

Translanguaging Language Bilingualism And Education Palgrave Pivot

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

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 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.

This edited volume has been compiled in honour of Professor Merrill Swain, one of the most prominent scholars in the field of second language acquisition (SLA) and second language (L2) education. For over four decades, her work has contributed substantially to the knowledge base of the field of applied linguistics, and her ideas have had a significant influence in a range of subfields, including immersion education, mainstream SLA, and sociocultural theory and SLA. The range of topics covered in the book reflects the breadth and depth of Swain's contributions, expertise and interests. The volume is divided into four parts: immersion education, languaging, sociocultural perspectives on L2 teaching and learning, and developments in language as social action.

What does it mean to young people to be multilingual? What do multilingual speakers' linguistic resources mean to them? Are they happy to discard their languages, and assimilate to English, or are there other issues at stake? Do communities set out to ensure that their languages are maintained and passed on to the next generation, and if so, how, and why? What if speakers appropriate and make use of linguistic resources not typically associated with their 'ethnic' or 'heritage' group? Is there consensus about the role and value of particular sets of linguistic resources, or is this contested, and negotiated? How do negotiations about linguistic resources and identities play out in institutional contexts, and what language practices are used in these negotiations? Adrian Blackledge and Angela Creese address these questions, taking a critical perspective to examine issues such as nationalism, heritage, culture, identity negotiation, ideology and power. They offer responses from their detailed investigations of the language practices of multilingual young people and their teaching experiences in complementary schools in four cities in England. As a comprehensive examination of the issues surrounding multilingualism, it will be essential reading for advanced students and researchers of sociolinguistics and multilingualism.

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Building on Bobbie Kabuto's groundbreaking 2010 book *Becoming Biliterate*, this book explores how identity impacts the development of bilingual readers and how reading practices are mediated by family and community contexts. Highlighting bilingual readers from Spanish, Greek, Japanese, and English language backgrounds, Kabuto offers an in-depth, interdisciplinary analysis of these readers' behaviors and identities through the original approach of Biographic Biliteracy Profiles. The Profiles serve as a culturally relevant assessment tool for developing meaningful narratives and can reveal how bilingual readers make sense of texts in the context of their home and school environments. An ideal approach for unpacking the complexity of bilingual reading behaviors and how they change across time, the Profiles allow readers to explore what a bilingual reader's identity means to becoming biliterate; the roles of code-switching and translanguaging; the influences of readers' families and communities; and how they all interact and shape readers' identities, behaviors, and meaning-making. Offering practical applications on observing and documenting bilingual readers, this book is an invaluable resource for scholars and students in courses on bilingualism, L2/ESL reading, and multilingualism.

Translanguaging for Emergent Bilinguals is a thorough examination of the development, evolution, and current realities of educating emergent bilinguals in U.S. classrooms. Through engaging vignettes, readers follow the experiences of emergent bilinguals in a variety of monolingual settings, tracing the challenges encountered by both the students and the schools that serve them. The authors argue that the future of emergent bilingual education lies in an inclusive translanguaging pedagogy. By embracing home languages and cultures, this approach nurtures the development of multiple literacies, enabling individuals to thrive academically, socially, linguistically, and intellectually. The text begins by showing how the authors evolved from monolingual language educators to translanguaging educators and ends with concrete takeaways for successfully using this approach in different education settings. "This book offers an uplifting alternative view of the lives and education of language-minoritized students. The authors present here a practice-based approach to translanguaging for all types of teachers of emergent bilinguals." —From the Foreword by Ofelia García, The Graduate Center, City University of New York "A fascinating volume offering practical as well as theoretical insights into translanguaging pedagogy." —Li Wei, UCL Institute of Education, University College London "Contributes significantly to our understanding of the nature of translanguaging and its potential to transform the education of emergent bilingual students." —James Cummins, University of Toronto

Learning through the medium of a second or additional language is becoming very common in different parts of the world because of the increasing use of English as the language of instruction and the mobility of populations. This situation demands a specific approach that considers multilingualism as its core. Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire. Pedagogical translanguaging is learner-centred and endorses the support and development of all the languages used by learners. It fosters the development of metalinguistic awareness by softening of boundaries between languages when learning languages and content. This Element looks at the way pedagogical translanguaging can be applied in language and content classes and how it can be valuable for the protection and promotion of minority languages. This title is also available as Open Access on Cambridge Core.

