

LOOK INSIDE!

**Immersion  
Education  
International  
Perspectives**

*Edited by  
Michael J. Bennett  
University of British Columbia  
Michael J. Bennett  
University of British Columbia*

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# Immersion Education International Perspectives

## Cambridge Applied Linguistics

**Wayne E. Wright, Colin Baker**



### **Immersion Education International Perspectives Cambridge Applied Linguistics:**

Immersion Education Robert Keith Johnson, Merrill Swain, 1997-07-13 Within bilingual education more and more programs are adopting the option of immersion education in which a second language is used as the medium of instruction This volume illustrates the implementation immersion education in North America Europe Asia the Pacific and Africa showing its use in programs ranging from preprimary to tertiary level and demonstrating how it can function in foreign language teaching for teaching a minority language to members of the language majority for reviving or supporting languages at risk of extinction and for helping learners acquire a language needed for wider communication or career advancement A final section reviews lessons learned from experiences with immersion and explores new directions the approach is taking This text will be of interest to teachers teacher educators and others involved in bilingual education

**Immersion Education: International Perspectives** ,1997      **Immersion Education** Diane J. Tedick, Donna Christian, Tara Williams Fortune, 2011 This volume showcases the practice and promise of immersion education through in depth investigations of program design implementation practices and policies in one way two way and indigenous immersion programs Contributors present new research and reflect on possibilities for strengthening practices and policies in immersion education to increase programmatic impact and promote higher levels of language proficiency and literacy among learners      *The Oxford Handbook of Applied Linguistics* Robert B. Kaplan, 2010-09-03 The Oxford Handbook of Applied Linguistics contains 39 original chapters on a broad range of topics in applied linguistics by a diverse group of contributors Its goal is to provide a comprehensive survey of the current state of the field the many connections among its various sub disciplines and the likely directions of its future development The Oxford Handbook of Applied Linguistics addresses a broad audience applied linguists educators and other scholars working in language acquisition language learning language planning teaching and testing and linguists concerned with applications of their work Systematically encompassing the major areas of applied linguistics and drawing from a wide range of disciplines such as education language policy bi and multi lingualism literacy language and gender neurobiology of language psycholinguistics and cognition language and computers discourse analysis language and concordances ecology of language pragmatics translation and many other fields the editors and contributors to The Oxford Handbook of Applied Linguistics provide a panoramic and comprehensive look at this complex and vigorous field This second edition includes five new chapters and the remaining chapters have been thoroughly revised and updated to give a clear picture of the current state of applied linguistics      **The Handbook of Applied Linguistics** Alan Davies, Catherine Elder, 2008-04-15 The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up to date picture of the field of Applied Linguistics Provides a comprehensive and current picture of the field of Applied Linguistics Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems

Valuable resource for students and researchers in applied linguistics language teaching and second language acquisition Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use     Introduction to Applied Linguistics Alan Davies, 2007-07-12 This second edition of the foundational textbook *An Introduction to Applied Linguistics* provides a state of the art account of contemporary applied linguistics The kinds of language problems of interest to applied linguists are discussed and a distinction drawn between the different research approach taken by theoretical linguists and by applied linguists to what seem to be the same problems Professor Davies describes a variety of projects which illustrate the interests of the field and highlight the marriage it offers between practical experience and theoretical understanding The increasing emphasis of applied linguistics on ethicality is linked to the growth of professionalism and to the concern for accountability manifested in the widening emphasis on critical stances This Davies argues is at its most acute in the tension between giving advice as the outcome of research and taking political action in order to change a situation which it is claimed needs ameliorisation This dilemma is not confined to applied linguistics and may now be endemic in the applied disciplines     *Intercultural Citizenship in Language Education* Kaishan Kong, Allison J. Spenader, 2023-10-10 This book explores the framework of Intercultural Citizenship within a variety of US teaching and learning contexts The chapters which comprise both conceptual pieces and empirical research studies represent a wide variety of languages at levels ranging from beginner to advanced from early elementary through higher education contexts They urge us to look carefully at how Intercultural Citizenship enhances and expands the work of world language educators by bringing in additional focus on social justice and critical cultural awareness The book addresses curricular issues professional development models language immersion study abroad virtual exchanges and teacher education in relation to Intercultural Citizenship Through its focus on how Intercultural Citizenship is being enacted in a wide variety of learning contexts in the United States and its theoretical and conceptual investigations of social justice and Intercultural Citizenship the book will be an invaluable resource for teachers teacher educators and researchers working on Intercultural Citizenship     Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia

Europe and North America to broaden the Handbook's international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

