

Globalization And Multilingualism The Case Of The Uk

I>The Local Politics of Global English analyzes linguistic globalization in five countries that differ greatly in both their degree of global integration and their use of English. Concepts of hegemony and resistance, elites and subalterns, and liberalization and democratization are incorporated in case studies that provide insight into the politics of linguistic globalization. This book discusses the effects of globalization on languages in Africa. In contrast to previous studies, the contributors examine whether or not globalization is affecting African languages in the same ways and at the same rate in different countries, and how local experiences of language change vary from place to place. Rather than seeing English as the 'killer language' par excellence, the contributors probe ways in which languages are being used side by side to complement each other in some contexts while competing against European colonial languages in others. The result is a diverse canvas of language vitality in the African context, including matters of endangerment and loss, through the lense of globalization in its various interpretations. This book is a must read for students and researchers interested in language change and death and in the fate of European languages in the rest of the world. Multilingualism in the English-Speaking World is the winner of the BAAL Book Prize 2005. Multilingualism in the English-Speaking World: Pedigree of Nations explores the consequences of English as a global language and multilingualism as a social phenomenon. Written accessibly, it explores the extent of diversity in 'inner circle' English speaking countries (the UK, the USA, Canada, South Africa, Australia and New Zealand) and examines language in the home, school, and the wider community. Considers the perspectives of English as a global language as well as multilingualism as a social phenomenon. Written in an accessible style that draws on contemporary real life examples. Examines the everyday realities of people living in 'inner circle' English-speaking countries, such as the UK, USA, Canada, South Africa, Australia and New Zealand. Discusses the theoretical issues that underpin current debates, drawing on research literature on societal multilingualism, language maintenance and shift, language policy, language and power, and language and identity. Through an innovative and interdisciplinary approach that combines critical sociolinguistic ethnography, multi-modality, reflexivity, and discourse analysis, this groundbreaking book reveals the multiple (and sometimes simultaneous) ways in which individuals engage and invest in representations of languages and identities.This timely work is the first to consider the significance of multilingualism and its relationship to citizenship as well as the development of linguistic repertoires as an essential component of language education in a globalized world. While examining the discourses and interconnections between multilingualism, globalization, and identity, the author draws upon a unique case study of the experiences, voices, trajectories, and journeys of Canadian youth of Italian origin from diverse social, geographical, and linguistic backgrounds, participating in university French language courses as well as training to become teachers of French in the urban, multicultural and global landscape of Toronto, Canada. In doing so, Byrd Clark skillfully illustrates the multidimensional ways that youth invest in language learning and socially construe their multiple identities within diverse contexts while weaving in and out of particularistic and universalistic identifications. This invaluable resource will not only shed light on how and why people engage in learning languages and for which languages they choose to invest, but will offer readers a deeper understanding of the complex interrelationships between multilingualism, identity, and citizenship. It will appeal to researchers in a variety of fields, including applied linguistics, sociolinguistics, language acquisition and linguistic anthropology. This wide-ranging volume explores how gender and language are used and transformed to discuss, enact, and project social differences in light of global economic and political changes in the late nineteenth, twentieth, and early twenty-first centuries. It presents analyses of language and gender from a broad spectrum of national contexts: Catalonia, Canada, China, India, Japan, Nigeria, Vietnam, Philippines, Tonga, and the United States. Cases studies consider language and gender in changing workplaces, schools and immigrant integration workshops, as well as in new and emerging sites for consumption and the production of identity. They also analyze the changing meanings of multilingualism, and the construction of ideologies about gender and language in colonial and postcolonial/national ideologies. The papers engage with and contribute to theoretical conceptualizations of globalization, cosmopolitanism, (post)colonialism, (trans)nationalism, and public spheres by drawing on a variety of sociolinguistic analytic strategies (variation analysis, media analysis, interactional sociolinguistics, ethnography of speaking, sociology of language, colonial discourse analysis). Words, Worlds, and Material Girls Multilingual Development Language Awareness and Multilingualism

The Multilingual Challenge for the Construction and Transmission of Scientific Knowledge
The Politics of Multilingualism
London Stories