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 edited collection explores the immense potential of translanguaging in educational settings and highlights teachers and students negotiating language ideologies in their everyday communicative practices. 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 contexts, with studies from pre-school to adult education in different, mainly European, 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.

Bilingual Education in the 21st Century examines languages and bilingualism as individual and societal phenomena, presents program types, variables, and policies in bilingual education, and concludes by looking at practices, especially pedagogies and assessments. This thought-provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers. Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language, bilingualism and bilingual education, and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies, with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world, and presents cases of how this is being carried out

Bringing together sociolinguistic, linguistic, and educational perspectives, this cutting-edge overview of codeswitching examines language mixing in teaching and learning in bilingual classrooms. As interest in pedagogical applications of bilingual language mixing increases, so too does a need for a thorough discussion of the topic. This volume serves that need by providing an original and wide-ranging discussion of theoretical, pedagogical, and policy-related issues and obstacles in classroom settings—the pedagogical consequences of codeswitching for teaching and learning of language and content in one-way and two-way bilingual classrooms. Part I provides an introduction to (socio)linguistic and pedagogical contributions to scholarship in the field, both historical and contemporary. Part II focuses on codeswitching in teaching and learning, and addresses a range of pedagogical challenges to language mixing in a variety of contexts, such as literacy and mathematics instruction. Part III looks at language ideology and language policy to explore how students navigate educational spaces and negotiate their identities in the face of competing language ideologies and assumptions. This volume breaks new ground and serves as an important contribution on codeswitching for scholars, researchers, and teacher educators of language education, multilingualism, and applied linguistics. The emergence over the last 10 years of the analytic concept, 'Translanguaging', has had a forceful impact on the field of Applied Linguistics. This book addresses how it has contributed to our understandings of language, bilingualism and education. Ofelia García and Li Wei trace the development of the theory of Translanguaging and consider its relationship with traditional theories

and models of language and bilingualism. Based on practices by students and teachers in a variety of educational contexts, this book describes how Translanguaging is used by bilingual learners to learn and by teachers to teach. Ultimately, the book affirms the transformative nature of Translanguaging; it involves the act of languaging between and beyond systems that have previously been described as separate, and in so doing, new meanings emerge and new understandings are generated, transforming not only semiotic systems and speaker subjectivities, but also social structures.

Essay from the year 2020 in the subject English Language and Literature Studies - Linguistics, grade: A, , language: English, abstract: The paper presents an overview of the origins of translanguaging as a concept and also provides definitions that arose so far from its study. It also presents the benefits of translanguaging in education and provides a description of practices and strategies used by both teachers and learners towards a multilingual development in learning environments offering some insight on how translanguaging is used and which goals it aids fulfill. Translanguaging is an approach that came up due to the bilingual tendencies in education following the trends of multinational and multicultural societies of today.

"Shows teachers how to strategically navigate the dynamic flow of bilingual students' language practices to (1) enable students to engage with and comprehend complex content and texts, (2) develop students' linguistic practices for academic contexts, (3) draw on students' bilingualism and bilingual ways of understanding, and (2) support students' socioemotional development and advance social justice"--provided by the publisher.

This expanded edition of the International Multilingual Research Journal's recent special issue on translanguaging -- or the dynamic, normative languaging practices of bilinguals -- presents a powerful, comprehensive volume on current scholarship on this topic. Translanguaging can be understood from multiple perspectives. From a sociolinguistic point of view, it describes the flexible language practices of bilingual communities. From a pedagogical one, it describes strategic and complementary approaches to teaching and learning through which teachers build bridges between the everyday language practices of bilinguals and the language practices and performances desired in formal school settings. The Complex and Dynamic Language Practices of Emergent Bilinguals explores the pedagogical possibilities and challenges of translanguaging practice and pedagogy across a variety of U.S. educational programs that serve language-minoritized, emergent bilingual children and illustrates the affordances of dynamic, multilingual learning contexts in expanding emergent bilingual children's linguistic repertoires and supporting their participation in formalized, school-based language performances that socialize them into the discourses of schooling. Taken together, the chapters in this volume examine the dynamic interactions and complex language ideologies of bilinguals--including pre- and in-service teachers, preK-12 students, and other members of multilingual and multidialectal sociolinguistic communities throughout the United States--as they language fluidly and flexibly and challenge the marginalization of these normative bilingual practices in academic settings and beyond. The articles in this book were originally published in the International Multilingual Research Journal.

