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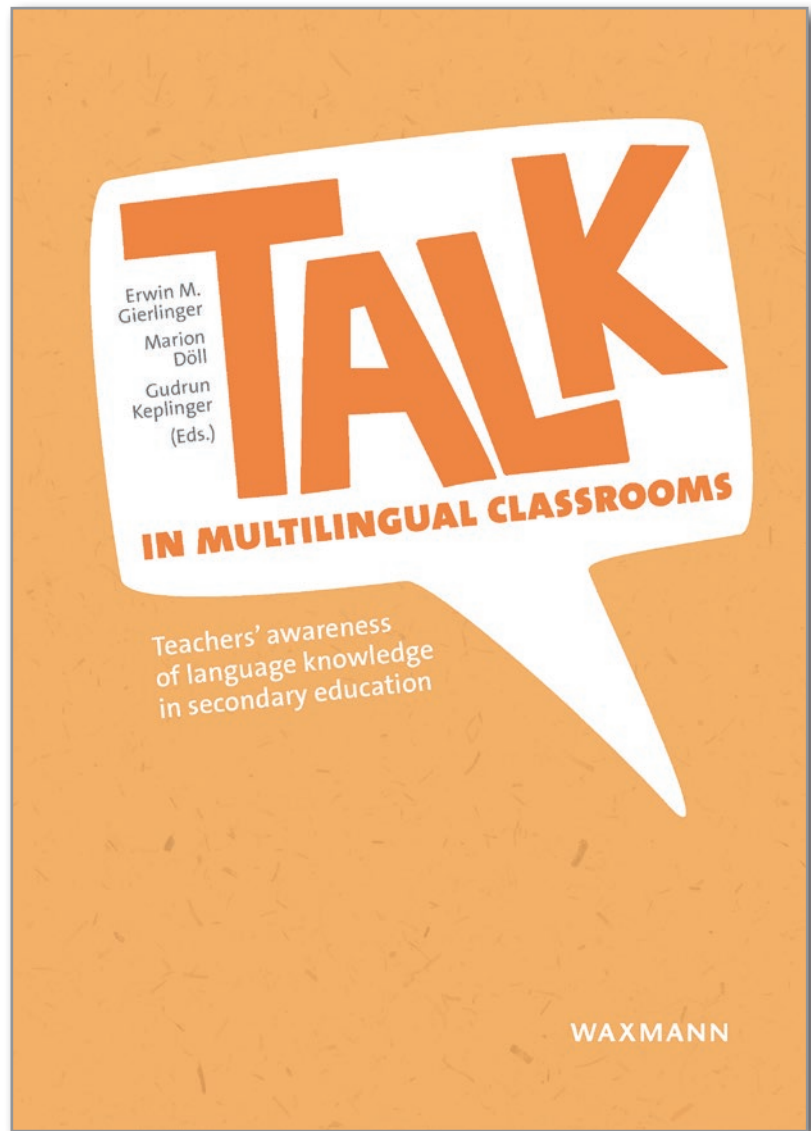
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## TALK in multilingual classrooms

Teachers' awareness of  
language knowledge in  
secondary education

2023, 360 pages, pb., € 49,90,  
ISBN 978-3-8309-4652-6

E-Book: € 44,99,  
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This volume presents a variety of concepts, practices, and experiences in the field of content learning through the additional language(s) of learners in a migration society. It contains reflections on the complex interplay between the unifying characteristics of monolingual and multilingual programmes and their often diverging, local, and contextual interpretations and implementations. In addition, it describes how migration pedagogy has become a catalyst for discussing the ideological and power aspects of language learning and how a hegemony-critical attitude needs to become an integral part of classroom language learning and communicating. In this context, the deliberate development of Teachers' Awareness of Language Knowledge (TALK) through a variety of supportive measures is considered to be of central pedagogical importance. Principles and practical applications of TALK for the classroom are discussed and evaluated.



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