

# Revisualizing Boundaries a Plurilingual

Khumbchandani, Lachma

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# Revisualizing Boundaries A Plurilingual

**Nicola McLelland, Hui Zhao**



## **Revisualizing Boundaries A Plurilingual:**

**Revisualizing Boundaries** Lachman M Khubchandani,1997-02-14 This book probes the contours of plurality in studies of language. The author's innovative approach places the boundaries between languages in a fluid transactional state. Basing his study on the South Asian region, Lachman M Khubchandani provides a rich understanding of the composite plural ethos evolved among the heterogeneous peoples who inhabit the region.

**Revisualizing Boundaries** Lachman Mulchand Khubchandani,1997-01-01 Lucidly Written This Book Will Be Of Interest To All Those Involved With Sociolinguistics Linguistic Theory Cultural Studies And Communications In A Plural Setting

**Engaging with Ethics in Multilingual Learning Communities** Theresa Austin,Hatice Çelebi,2025-11-03 This volume examines ethical tensions in multilingual education by centering personal narratives from educators and researchers across diverse contexts. It invites the reader to question whose voices are heard or silenced, how power is negotiated or ignored, and who is included or excluded in language learning spaces. Uniquely grounded in lived experiences, the book offers a rare window into the everyday ethical dilemmas of language education and encourages readers to critically reflect on justice, agency, and responsibility. It is an essential resource for educators, researchers, and policymakers committed to equity and ethical professional development.

**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.

**Language Standardization and Language Variation in Multilingual Contexts** Nicola McLelland,Hui Zhao,2021-11-24 This important contribution to the sociolinguistics of Asian languages breaks new ground in the study of language standards and standardization in two key ways: in its focus on Asia with particular attention paid to China and its neighbours, and in the attention paid to multilingual contexts. The chapters address various kinds of sometimes hidden multilingualism and examine the interactions between multilingualism and language standardization, offering a corrective to earlier work on standardization which has tended to assume a monolingual nation state and monolingual individuals. Taken together, the chapters in this book thus add to our understanding of the ways in which multilingualism is implicated in language standardization, as well as the impact of language standards on multilingualism. The introduction, Chapter 6, and Chapter 8 are free to download as open access publications under a CC BY-NC licence. You can access them here: Introduction <https://zenodo.org/record/5749388>

YaiwuNDP3cs Chapter 6 <https://zenodo.org/record/5749522> Yaiw 9DP3cs Chapter 8 <https://zenodo.org/record/5749586>

Yai0RNDP3cs **When Languages Collide** Brian D. Joseph,2003 **The Multilingual Turn** Stephen May,2013-07-24

Drawing on the latest developments in bilingual and multilingual research, The Multilingual Turn offers a critique of and

alternative to still dominant monolingual theories pedagogies and practices in SLA TESOL and bilingual education Critics of the monolingual bias argue that notions such as the idealized native speaker and related concepts of interlanguage language competence and fossilization have framed these fields inextricably in relation to monolingual speaker norms In contrast these critics advocate an approach that emphasizes the multiple competencies of bi multilingual learners as the basis for successful language teaching and learning This volume takes a big step forward in re situating the issue of multilingualism more centrally in applied linguistics and in so doing making more permeable its key sub disciplinary boundaries particularly those between SLA TESOL and bilingual education It addresses this issue head on bringing together key international scholars in SLA TESOL and bilingual education to explore from cutting edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory pedagogy and practice in each of these fields **Multilingual Education**

**in South Asia** Lina Adinolfi, Usree Bhattacharya, Prem Phyak, 2022-05-17 Spanning scholarly contributions from India Nepal Bangladesh Pakistan and Sri Lanka this edited volume seeks to capture and elucidate the distinct challenges approaches and possible solutions associated with interpreting adapting and applying language in education policies in a range of linguistically complex teaching and learning environments across South Asia Centring on the ground perspectives of scholars practitioners pupils parents and the larger community the volume offers new insights into one of the most complex populous and diverse multilingual educational contexts in the world Language in education policies and practices within this setting represent particularly high stakes issues playing a pivotal role in determining access to literacy thereby forming a critical pivot in the reproduction of educational inequality The broad aim of the collection is thus to highlight the pedagogical practical ideological and identity related implications arising from current language in education policies in this region with the aim of illustrating how systemic inequality is intertwined with such policies and their associated interpretations Aimed at both academics and practitioners whether researchers and students in the fields of education linguistics sociology anthropology or South Asian studies on the one hand or language policy advisors curriculum developers teacher educators teachers and members of funding bodies aid providers or NGOs on the other it is anticipated that the accounts in this volume will offer their readership opportunities to consider their wider implications and applications across other rich multilingual settings be these local regional national or global **The Eastern Anthropologist** ,1999 **Sociolinguistica** ,1999

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