Winner of the Modern Language Association's Thirty-Third Mina P. Shaughnessy Prize Winner of the BAAL Book Prize 2014

Translingual Practice: Global Englishes and Cosmopolitan Relations introduces a new way of looking at the use of English within a global context. Challenging traditional approaches in second language acquisition and English language teaching, this book incorporates recent advances in multilingual studies, sociolinguistics, and new literacy studies to articulate a new perspective on this area. Canagarajah argues that multilinguals merge their own languages and values into English, which opens up various negotiation strategies that help them decode other unique varieties of English and construct new norms. Incisive and groundbreaking, this will be essential reading for anyone interested in multilingualism, world Englishes and intercultural communication.

Tongue-Tied is an anthology that gives voice to millions of people who, on a daily basis, are denied the opportunity to speak in their own language. First-person accounts by Amy Tan, Sherman Alexie, bell hooks, Richard Rodriguez, Maxine Hong Kingston and many other authors open windows onto the lives of linguistic minority students and their experience in coping in school and beyond. Selections from these writers are presented along accessible, abridged scholarly articles that assess the impact of language policies on the experiences and life opportunities of minority-language students. Vivid and unforgettable, the readings in *Tongue-Tied* are ideal for teaching and learning about American education and for spurring informed debate about the many factors that affect students and their lives. Visit our website for sample chapters!

The purpose of this book is to promote the value of translanguaging in EFL teaching contexts. To date, translanguaging has been discussed mostly in regards to US and European contexts. This book will examine the teaching beliefs and practices of teachers within a South Korean elementary school context to evaluate the practices of current teachers who use translanguaging strategies when teaching. This examination utilizes sociological theories of pedagogic discourse to discuss the consequences of language exclusion policies on the peninsula. Using these theories, it presents an argument for why EFL contexts like South Korea need to reevaluate their current policies and understandings of language learning and teaching. By embracing translanguaging as an approach, the author argues, they will transform their traditional notions of language learning and teaching in order to view teachers as bilinguals, and learners as emerging bilinguals, rather than use terms of deficiency that have traditionally been in place for such contexts. This book's unique use of sociological theories of pedagogic discourse supports a need to promote the translanguaging ideology of language teaching and learning.

A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), this book draws on a common vision of

translanguaging to present different perspectives of its practice and outcomes in real schools. It tells the story of the collaborative project's positive impact on instruction and assessment in different contexts, and explores the potential for transformation in teacher education. Acknowledging oppressive traditions and obstacles facing language minoritized students, this book provides a pathway for combatting racism, monolingualism, classism and colonialism in the classroom and offers narratives, strategies and pedagogical practices to liberate and engage emergent bilingual students. This book is an essential text for all teacher educators, researchers, scholars, and students in TESOL and bilingual education, as well as educators working with language minoritized students.

This book provides a comprehensive and interdisciplinary examination of dual language education for Latina/o English language learners (ELLs) in the United States, with a particular focus on the state of Texas and the U.S.-Mexico border. The book is broken into three parts. Part I examines how Latina/o ELLs have been historically underserved in public schools and how this has contributed to numerous educational inequities. Part II examines bilingualism, biliteracy, and dual language education as an effective model for addressing the inequities identified in Part I. Part III examines research on dual language education in a large urban school district, a high-performing elementary school that serves a high proportion of ELLs along the Texas-Mexico border, and best practices for principals and teachers. This volume explores the potential and realities of dual language education from a historical and social justice lens. Most importantly, the book shows how successful programs and schools need to address and align many related aspects in order to best serve emergent bilingual Latino/as: from preparing teachers and administrators, to understanding assessment and the impacts of financial inequities on bilingual learners. Peter Sayer, The Ohio State University, USA

The term translingual highlights the reality that people always shuttle across languages, communicate in hybrid languages and, thus, enjoy multilingual competence. In the context of migration, transnational economic and cultural relations, digital communication, and globalism, increasing contact is taking place between languages and communities. In these contact zones new genres of writing and new textual conventions are emerging that go beyond traditional dichotomies that treat languages as separated from each other, and texts and writers as determined by one language or the other. Pushing forward a translingual orientation to writing—one that is in tune with the new literacies and communicative practices flowing into writing classrooms and demanding new pedagogies and policies—this volume is structured around five concerns: refining the theoretical premises, learning from community practices, debating the role of code meshed products, identifying new research directions, and developing sound pedagogical applications. These themes are explored by leading scholars from L1 and L2 composition, rhetoric and applied linguistics, education theory and classroom practice, and diverse ethnic rhetorics. Timely and much needed, *Literacy as Translingual Practice* is

essential reading for students, researchers, and practitioners across these fields.

