What does it mean to young people to be multilingual? What do multilingual speakers' linguistic resources mean to them? Other issues at stake? Do communities set out to ensure that their languages are maintained and passed on to the next generation? This book examines translanguaging in higher education and provides clear examples of what translanguaging looks like in different contexts. It tells the stories of experts from around the world who ask why this is done and show how it can be done. The book discusses general principles and practical applications of translanguaging. Over the past 40 years, Jim Cummins has proposed a number of highly influential theoretical concepts, including the role of bilingualism and academic language proficiency. In this book, he provides a personal account of how these ideas developed and he reflects on their implications for education. The book includes the work of 20 specialists working in various educational contexts around the world to create a comprehensive and diverse picture of translanguaging. Updates to the new edition include: thorough updates of existing chapters with new data and research; over 500 new citations; a new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest edition of this open access book is designed as an international anthology on the broader subject of inclusion, education, social justice, and efficiency in education. It brings together experts from around the world to discuss the latest research and best practices in education. This book is essential reading for all teachers of language-minority students, as well as policymakers, principals, superintendents, and academics interested in education.
This volume serves that need by providing an original and wide-ranging discussion of theoretical, pedagogical, and educational implications of codeswitching for teaching and learning of language and content in one-way and two-way bilingual classrooms. This book's unique use of sociological theories of pedagogic discourse supports a need to promote the translanguaging ideology of language teaching and learning. By embracing translanguaging as an approach, the current policies and understandings of language learning and teaching can be assessed and improved. This examination utilizes sociological theories of social, linguistic, and multicultural educational policies and practices around the world. Features contributions from 78 established and emerging scholars to provide insights from a variety of perspectives and regions, including South Africa, Mexico, Latvia, and South Korea. This volume should prove a valuable resource for students, teachers, and researchers interested in English teaching and learning, applied linguistics, second language acquisition, and social justice.

The emergence over the last 10 years of the analytic concept, 'Translanguaging', has had a forceful impact on the field of language, bilingualism, and education. Ofelia García and Li Wei trace the development of the theory of Translanguaging, which is a theoretical and instructional approach that aims at improving language and content competences in multilingual contexts. Pedagogical translanguaging is learner-centred and endorses the support and development of all the languages used by students as 'knowledge generators' and many on teacher-researcher collaboration. Together, the chapters provide comprehensive and nuanced insights into the role of translanguaging in education.

With increasing mobility of people across the world, there is a pressing need to develop evidence-based teaching approaches that can support learners in navigating their multilingual identities. This book presents cutting-edge qualitative case-study research across a range of educational contexts, highlighting its promises and challenges. The editors have organized the content to include five key topics: language, learning, teaching, research, and policy. The book is ideal for professionals in education and educators, offering insights into how translanguaging can be implemented in practice and research moving forward.
This edited collection explores the immense potential of translanguaging in educational settings and highlights teachers who are actively engaged in accommodating linguistic diversity in their classrooms. It makes a significant contribution to scholarship on translanguaging and considers the need for pedagogy to reflect and embrace diversity. The chapters provide rich empirical research and document translanguaging in varied educational settings across different countries, where English is not the dominant language. Together they expand our understanding of translanguaging and how it can be applied to a variety of settings. This book will be of interest to students and researchers, especially in education, language education and applied linguistics, as well as to professionals and policymakers.

This volume focuses on research in bilingual and multilingual education. It discusses the results of research conducted in Basque schools and universities where Basque, Spanish and English are used as subjects and as languages of instruction.

This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of rapid change. The book provides case studies of DLBE teachers who: (a) implemented the DLBE model with fidelity; (b) struggled to implement the DLBE model; and (c) adapted the DLBE model to meet the needs of their local communities. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities faced by teachers and interprets district-wide DLBE implementation and the tensions that surface through this process. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities faced by teachers and interprets district-wide DLBE implementation and the tensions that surface through this process. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities faced by teachers and interprets district-wide DLBE implementation and the tensions that surface through this process.

This volume presents evidence about how we understand communication in changing times, and proposes that such understanding can contribute to new theories of multilingualism. 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 multilingualism. 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 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 separate entities, to be acquired and mastered one language at a time. 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. 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 the many ways of knowing and using language(s). This collection will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education.

Addressing the intersections between cognitive, sociocultural, and sociolinguistic research, this volume explores the impact of language in school programming and everyday practices. Confronting a standard monolingual lens, this collection highlights the importance of applying cross-disciplinary approaches to examine bilingualism in relation to topics such as language teaching and curricula, and overall benefits. Ideal for courses in bilingualism, literacy, psychology, and language education, this text is an important resource for understanding and applying transdisciplinary, inclusive approaches to positively influence cognitive development, academic learning, and identity formation in bilingual education.