education. It will be of particular interest to researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools. 'This volume is another valuable SAGE contribution to the expanding literature on international education. Not all handbooks are described as essential reading but this one will be, and will become an indispensable work of reference highly recommended for education libraries (both academic and governmental) and for the bookshelves of individual researchers and all involved in international education...the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues, practices and future questions presented by international research and practice in international education' - Journal of Research in International Education

Arguing against a common sense view of bilingualism as the co-existence of two linguistic systems, this volume develops a critical perspective which approaches bilingualism as a wide variety of sets of sociolinguistic practices connected to the construction of social difference and of social inequality under specific historical conditions.

It is common for scholarly and mainstream discourses on dual language education in the US to frame these programs as inherently socially transformative and to see their proliferation in recent years as a natural means of developing more anti-racist spaces in public schools. In contrast, this book adopts a raciolinguistic perspective that points to the contradictory role that these programs play in both reproducing and challenging racial hierarchies. The book includes 11 chapters that adopt a range of methodological techniques (qualitative, quantitative and textual), disciplinary perspectives (linguistics, sociology and anthropology) and language foci (Spanish, Hebrew and Korean) to examine the ways that dual language education programs in the US often reinforce the racial inequities that they purport to challenge.

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.

The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

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Second Language Students in English-Medium Classrooms offers a real-life practical guide to teachers that will enable them to serve students from many linguistic and cultural backgrounds effectively. Written in an accessible manner it includes numerous exemplary strategies and resources as well as practical references to the latest uses of embedded technology. All of these are designed to reflect contemporary practice in international schools. The book also tackles the controversial and politically-charged issues of the potentially overwhelming impact of English in global contexts and the use of students' mother-tongues in English-medium classrooms. Written by an author and researcher with over 35 years' experience, this book is an essential resource for all teachers, administrators and parents of children in international schools.

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