

[PDF] Foundations For Multilingualism In Education: From Principles To Practice

Ester J. De Jong - pdf download free book



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Description:

Foundations for Multilingualism in Education: from Principles to Practice equips pre-service and in-service educators with the knowledge and skills they need to make informed language and literacy education decisions in multilingual schools. It also shows multiple pathways for advocacy through classroom and school practices and policy-making, and sets an agenda for research from a multilingual perspective. This foundational text takes a comprehensive, pluralistic approach to theory and research on multilingualism in education. De Jong goes beyond traditional discussions

about "the best bilingual or multilingual model", and introduces four core principles that are applicable across a wide range of multilingual contexts: 1) *Striving for Educational Equity*, 2) *Affirming Identities*, 3) *Promoting Additive Bi/Multilingualism*, and 4) *Structuring for Integration*. Readers learn to apply these principles to practice, policy-making, and research in bilingual, multilingual, and English-medium school contexts.

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Multilingualism is shown to have a key influence on the language teaching professional though the practice of it often contradicts established practices. Specifically, the case of young professionals and language teacher trainees, who have been facing established "one-language-one-teacher" paradigms during their school experience in a particular national or generational setting, highlights the on-going need for change in the field of training language professionals as agents of multilingualism. Furthermore, the pan-European concern of suitable language-teacher education in and for multilingualism needs to be concerned with context-sensitive implementations in a given national or regional environment. multilingualism in practice. The rare perfect practice occurs. because even if we acquire both or several languages in place multilingualism practices in education. 3. Methods. The paper relied on a survey design whereby countries practicing multilingualism in general communication and/or educational functions were surveyed in Africa and outside Africa. The education referred to in this article is not only the formal one but also the informal one. The difference is just. These principles call for the speakers to be proficient in the working languages to effectuate communication. Languages namely Chinese, English, Russian, Spanish "Foundations for Multilingualism in Education: from Principles to Practice" equips pre-service and in-service educators with the knowledge and skills they need to make informed language and literacy education decisions in multilingual schools. It also shows multiple pathways for advocacy through classroom and school practices and policy-making, and sets an agenda for research. "Foundations for Multilingualism in Education: from Principles to Practice" equips pre-service and in-service educators with the knowledge and skills they need to make informed language and literacy education... Foundations for Multilingualism in Education : From Principles to Practice by Ester J. de Jong. Condition is Very Good, lightly read, chapters 1-3 have some yellow highlights, the rest of chapters are clean. do NOT contact me with unsolicited services or offers. post id: 7188830470. posted: 2020-09-02 10:23. email to friend. TM best of [?] Multilingualism is a chance to learn from differences instead of being scared of them. When we take the time to learn about different cultures and ethnicities, then the diversity this education provides offers added strength and self-confidence to the individual. People have a better sense of knowing where they fit in society when they have access to the bigger picture. 3. Multilingualism improves a person's working memory. A multilingual education works to improve the working memory of the individual learning multiple secondary languages. This improvement provides for better information processing

Foundations for Multilingualism in Education : From Principles to Practice by Ester J. de Jong. Condition is Very Good, lightly read, chapters 1-3 have some yellow highlights, the rest of chapters are clean. do NOT contact me with unsolicited services or offers. post id: 7188830470. posted: 2020-09-02 10:23. email to friend. â™¥ best of [?] The principles and practices detailed in this guide apply to all teachers in all IB World Schools offering the MYP. All staff involved in the programme should have access to, and be familiar with, this guide. Teachers and school leaders must have individual access to, and must use, current IB publications.Â Students intending to continue their IB education in the DP after the MYP must be counselled by the school concerning their subject choices in years 4 and 5 in order to ensure appropriate preparation. MYP subject groups form an important common foundation for all students undertaking the MYP globally and provide strong alignment points for students progressing into the DP, allowing them to acquire the necessary skills, knowledge and attitudes to be successful. Foundations for Multilingu has been added to your Cart. Add to Cart. Buy Now. More Buying Choices. 10 new from \$54.50 26 used from \$27.87 1 Rentals from \$41.97. 37 offers from \$27.87. See All Buying Options.Â This book covers the essentials on multilingualism that every new teacher needs to know. The globalization trend demands that educators include other languages as resources in education. Read more. One person found this helpful. Helpful. Comment Report abuse. See all reviews.

Keywords: Multilingualism, Multilingual education, Holistic framework of reference, Nordic countries, Minority languages. Background The article draws upon experiences from the project Network for Researchers of Multilingualism and Multilingual Education, RoMME (2011-2013), where Denmark, Finland, Norway and Sweden are represented. Both documentary studies within the network and the network workshops are used as points of departure for the presentation and discussed in the light of previously published studies in relevant research fields. The object of the study, multilingualism and in particular Towards multilingual education: Basque educational research from an international perspective. Bristol: Multilingual Matters. 288 pp. \$24.95 (paperback). Sociolinguistic foundations of bilingual education. *The Bilingual Review/La revista bilingüe* 9.1, 1-35. García, O. (2007). Policy, possibility and paradox: Indigenous multilingualism and education in Peru and Bolivia. In Cenoz, J. & Genesee, F. (eds.), *Beyond bilingualism: Multilingualism and multilingual education*. Clevedon: Multilingual Matters, 206-242. Hornberger, N. H. & Skilton-Sylvester, E. (2000). "Foundations for Multilingualism in Education: from Principles to Practice" equips pre-service and in-service educators with the knowledge and skills they need to make informed language and literacy education decisions in multilingual schools. It also shows multiple pathways for advocacy through classroom and school practices and policy-making, and sets an agenda for research. "Foundations for Multilingualism in Education: from Principles to Practice" equips pre-service and in-service educators with the knowledge and skills they need to make informed language and literacy education decisions in multilingual schools. 10 new from \$54.50 26 used from \$27.87 1 Rentals from \$41.97. 37 offers from \$27.87. See All Buying Options. This book covers the essentials on multilingualism that every new teacher needs to know. The globalization trend demands that educators include other languages as resources in education. Read more. One person found this helpful. Helpful. Comment Report abuse. See all reviews. Multilingualism is shown to have a key influence on the language teaching professional though the practice of it often contradicts established practices. Specifically, the case of young professionals and language teacher trainees, who have been facing established "one-language-one-teacher" paradigms during their school experience in a particular national or generational setting, highlights the on-going need for change in the field of training language professionals as agents of multilingualism. Furthermore, the pan-European concern of suitable language-teacher education in and for multilingualism needs to be concerned with context-sensitive implementations in a given national or regional environment.