

Contents

Contributors vii

Introduction: From Language Education Policy to a Pedagogy
of the Possible xi
C. Hélot and M. Ó Laoire

Part 1: The Ecology of the Multilingual Classroom: From Complexity to Pedagogy

Perspectives on the Learners

- 1 Ideologies and Interactions in Multilingual Education:
What Can an Ecological Approach Tell Us about
Bilingual Pedagogy? 3
A. Creese and A. Blackledge
- 2 Heteroglossia in a Multilingual Learning Space:
Approaching Language beyond 'Lingualisms' 22
C. Mick
- 3 Children's Literature in the Multilingual Classroom:
Developing Multilingual Literacy Acquisition 42
C. Hélot
- 4 Multilingualism and Pedagogical Practices in Colombia's
Caribbean Archipelago 65
A-M. de Mejía

Perspectives on the Teachers

- 5 Teachers at the Epicenter: Engagement and Resistance in a
Biliteracy Program for 'Long-Term English Language Learners'
in the United States 81
K. Menken, A. Funk and T. Kleytn

6	Negotiating Multilingualism in an Irish Primary School Context	107
	<i>B. O' Rourke</i>	
7	Exploring New Pedagogical Approaches in the Context of Multilingual Cameroon	128
	<i>P. Ngomo</i>	
 Part 2: Deconstructing the Myth of Monolingualism		
 Perspectives on Identities, Ideologies and Politics		
8	Linguistic Diversity as a Bridge to Adjustment: Making the Case for Bi/Multilingualism as a Settlement Outcome in New Zealand	149
	<i>U. Walker</i>	
9	Three is Too Many in Australia	174
	<i>M. Clyne</i>	
10	Integrated Bilingual Education: Ethnographic Case Studies from the Palestinian–Jewish 'Front'	188
	<i>Z. Bekerman</i>	
	Index	208