English as a lingua franca (ELF) scholars have examined the role of English in diverse higher education contexts across the globe. However, in the interest of unravelling ELF users preexisting competencies, research has rarely considered study abroad (SA) in non-Anglophone countries as a context for language learning. Conceivably, such contexts hold great promise in providing participants with opportunities to cultivate skills and dispositions for dealing with linguacultural diversity in ELF-mediated encounters. To explore this emerging phenomenon, this dissertation presents narrative case studies of three Japanese exchange students in Thailand whose rationales for SA involved the learning of English. As one of the first inquiries into ELF use/learning in non-Anglophone SA contexts, the study draws profoundly from recent SA scholarship, devoting special attention to the participants evolving social networks and communication practices. Overall, findings of the study suggest the highly contingent and variable nature of the SA experience, mediated through participants subject positions, social relationships, histories, and future aspirations, as well as varying degrees of investment in different social practices and groups. The study provides useful insights to the scholarly fields of ELF and SA in the context of contemporary globalization where multilingualism with ELF is emerging as a norm for those who traverse the world. Beyond scholarly discussions, findings of the study will also be of interest to various stakeholders, including administrators of English-medium programs, educators, researchers, and policymakers, who are looking to design SA programs that provide sojourners with opportunities to develop competencies as multilingual users of ELF.

Focuses on the endangering effects of language-ideological processes. This book looks at the challenges imposed by globalization and super-diversity on the nation state and its language situations and ideologies, and demonstrates how many of its problems rise from the tension between late-modern diversity and the (pre-)modernist responses to it.

This book proposes a multidisciplinary assessment of the impact of complex diversity on language politics and policies, analysing how the legacies of the old interact with the challenges of the new. Its main focus is on the interplay of multilingualism on the one hand, and the dynamics of transnationalism, globalisation, and Europeanisation on the other. This interplay confronts contemporary societies with unprecedented questions, as they face the need to come to grips with increasingly varied and pervasive manifestations of linguistic and cultural diversity. This volume develops an integrative approach that identifies the key social and political dimensions at hand, offering an innovative contribution to the ongoing conversation on the manifestations and management of multilingualism.

This book is for students of translation, interpretation, linguistics and languages who would like to enhance their understanding of the relationship between these areas of study. More specifically, the book attempts to capture the quintessence or the epitome embodied in the concepts of translation and globalization. It also attempts to bridge the gap between the globalizing and globalized worlds. It brings to light the diversity of areas in globalization and aspects of translation that have impacted the notions of cultural communication, translator's code of ethics, metaphorical meaning, code switching, media, etc. Scholars from different parts of the world contributed to this book, representing countries such as the US, Canada, Germany, Portugal, Switzerland, Belgium, Austria, Tunisia, Bahrain, Jordan, and United Arab Emirates. Those scholars have done their research in their home countries on other parts of the world. Because of this diversity, the editors believe this book genuinely offers an international experience. Thirteen chapters cover different aspects of globalization in relation to translation. Areas covered include, but are not limited to, faces of globalization, English as the world's most prestigious language in its role as a global lingua franca, ELF as a threat to multilingualism, on-line resources designed for trainee and practicing interpreters, translation as a paradigm, and aspects of literary translation. Each chapter provides a blend of theory and practice, and a demonstration on how globalization impacted the profession and the notion of cultural communication. Examples are drawn from English, Arabic, French and other languages. This book can be used as a reference book, and it can also be used at both graduate and undergraduate levels.

The analysis and understanding of multilingualism, and its relationship to identity in the face of globalization, migration and the increasing dominance of English as a lingua franca, makes it a complex and challenging problem that requires insights from a range of disciplines. With reference to a variety of languages and contexts, this book offers fascinating insights into multilingual identity from a team of world-renowned scholars, working from a range of different theoretical and methodological perspectives. Three overarching themes are explored – situatedness, identity practices, and investment – and detailed case studies from different linguistic and cultural contexts are included throughout. The chapter authors' consideration of 'multilingualism-as-resource' challenges the conception of 'multilingualism-as-problem', which has dogged so much political thinking in late modernity. The studies offer a critical lens on the types of linguistic repertoire that are celebrated and valued, and introduce the policy implications of their findings for education and wider social issues.

