

Bilingual Education In India And Pakistan

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.

This volume considers a range of ways in which bilingual programs can make a contribution to aspects of human and economic development in the global South. The authors examine the consequences of different policies, programs, and pedagogies for learners and local communities through recent ethnographic research on these topics. The revitalization of minority languages and local cultural practices, management of linguistic and cultural diversity, and promotion of equal opportunities (both social and economic) are all explored in this light. Written as an introductory text from a crossdisciplinary perspective, this book covers individual and societal concepts in minority and majority languages.

The study of bilingualism - the subject of this important textbook - is no longer exclusively an academic preoccupation but is a practical necessity in today's multilingual world. Over the past decades, researchers from a wide range of disciplines - linguistics, psychology, neurology and sociology - have been fragmented and often inaccessible to students. *Bilinguality and Bilingualism* (a thoroughly revised and updated version of the authors' textbook published in French) provides a comprehensive, critical review of current research, focusing on the need for genuinely explanatory accounts and the development of satisfactory theoretical models. The book explores the way in which bilingualism develops in childhood or later, on its social, neurological and psychological foundations, and on the social and cultural consequences of bilingualism. It also explores the wider issues of languages in contact; both psycholinguistic research to language teaching, translation and interpreting, and also language planning and policy-making. The multidisciplinary material is deftly and logically organised to provide a refreshingly clear synthesis which will be invaluable to students and also to specialists who want an up-to-date account of research in different disciplines. It will also be an important reference work for language teachers and for professionals involved in language planning and multilingual education.

The principles for enabling children to become fully proficient multilinguals through schooling are well known. Even so, most indigenous/tribal, minority and marginalised children are not provided with appropriate mother-tongue-based multilingual education (MLE) that would enable them to succeed in school and society. In this book experts from around the world ask why this is, and show how it can be done. The book discusses general principles and challenges in depth and presents case studies from Canada and the USA, northern Europe, Peru, Africa, India, Nepal and elsewhere in Asia. Analysis by leading scholars in the field shows the importance of building on local experience. Sharing local solutions globally can lead to better theory, and to action for more social justice and equality through education.

This book makes a case for the mother tongue as the medium of education for the first 12

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years of the child's life. It describes Nigeria's 6-Year Primary Project, which taught experimental groups of students in their native Yoruba in varying degrees for their first 6 school years, beginning in 1970. The book shows how the mother-tongue education program was planned, organized, and implemented. Chapter 1 traces the historical background of mother-tongue education, describing educational policy and the primary school system under British rule, and the changes made thereafter. Chapter 2 describes plans for the project including initial goals and funding. Chapters 3 and 4 discuss curriculum development and production, describing how panels developed materials for mathematics, science, social studies, Yoruba, and English instruction. Chapter 5 describes teacher preparation, including workshops and on-the-job training. Chapter 6 describes instructional programs and objectives for each subject. Chapter 7 examines problems encountered during the project. Chapter 8 offers a comprehensive evaluation of the project, including methodology and longitudinal achievement test results (from the five sample groups) that compare several variables, including urban and rural settings. Chapter 9 offers observations and recommendations for other countries, noting literacy-rate improvement and enhancement of the instructional language itself. (TES)

An anthology of articles on ethnic bilingualism and bilingual education from a sociolinguistic perspective. It covers theoretical paradigms (primarily structural-functionalism and group conflict theory and the problem formulations in BE typical of the paradigms), practical research methodology and a number of exemplificatory case studies.

The Universal Declaration of Human Rights endorsed in 1948 by member states of the United Nations continues to remain very much valid as it provides the solid foundation for most actions and activities that are aimed at guaranteeing the rights of everybody. The rights enunciated in the Declaration are comprehensive and two that are relevant to the content of this book are the right to education and the right to learn. The right to education and the right to learn are known to have been hotly debated by politicians, policy makers, and implementers. Sometimes, the rights in question here have found their way into political parties' manifestoes, and advocates of the right to education and the right to learn have been quick to bring into judgment politicians who have not lived up to their promises. Even at that, many member states of the United Nations have taken steps to ensure that access to learning is jealously guarded. For education and lifelong learning remain among the primary forces that can guarantee individual, community and national development, as they had always been from time immemorial.

