



METADATA

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Abstract

This textbook focuses on bilingualism and in particular on the ways in which minority-group children develop proficiency in the language spoken by their community. It involves families in which at least one parent has an L1 different from the language which is dominant in their country of residence and wish their children to develop both these languages. In the Greek context, such groups include immigrants and refugees, Greek Roma and Muslims, as well as Greek-origin people living abroad. The authors begin by discussing the various aspects and dimensions of bilingualism as well as issues related to the language use and education of such children. Drawing from research evidence and various theoretical frameworks on Family Language Policy, they manage to highlight the salient factors which contribute to bilingual development in such family contexts. One of the most important factors is attendance

of 'community schools'; the term refers to -usually informal- courses in which children belonging to a minority group learn the language and culture of their parents' country of origin outside the mainstream school. The authors use examples from Greece and other countries to discuss issues related to the organization of such schools and their objectives; the latter may include not only the development of language proficiency but also the construction of a particular ethnic identity. They also discuss how schools may attempt to achieve these aims, in the light of recent approaches to bilingualism and language education. The final chapter presents related teaching approaches ('pluralistic approaches to language teaching') which stress the importance of developing plural communicative repertoires and exploiting the full range of communicative resources that bilingual students possess.