To respond to the multilingual turn in language education, this volume constitutes a challenge to the traditional, monolingual, and native speakerism paradigm in the field of Teaching English to Speakers of Other Languages (TESOL) through a translanguaging lens. The chapters offer complex global perspectives – with contributions from five continents – to open critical conversations on how to conceptualize and implement translanguaging in teacher education and classrooms of various contexts. The researchers exhibit a shared commitment to transforming TESOL profession that values teachers' and learners' full linguistic repertoires. 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.

Now available in a revised and expanded edition, this accessible guide introduces readers to the issues and controversies surrounding the education of language minority students in the United States. What makes this book a perennial favourite are the succinct descriptions of alternative practices for transforming our schools and students' futures, such as building on students' home languages and literacy practices, incorporating curricular and pedagogical innovations, using proven-effective approaches to parent engagement, and employing alternative assessment tools. The authors have updated their bestseller to reflect recent shifts in policies, programs, and practices due to globalization and the changing economy, demographic trends and new research on EL pedagogy. A totally new chapter highlights multimedia and multimodal instructional possibilities for engaging EL students. This Second Edition is essential reading for all teachers of language-minority students, as well as principals, superintendents, and policymakers.

"This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion. It provides case studies of teachers in the process of implementing and adapting DLBE and highlights the role of teachers as language policymakers"--

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

Addressing the intersections between sociocultural, cognitive, and translanguaging research, this volume explores bilingual development across education and linguistics to discuss and uncover the influences and impact of language policies, school programming, and everyday practices on bilingualism.

From bilingual education and racial epithets to gendered pronouns and immigration discourses, language is a central concern in contemporary conversations and controversies surrounding social inequality. Developed as a collaborative effort by members of the American Anthropological Association's Language and Social Justice Task Force, this innovative volume synthesizes scholarly insights on

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the relationship between patterns of communication and the creation of more just societies. Using case studies by leading and emergent scholars and practitioners written especially for undergraduate audiences, the book is ideal for introductory courses on social justice in linguistics and anthropology.

Looking closely at what happens when translanguaging is actively taken up to teach emergent bilingual students across different contexts, this book focuses on how it is already happening in classrooms as well as how it can be implemented as a pedagogical orientation. It extends theoretical understandings of the concept and highlights its promises and challenges. Using a Transformative Action Research design, six empirically grounded ethnographic case studies describe how translanguaging is used in lesson designs and in the spontaneous moves made by teachers and students during specific teaching moments. The cases shed light on two questions: How, when, and why is translanguaging taken up or resisted by students and teachers? What does its use mean for them? Although grounded in a U.S. context, and specifically in classrooms in New York State, *Translanguaging with Multilingual Students* links findings and theories to different global contexts to offer important lessons for educators worldwide.

Winner of the British Association of Applied Linguistics Book Prize 2014 This book addresses how the new linguistic concept of 'Translanguaging' has contributed to our understandings of language, bilingualism and education, with potential to transform not only semiotic systems and speaker subjectivities, but also social structures.

This book includes the work of 20 specialists working in various educational contexts around the world to create comprehensive and multidimensional coverage of current bilingual initiatives. Themes covered include issues in language use in classrooms; participant perspectives on bilingual education experiences; and the language needs of bi- and multilingual students in monolingual schools.

This book offers a critical exploration of definitions, methodologies and ideologies of English-medium instruction (EMI), contributing to new understandings of translanguaging as theory and pedagogy across diverse contexts. It brings together a number of conceptual and empirical studies on translanguaging in EMI at different educational levels, in a variety of countries, with different approaches to translanguaging, different named languages, and different policies. These studies include several underrepresented contexts across the globe, providing a broad view of how translanguaging in EMI is understood in these educational settings. Furthermore, this book addresses the complexities of translanguaging through a discussion of the affordances and constraints associated with the use of multiple linguistic resources in the EMI classroom.