Globally, there has been ample evidence of efforts made by governments to promote the widening of access to participation in learning activities. Even so, the literature on the subject of access and participation has not captured sufficiently what has happened across the world in terms of providing access outside national boundaries in the context of globalization and the rapid creation of the knowledge-based economies of the 21st century.

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact.

"This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore
Additional online resources are available at www.oup.com/elt/teacher/emi
Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the

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university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman
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.

This volume contains interdisciplinary essays on bilingual education in various countries of the world. Some contributions deal with policy and curricular issues with regard to minority and majority language, some consider the enrichment aspect of bilingual education. Others focus on language maintenance and revitalization, still others look at ways in which bilingual education could stabilize the functions of the societal languages. All contributions support bilingualism in society and consider how bilingual education could promote that goal. A special section is devoted to US policies and politics

This handbook introduces a theoretical framework for the situations of language maintenance and shift in which bilingual education is found. It also provides a series of case studies of bilingualism or multilingualism within nation-states.

This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and models are influenced by different populations and different social and historical contexts. International comparisons can shed interesting light on the issues. Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy. This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.

Multilingualism in India is a challenging and stimulating study of the nature and structure of multilingualism in the Indian subcontinent. India, with 1652 mother tongues, between two hundred and seven hundred languages belonging to four language families, written in ten major script systems and a host of minor ones represents multilingualism unparalleled in the democratic world. With four thousand castes and communities and equal number of religious faiths and cults, its multilingualism matches its pluriculturalism.

Functions as a tool for the training of the personnel needed in bilingual education by compiling articles offering historical perspectives and definitions and discussing linguistic factors, programs, practices, and staff development

The Handbook of Bilingualism provides state-of-the-art treatments of the central issues that arise in consideration of the phenomena of bilingualism ranging from the representation of the two languages in the bilingual individual's brain to the various forms of bilingual education, including the status of bilingualism in each area of the world. Provides state-of-the-art coverage of a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling. Includes latest assessment of the global linguistic situation with particular emphasis on those geographical areas which are centers of global conflict and commerce. Explores new topics such as global media and mobile and electronic language learning. Includes contributions by internationally renowned researchers from different disciplines, genders, and ethnicities.

This book examines translanguaging in higher education and provides clear examples of what translanguaging looks like in practice in particular contexts around the world. While higher education has historically been seen as a monolingual space, the case studies from the international contexts included in this collection show us that institutions of higher education are often translingual spaces that reflect the multilingual environments in which they exist. Chapters demonstrate how the use of translanguaging practices within the context of global higher education, where English plays an increasingly important role, allows students and professors to build on their linguistic repertoires to more efficiently and effectively learn

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content. The documentation of such practices within the context of higher education will further legitimize translanguaging practices and may lead to their increased use not only in higher education but also in both primary and secondary schools.

The Book Arises Out Of The 11Th Conference Of The National Academy Of Psychology Held In December 2000. The Papers Reflect The Pluralistic Identity Of Current Psychological Research In India. The Book Presents Evidence Of Culturally Appropriate Research As Well As Of Willingness To Cross And Expand The Boundaries Of This Discipline.

This text brings together visions and realities of multilingual schools throughout the world in order to examine the pedagogical, socioeducational, and sociopolitical issues that impact on their development and success.

Lifespan human development is the study of all aspects of biological, physical, cognitive, socioemotional, and contextual development from conception to the end of life. In approximately 800 signed articles by experts from a wide diversity of fields, The SAGE Encyclopedia of Lifespan Human Development explores all individual and situational factors related to human development across the lifespan. Some of the broad thematic areas will include: Adolescence and Emerging Adulthood Aging Behavioral and Developmental Disorders Cognitive Development Community and Culture Early and Middle Childhood Education through the Lifespan Genetics and Biology Gender and Sexuality Life Events Mental Health through the Lifespan Research Methods in Lifespan Development Speech and Language Across the Lifespan Theories and Models of Development. This five-volume encyclopedia promises to be an authoritative, discipline-defining work for students and researchers seeking to become familiar with various approaches, theories, and empirical findings about human development broadly construed, as well as past and current research.