**Sociocultural Theory in Second Language Education** Merrill Swain, Penny Kinnear, Linda Steinman, 2011 In this accessible introduction to Vygotskyian sociocultural theory narratives illuminate key concepts of the theory These key concepts addressed across seven chapters include mediation Zone of Proximal Development collaborative dialogue private speech everyday and scientific concepts the interrelatedness of cognition and emotion activity theory and assessment An eighth chapter provides readers with an opportunity to consider two additional narratives and apply the SCT concepts that they have become familiar with These narratives come from individuals in a variety of languages contexts ages and proficiencies We hear from learners teachers and researchers Intended for graduate and undergraduate audiences this textbook includes controversies in the field questions for collaborative discussion and provides references to important work in the literature of second language teaching learning and research This book presents a unique introduction to Sociocultural Theory Through the telling of fascinating stories the authors familiarize the reader with the concepts that are central to the theory and in particular to how the theory relates to the teaching and learning of languages beyond the first It is an exceptional piece of scholarship that I think Vygotsky would have wholeheartedly endorsed James P Lantolf the Pennsylvania State University USA This book is a most welcome addition to the growing literature on sociocultural theory It is refreshing to come across such a reader friendly book dealing with complex constructs The book provides an overview of key concepts in sociocultural theory and then using a set of narratives illustrates how these concepts can be used to explain phenomena in second language learning and teaching As such the authors have succeeded in producing an accessible and highly engaging introduction to sociocultural theory Neomy Storch The University of Melbourne Australia Sociocultural Theory in Second Language Education is a highly recommended and worthwhile book for all those who seek to understand how sociocultural theory is entailed in teaching practice Using narratives of teaching recounted in the voices of language learners and teachers Swain and her co authors bring the major concepts of Vygotsky to life in clear and accessible ways Contributing to the conceptual analysis of each story is information on allied concepts key studies controversies and discussion topics This book is certain to be a mainstay in language teacher education programs and in courses on sociocultural theory and second language acquisition Richard Donato University of Pittsburg USA The authors each from a different background share a passion for sociocultural theory Each author brings stories data and experiences from her area of expertise second language pedagogy and teacher development Linda elementary classroom teaching with second language and bilingual students Penny and teaching and research in bilingual education and second language learning Merrill Penny lectures at the University of Toronto Linda is an associate professor at York University in Toronto Merill is a professor emeritus at OISE University of Toronto

**Learning and Teaching Languages Through Content** Roy Lyster, 2007-03-14 Based on a synthesis of

classroom SLA research that has helped to shape evolving perspectives of content based instruction since the introduction of immersion programs in Montreal more than 40 years ago this book presents an updated perspective on integrating language and content in ways that engage second language learners with language across the curriculum A range of instructional practices observed in immersion and content based classrooms is highlighted to set the stage for justifying a counterbalanced approach that integrates both content based and form focused instructional options as complementary ways of intervening to develop a learner s interlanguage system A counterbalanced approach is outlined as an array of opportunities for learners to process language through content by means of comprehension awareness and production mechanisms and to negotiate language through content by means of interactional strategies involving teacher scaffolding and feedback

**Beyond Bilingualism** Jasone Cenoz,Fred Genesee,1998-01-01 Provides information and advice for teachers on multilingual issues including teaching multilingual students and promoting the acquisition of multiple languages

**Researching Pedagogic Tasks** Martin Bygate,Peter Skehan,Merrill Swain,2013-12-02 Researching Pedagogic Tasks brings together a series of empirical studies into the use of pedagogical tasks for second language learning with a view to better understanding the structure of tasks their impact on students and their use by teachers The volume starts with an introduction to the background and key issues in the topic area and is then organised into three sections the first section focuses on the language and learning of students on tasks the second on the use of tasks in the language classroom the third on the use of tasks for language testing Each section begins with a succinct section introduction and the volume concludes with an afterword relating the theme of the volume to issues in curriculum development The chapters include both experimental and qualitative approaches to the topic some providing original accounts of specific studies others offering overviews of linked series of studies

**English in Europe** Jasone Cenoz,Ulrike Jessner,2000-01-01 This book emerges as a response to the increasing use of English as a lingua franca in the multilingual European context It provides an up to date overview of the sociolinguistic psycholinguistic and educational aspects of research on third language acquisition by focusing on English as a third language