Societal Discourses and Contact Phenomena

Perspectives from Africa

Voices of Youth and Symbolic Investments in an Urban, Globalized World

Multilingualism, Citizenship, and Identity

Bilingualism and Bilingual Education: Politics, Policies and Practices in a Globalized Society

The Handbook of Language and Globalization

Language in Late Capitalism

English as a global lingua franca interacts with other languages across a wide range of multilingual contexts. Combining insights from linguistics, education studies, and psychology, this book addresses the role of English within the current linguistic dynamics of globalization. It takes Singapore, Hong Kong, and Dubai as case studies to illustrate the use of English in different multilingual urban areas, arguing that these are places where competing historical assessments, and ideological conceptions of monolingualism and multilingualism, are being acted out most forcefully. It critically appraises the controversial concept of multilingual advantages, and studies multilingual cross-linguistic influence in relation to learning English in bilingual heritage contexts. It also scrutinises multilingual language policies in their impact on attitudes, identities, and investment into languages. Engaging and accessible, it is essential reading for academic researchers and advanced students of bi- and multilingualism, globalization, linguistic diversity, World Englishes, sociolinguistics, and second/third language acquisition.

This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts. The volume is suitable for postgraduate students, researchers and educators in a range of areas.

This edited collection provides an overview of linguistic diversity, societal discourses and interaction between majorities and minorities in the Baltic States. It presents a wide range of methods and research paradigms including folk linguistics, discourse analysis, narrative analyses, code alternation, ethnographic observations, language learning motivation, languages in education and language acquisition. Grouped thematically, its chapters examine regional varieties and minority languages (Latgalian, Võro, urban dialects in Lithuania, Polish in Lithuania); the integration of the Russian language and its speakers; and the role of international languages like English in Baltic societies. The editors' introductory and concluding chapters provide a comparative perspective that situates these issues within the particular history of the region and broader debates on language and nationalism at a time of both increased globalization and ethno-regionalism. This book will appeal in particular to students and scholars of multilingualism, sociolinguistics, language discourses and language policy, and provide a valuable resource for researchers focusing on Baltic States, Northern Europe and the post-Soviet world in the related fields of history, political science, sociology and anthropology.

A comprehensive survey of the ways in which linguistics is being used by researchers in a wide-range of interdisciplinary areas.

An innovative and insightful exploration of varieties of English in contemporary South Africa.

A Sociolinguistics of the South

Bridging the Local and the Global

Multilingualism in the English-Speaking World

Multilingualism: A Very Short Introduction

Media of Instruction & Multilingual Settings

Case Studies in German, Swedish and Chilean Grade 4 Classrooms

English as a Lingua Franca, Multilingualism, and Social Networks in Study Abroad

This edited volume explores the ways in which core-periphery dynamics shape multilingualism.

This book presents research on the situation minority language schoolchildren face when they need to learn languages of international communication, in particular English. The book takes minority languages as a starting point and it bridges local and global perspectives in the analysis of multilingual education contexts. It examines the interaction of minority languages and cultures, majority languages and lingua franca-s in a variety of settings across different regions and countries on all continents. Even though all chapters in this book involve minority languages, the issues discussed are relevant to any context in which more than language is used in education. The book reveals challenges and opportunities of multilingual education by discussing issues such as Northern and Southern concepts, language education policies, language diversity, interethnic understanding, multimodal language practices, power, conflict, identity and prestige, among many others. "This is the volume that finally accounts for multilingual education from a truly multilingual perspective by involving proposals and research from a variety of multilingual speech communities in the world. The (linguistically) rich Ethiopia and Mexico can teach the poor Europe and other Northern countries about multilingual education. CLIL promoters may learn from Finnish Sámi and Canadian Innu and Mi'gmaq indigenous communities as well as from Basque results. Speakers and teachers of minority and international languages will certainly be glad to hear the news. There is no need for a monolingual bias or tunnel vision in acquiring English in non-English speaking communities. This volume includes new challenging pedagogical perspectives while pointing to interesting conclusions for worldwide educational authorities". Maria Pilar Safont Jordà, Universitat Jaume I, Castelló, Spain