This book analyzes how the urban disadvantaged in the city of New Delhi learn English. Using qualitative methods the author discusses the pedagogy, texts and contexts in which biliteracy occurs and links English language teaching and learning in India with the broader social and economic processes of globalization in a developing country. The study is situated in a government school, a site where classrooms have rarely been qualitatively described, and where the Three Language Formula (TLF) is being fundamentally transformed due to increasing demand from the community for earlier access to the linguistic capital of English. Through research conducted in a call centre the author also shows what the requirements of new workplaces are and how government schools are trying to meet this demand.

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitical point of view. Produced with University of Cambridge International Examinations, this is a practical guide to support school principals in the implementation of bilingual education, and to help schools with an existing bilingual programme to evaluate and improve their practice. This is the first guide to focus on the development and organisation of a bilingual education programme from the perspective of the school principal. The book suggests how

the major stakeholders - principal, teachers, students and parents - can work together effectively as a cohesive team. Drawing on best practice and research, it includes perspectives from school managers and teachers around the world. Compelling, incisive and wonderfully readable. Whether writing about politics or culture, whether profiling individuals or analyzing a social trend, Ramachandra Guha displays a masterly touch, confirming his standing as India's most admired historian and public intellectual.

This book provides a first systematic and comprehensive account of English in East and South Asia (EESA) based on current research by scholars in the field. It has several unique features. Firstly, it provides a rigorous theoretical overview that is necessary for the understanding of EESA in relation to the burgeoning works on World Englishes as a discipline. Secondly, in the section on linguistic features, a systematic template was made available to the contributors so that linguistic coverage of the variety/varieties is similar. Thirdly, the vibrancy of the sociolinguistic and pragmatic realities that govern actual English in use in a wide variety of domains such as social media, the Internet and popular culture/music are discussed. Finally, this volume includes an extensive bibliography of works on EESA, thus providing a useful and valuable resource for language researchers, linguists, classroom educators, policymakers and anyone interested in the topic of EESA or World Englishes. This volume hopes to advance understanding of the spread and development of the different sub-varieties reflecting both the political developments and cultural norms in the region.

Biliteracy and Globalization
English Language Education in India
Multilingual Matters
Widely spread all over Europe and the world, Content and Language Integrated Learning (CLIL) is the subject of great interest as the ultimate frontier of linguistic and pedagogical research. It impinges on the general cognitive processes involved in learning, on language acquisition and on the development of digital competencies. This volume attests to the spreading of the new "CLIL literacy" in the frame of pluriliteracies, and derives theoretical reflections from case studies and experiential reports, thus addressing both academic and school instructors. It combines research from international CLIL experts with the critical perspectives of academics not directly involved in its instruction.

This book takes a distinctive approach to exploring the experiences and identities of minoritized Latinx mothers who are raising a child who is labeled as both an emergent bilingual and dis/abled. It showcases relationships between families and schools and reveals the myriad of ways in which school-based decisions regarding disability, language and academic placement impact family dynamics. Treating the mothers as experts, this book uses testimonios to explore not only what mothers know but also how they develop funds of knowledge and how they apply them to their child's education. The stories shed light on how mothers perceive their child's disability, how they engage with their child and the value they place on bilingualism. The narratives reveal the complex lives mothers lead and the ways in which they strive to meet the academic and socioemotional needs of their children, regardless of the financial, physical and emotional costs to them. This book has significant implications for researchers and professionals working in bilingual education, special education, inclusive education and disability studies in education.

The Handbook of Bilingual and Multilingual Education presents the first comprehensive international reference work of the latest policies, practices, and theories related to the

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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

An exploration of language socialization from very early childhood through to adulthood, not only in often-studied communities in Canada and the United States, but also in Australia, Bolivia, Egypt, India and Slovakia. The global perspective gained by the inclusion of studies of communities representing every inhabited continent provides readers with an indication of the richness of the field as well as a guide for future work.

Presents state-of-the-art knowledge about languages in contact from individual bilingualism (or bilinguality) to societal bilingualism.

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