

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

Ester J. De Jong - pdf download free book



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Author: Ester J. de Jong

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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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Middle Years Programme MYP: From principles into practice. Published May 2014.Â Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries. With the introduction of the MYP in 1994 and the Primary Years Programme (PYP) in 1997, the IB realized a continuum of international education for students aged 3â€“19.Â These fundamental concepts of the programme provided a strong foundation for teaching and learning in the MYP. 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 â€œone-language-one-teacherâ€ 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.Â 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.