This book examines the ways in which our ideas about language and identity which used to be framed in national and political terms as a matter of rights and citizenship are increasingly recast in economic terms as a matter of added value. It argues that this discursive shift is connected to specific characteristics of the globalized new economy in what can be thought of as "late capitalism". Through ten ethnographic case studies, it demonstrates the complex ways in which older nationalist ideologies which invest language with value as a source of pride get bound up with newer neoliberal ideologies which invest language with value as a source of profit. The complex interaction between these modes of mobilizing linguistic resources challenges some of our ideas about globalization, hinting that we are in a period of intensification of modernity, in which the limits of the nation-State are stretched, but not (yet) undone. At the same time, this book argues, this intensification also calls into question modernist ways of looking at language and identity, requiring a more serious engagement with capitalism and how it constitutes symbolic (including linguistic) as well as material markets.

The Handbook of Language and Globalization brings together important new studies of language and discourse in the global era, consolidating a vibrant new field of sociolinguistic research. The first volume to assemble leading scholarship in this rapidly developing field Features new contributions from 36 internationally-known scholars, bringing together key research in the field and establishing a benchmark for future research Comprehensive coverage is divided into four sections: global multilingualism, world languages and language systems; global discourse in key domains and genres; language, values and markets under globalization; and language, distance and identities Covers an impressive breadth of topics including tourism, language teaching, social networking, terrorism, and religion, among many others Winner of the British Association for Applied Linguistics book prize 2011

How do children and adults become multilingual? How do they use their languages? What influence does being multilingual have on their identities? What is the social impact of multilingualism today and how do societies accommodate it? These are among the fascinating questions examined by this book. Exploring multilingualism in individuals and in society at large, Stavans and Hoffmann argue that it evolves not from one factor in particular, but from a vast range of environmental and personal influences and circumstances: from migration to globalisation, from the spread of English to a revived interest in minority languages, from social mobility to intermarriage. The book shows the important role of education in helping to promote or maintain pupils' multilingual language competence and multilingual literacy, and in helping to challenge traditional monolingual attitudes. A clear and incisive account of this growing phenomenon, it is essential reading for students, teachers and policy-makers alike.

A Study of Language Ideologies and Literacy Practices at an Orphanage and Village School in Suburban New Delhi

The Linguistics of Contact and Change

Language Status, Learning and Use Across Contexts

English as a Global Language

Foreign Language Education in Multilingual Classrooms

Dangerous Multilingualism

The Material Culture of Multilingualism

This volume presents a multinational perspective on the juxtaposition of language and politics. Bringing together an international group of authors, it offers theoretical and historical constructs on bilingualism and bilingual education. It highlights the sociocultural complexities of bilingualism in societies where indigenous and other languages coexist with colonial dominant and other prestigious immigrant languages. It underlines the linguistic diaspora and expansion of English as the world's lingua franca and their impact on indigenous and other minority languages. Finally, it features models of language teaching and teacher education. This book challenges the existent global conditions of non-dominant languages and furthers the discourse on language politics and policies. It does so by pointing out the need to change the bilingual/multilingual educational paradigm across nations and all levels of educational systems.

Multilingual Trends in a Globalized WorldProspects and ChallengesCambridge Scholars Publishing

Opening with a discussion of the key issues of globalization, migration, multiculturalism, multilingualism and global cities, David Block then turns to four detailed case studies: East Asian students living and working in London; foreign language teachers from France; London's growing Latino community; and second generation South Asian university students. Via these case studies the book explores the ambivalent and multi-layered identities of individuals who have crossed geographical and psychological borders during the course of their lifetimes and settled in London, the quintessential global city.

