

CODESWITCHING IN UNIVERSITY ENGLISH-MEDIUM CLASSES

Asian Perspectives

Edited by Roger Barnard (University of Waikato) and
James McLellan (University of Brunei Darussalam)

Review

Barnard and McLellan have brought together a group of rigorous empirical investigations of one of the most overlooked and undertheorized aspects of second-language classrooms, namely the use of the first language and the practice of codeswitching in the second-language classroom. This collection of studies done across Asia should be read by applied linguists, language teachers at all levels, and particularly educational policy-makers who currently assert that there is no place in the classroom for codeswitching and the students' first language.

Glenn Levine, University of California, Irvine, USA

Description

In the multilingual societies of the 21st century, codeswitching is an everyday occurrence, and yet the use of students' first language in the EFL classroom has been consistently discouraged. This volume begins by examining current theoretical work on codeswitching and then proceeds to examine the convergence and divergence between university language teachers' beliefs about codeswitching and their classroom practice.

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Editor Information

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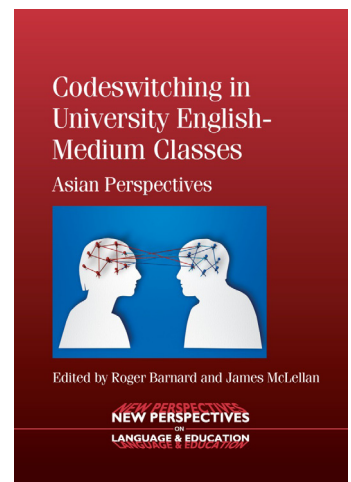
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