Detailing qualitative research undertaken with elementary-grade children in a Korean heritage language school in the U.S., this text provides unique insight into the translanguaging practices and preferences of young, emergent bilinguals in a minority language group. *Understanding the Oral and Written Translanguaging Practices of Emergent Bilinguals* examines the role of sociocultural influences on emergent bilinguals' language use and development. Particular attention is paid to the role of immigrant parental involvement and engagement in their bilingual children's language learning and academic performance. Presenting data from classroom audio-recordings, writing, and drawing samples, as well as semi-structured interviews with children and parents, the book identifies important implications for the education of emergent bilinguals to better support their overall language and literacy development. This text will primarily be of interest to doctoral students, researchers, and scholars with an interest in bilingual education, biliteracy, and early literacy development more broadly. Those interested in applied linguistics, the Korean language, and multicultural education will also benefit from this volume.

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible

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introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translingualism, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

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Espinosa and Ascenzi-Moreno demonstrate how our emergent bilingual students who speak two or more languages in their daily lives-- thrive when they are able to use "translanguaging" to tap the power of their entire linguistic and sociocultural repertoires. Additionally, the authors present rich and thoughtful literacy practices that propel emergent bilinguals into reading and writing success. The core of this approach is honoring and leveraging the language and cultural resources emergent bilinguals bring to school-- and rooting instruction in their strengths. Knowing more than one language is, indeed, a gift to the classroom! Includes a foreword by Ofelia Garcia.

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This Element consists of ten short pieces written by prominent discourse analysts in the midst of the COVID-19 pandemic. Each piece focuses on a different aspect of the pandemic, from the debate over wearing face masks to the metaphors used by politicians and journalists in different countries to talk about the virus. Each of the pieces also makes use of a different approach to analysing discourse (e.g. Critical Discourse Analysis, Genre Analysis, Corpus Assisted Discourse Analysis) and demonstrates how that approach can be applied to a small set of data. The aim of the Element is to show how the range of tools available to discourse analysts can be brought to bear on a pressing, 'real-world' problem, and how discourse analysis can contribute to formulating 'real-world' solutions to the problem.

With increasing mobility of people across the world, there is a pressing need to develop evidence-based teaching practices that lead to high-quality education, which serves the needs of inclusive societies and social and epistemic justice. This book presents cutting-edge qualitative case-study research across a range of educational contexts, research-method contributions and theory-oriented chapters by distinguished multilingual education scholars. These take stock of the field of translanguaging in relation to the education of multilingual individuals in today's globalized world. The volume breaks new ground in that all chapters share a focus on teachers as 'knowledge generators' and many on teacher-researcher collaboration. Together, the chapters provide comprehensive and up-to-date applications of the concept of pedagogical translanguaging and present recent research in educational contexts that have hitherto received scant attention, namely

secondary-level education, education for adult immigrants and the school-wide introduction of pedagogical translanguaging in primary school. Chapters 1, 3, 4 and 8 will be free to download as open access publications. We will link to them here as soon as they are available. This volume presents evidence about how we understand communication in changing times, and proposes that such understandings may contribute to the development of pedagogy for teaching and learning. 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 understanding the tensions, conflicts, and multiple voices within, among, and between those signs. 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 performance of linguistic repertoires in an era of profound social change caused by 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 bounded entities, and multilingualism has been understood as knowing more than one language. 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 in different contexts. These perspectives raise fundamental questions about the myriad of ways of knowing and using language(s). 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 'heteroglossia' and valuable accounts of how 'translanguaging' can be explored and exploited in the fields of education and cultural studies." Professor Constant Leung, King's College London, UK. "From rap and hip hop to taxi cabs, and from classrooms to interactive online learning environments, each of the chapters in this volume written by well-known and up-and-coming scholars provide fascinating accounts drawing on a wide diversity of rich descriptive data collected in heteroglossic contexts around the globe. Creese and Blackledge have brought together a compelling collection that builds upon and expands Bakhtin's construct of heteroglossia. These scholars help to move the field away from the view of languages as separate bounded system by providing detailed examples and expert analyses of the ways bilinguals and multilinguals draw upon their linguistic repertoires for effective and meaningful communication." Wayne E. Wright, University of Texas at San Antonio, USA.

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