This volume challenges traditional approaches to foreign language education and proposes to redefine them in our age of international migration and globalization. Foreign language classrooms are no longer populated by monolingual students, but increasingly by multilingual students with highly diverse language backgrounds. This necessitates a new understanding of foreign language learning and teaching. The volume brings together an international group of researchers of high caliber who specialize in third language acquisition, teaching English as an additional language, and multilingual education. In addition to topical overview articles on the multilingual policies pursued in Europe, Africa, North America, and Asia, as well as several contributions dealing with theoretical issues regarding multilingualism and plurilingualism, the volume also offers cutting edge case studies from multilingual acquisition research and foreign language classroom practice. Throughout the volume, multilingualism is interpreted as a valuable resource that can facilitate language education provided it is harnessed in appropriate conditions.

Multilingualism and the Periphery is an edited volume that explores the ways in which core-periphery dynamics shape multilingualism. The research focuses on peripheral sites, which are defined by a relationship-be i geographic, political, economic etc.-to some perceived centre. Viewing multilingualism through the lens of core-periphery dynamics allows the contributors to highlight language ideological tensions with regard to language boundary-making, language ownership, commodification and authenticity, as well as the ways in which speakers seek novel solutions in adapting their linguistic resources to new situations and thereby develop innovative language practices. Since the core-periphery relationship is never fixed, but instead constantly renegotiated and mutually constitutive, the essays in the volume are particularly concerned with processes of peripheralization and of centralization. The volume includes ten essays by leading scholars in the field, and introductory and concluding remarks by the volume editors.

Language, Multiplicity, and Globalization

Multilingualism and the Periphery

"Globalization" and the English Imperative

Multilingualism in Japan's Language Policy

Pedigree of Nations

Language, Gender, Globalization

Multilingualism and Identity

This dissertation is a linguistic ethnography of language policy and multilingualism on Corsica, specifically with regard to influences of globalization. The first chapter compares French national and Corsican regional curricular policies concerning language study at the middle school level. It argues that distinct teleological orientations are observable in the policies in their approach to language study, and that they promote particular ideologies with regard to language, culture, and the global economy which coexist in tension with one another. The second chapter introduces the linguistic-ethnographic methodology employed in fieldwork undertaken in Northern Corsica in 2016, presenting examples of the varied data types engaged with. It also offers background information on focal research participants. The third chapter is a linguistic-ethnographic study of a group of newly arrived (im)migrant adolescent students in a French as a Second Language (FLE) class at an urban middle school in Northern Corsica. It presents key theoretical concepts in the study of sociolinguistic phenomena and globalization, particularly in the case of the Corsican periphery.

Making use of an extended metaphor, pearls, the close reading of five excerpts of speech events from class reveals how discourses of linguistic, cultural, and personal experience collapse intominute, charged exchanges. The final chapter is a reading of language in public space engaging two main sources, a bilingual Corsican-French ABC book and photographs of the linguistic landscape of one street in Northern Corsica. The analysis demonstrates that competing representations of linguistic multiplicity coexist in Corsican public space. Overall, this dissertation argues that, in the case of minority/heritage language communities experiencing globalization in general and in the case of Corsica in particular, what multilingualism is and means cannot be taken for granted.

*This book considers the issues globalization raises for second language learning and teaching. Block and Cameron's collection shows how, in an economy based on services and information, the linguistic skills of workers becomes increasingly important. New technologies make possible new kinds of language teaching, and language becomes an economic commodity with a value in the global marketplace. This has implications for how and why people learn languages, and for which languages they learn. Drawing together the various strands of the globalization debate, this rich and varied collection of contributions explores issues such as: *The commodification of language(s) and language skills *The use of new media and new technologies in language learning and teaching *The effects of globalization on the language teaching industry *New forms of power and resistance.*