**Foundations of Bilingual Education and Bilingualism** Wayne E. Wright,Colin Baker,2025-05-13 The eighth edition of this bestselling textbook has been revised and updated to provide a comprehensive and accessible 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 Updated chapters with over 500 new citations and the latest demographic and statistical information An expanded Chapter 16 on Deaf Signing People Bilingualism Multilingualism and Bilingual Education to give readers a thorough grounding in the history of Deaf bilingual education and in the latest research Several new or more thoroughly covered topics including national local family and individual language policy dynamic bilingualism multimodal communication translanguaging and translanguaging pedagogy raciolinguistics and anti racist education language revival

and revitalization translanguaging among Deaf signing students the hybrid constructed complex and fluid nature of identity the gentrification of bilingual education bilingualism and economic inequalities and advantages mobile apps and social media technology enhanced language proficiency assessments artificial intelligence AI recent developments in and limitations of brain imaging research and multilingualism on the internet and in information technology Important policy developments in the US context are covered including the Every Student Succeeds Act ESSA the Seal of Biliteracy the Science of Reading structured literacy response to intervention and state consortia for shared English language proficiency standards and assessments WIDA ELPA21 and for alternative assessments for disabled students Dynamic Learning Maps the US Census Proposition 58 California the LOOK Act Massachusetts Arizona Senate Bill 1014 and the Native American Languages Preservation Act Attention has also been given to expanded discussion of the Common European Framework of Reference for Languages and its use across Europe and around the world Efforts have also been made to update and diversify the global examples of research policy and practice with a particular focus on adding examples outside of Europe and North America Students and Instructors will benefit from chapter features including New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

*Bilingual and Multilingual Education in the 21st Century* Christian Abello-Contesse, Paul M. Chandler, María Dolores López-Jiménez, Rubén Chacón-Beltrán, 2013-10-30 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

**Bilingual Education in South America** Anne-Marie De Mejía, 2005 This book presents a vision of bilingual education in six South American nations three Andean countries Peru Ecuador and Colombia and three Southern Cone countries Brazil Argentina and Paraguay It provides an integrated perspective including work carried out in majority as well as minority language contexts referring to developments in the fields of indigenous Deaf and international bilingual and multilingual provision

**Twelve Lectures on Multilingualism** David Singleton, Larissa Aronin, 2018-11-20 This major new textbook offers an accessible introduction to many of the most interesting areas in the study of multilingualism It consists of twelve lectures written by leading researchers each dedicated to a particular topic of importance Each lecture offers a state of the art authoritative review of a subdiscipline of the field The volume sheds light on the ways in which the use and acquisition of languages are changing providing new insights into the nature of contemporary multilingualism It will be of interest both to undergraduate and postgraduate students working in linguistics related disciplines and students in associated social sciences

*English Language Learning in the Asian Context 2nd Edn* Paul Robertson, 2005

**Pragmatics in Practice** Jan-Ola Östman, Jef Verschueren, 2011-12-15 The ten volumes of Handbook of Pragmatics Highlights focus on the most salient topics in the field

of pragmatics thereby attempting to divide up its wide interdisciplinary spectrum in a transparent and manageable way While the other volumes select specific philosophical cognitive grammatical social cultural discursive variational or interactional angles this 9th volume focuses on what pragmatics is good for beyond the very discipline of pragmatics as such The chapters in the volume thus address the importance of taking a pragmatic perspective on traditional fields of applied linguistics contrastive and error analysis translation and they address the core of pragmatics as the study of language use with phenomena ranging from irony and emphasis to literacy and mass media and with approaches to the function of language like rhetoric stylistics corpus analysis and general semantics The volume contains chapters not only on the spoken and written modes of communication but also on signed language pragmatics and on computer mediated communication The impact and usefulness of taking a pragmatic perspective on language for a deeper understanding of clinical and rehabilitation practices has recently received ever more focus in this volume aspects of this direction of research are dealt with in the chapter on clinical pragmatics In most of the chapters in the volume ethics has a core role to play not only in issues of authenticity in general in relation to research on language use but also in issues that have a direct influence on the linguistic culture and society we live in irrespective of whether we are part of a linguistic majority or a minority or a minority within a minority language policy and language planning language ecology and language in relation to legal matters In all of these fields we see the importance of research within pragmatics as a discipline dealing with how language influences our everyday lives All in all the volume presents different perspectives on how research in pragmatics not only can be put to practice but how pragmatics is used as a tool to gain a better understanding of the world we live in

Bilingualism: A Social Approach M. Heller, 2007-05-01 Arguing against a common sense view of bilingualism as the co existence of two linguistic systems this volume develops a critical perspective which approaches bilingualism as a wide variety of sets of sociolinguistic practices connected to the construction of social difference and of social inequality under specific historical conditions



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