This book brings to life initiatives among scholars of the south and north to understand better the intelligences and pluralities of multilingualisms in southern communities and spaces of decoloniality. Chapters follow a longue durée perspective of human co-existence with communal presents, pasts, and futures; attachments to place; and insights into how multilingualisms emerge, circulate, and alter over time. Each chapter, informed by the authors' experiences living and working among southern communities, illustrates nuances in ideas of south and southern, tracing (dis-/inter-) connected discourses in vastly different geopolitical contexts. Authors reflect on the roots, routes and ecologies of linguistic and epistemic heterogeneity while remembering the sociolinguistic knowledge and practices of those who have gone before. The book re-examines the appropriacy of how theories, policies, and methodologies 'for multilingual contexts' are transported across different settings and underscores the ethics of research practice and reversal of centre and periphery perspectives through careful listening and conversation. Highlighting the potential of a southern sociolinguistics to articulate a new humanity and more ethical world in registers of care, hope, and love, this volume contributes to new directions in critical and decolonial studies of multilingualism, and to re-imagining sociolinguistics, cultural studies, and applied linguistics more broadly.

The languages of the world can be seen and heard in cities and towns, forests and isolated settlements, as well as on the internet and in international organizations like the UN or the EU. How did the world acquire so many languages? Why can't we all speak one language, like English or Esperanto? And what makes a person bilingual? Multilingualism, language diversity in society, is a perfect expression of human plurality. About 6,500-7,000 languages are spoken, written and signed, throughout the linguistic landscape of the world, by people who communicate in more than one language (at work, or in the family or community). Many origin myths, like Babel, called it a 'punishment' but multilingualism makes us who we are and plays a large part of our sense of belonging. Languages are instruments for interacting with the cultural environment and their ecology is complex. They can die (Tasmanian), or decline then revive (Manx and Hawaiian), reconstitute from older forms (modern Hebrew), gain new status (Catalan and Maori) or become autonomous national languages (Croatian). Languages can even play a supportive and symbolic role as some territories pursue autonomy or nationhood, such as in the cases of Catalonia and Scotland. In this Very Short Introduction John C. Maher shows how multilingualism offers cultural diversity, complex identities, and alternative ways of doing and knowing to hybrid identities. Increasing multilingualism is drastically changing our view of the value of language, and our notion of the part language plays in national and cultural identities. At the same time multilingualism can lead to social and political conflict, unequal power relations, issues of multiculturalism, and discussions over 'national' or 'official' languages, with struggles over language rights of local and indigenous communities. Considering multilingualism in the context of globalization, Maher also looks at the fate of many endangered languages as they disappear from the world. ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

This book presents evolving language education trends by drawing examples and case studies from around the world. Over the past few decades, significant economic and political changes have taken place around the world which have had a significant impact on language teaching and learning practices across the globe. With globalization, the focus of language education has shifted from monolingualism towards bilingualism and multilingualism, in that multilingual practices have become the norm rather than the exception in most parts of the world. This book brings together some of latest controversies and case studies from South East Asia, the most diverse and multilingual context in the world, along with various other diverse contexts of importance. This book will be of interest to graduate students and advanced undergraduates in sociolinguistics, applied linguistics, and bilingual and multicultural education, second and foreign language educators, and other specialists in these fields.

Language-in-education Policy and Practice

Prospects and Challenges

Pride and Profit

Teachers' Beliefs and Strategies When Teaching Reading in Multilingual Settings

English in Multilingual South Africa

Globalization and Language Vitality

Volume Two Linguistics for the Real World

Whereas it is now generally recognised that multilingualism is important for society, culture and the economy, the relevance of multilingualism for the world of science has still largely escaped attention. But science, too, is created and transmitted in and through communication. Today, the construction and transmission of knowledge is based on a growing monolingualism, with English as the lingua academica regarded as a condition of the universality of scientific knowledge. However, this idea is based on the illusion that languages are transparent and that the modes of communication are universal. In this book, it is shown how multilingualism can open different perspectives and improve the quality of knowledge by offering an antidote to the squeezing out of different academic and scientific cultures. More precisely, it is shown how multilingual approaches highlight the mediating role of language and, in doing so, optimize conceptualization, communication and evaluation in science. These findings are, for one thing, relevant to institutional language policies and, for another, open new lines of research taking scientific practices themselves as a field of investigation.

The English divide -- Multilingual Europe. Myth or reality? -- A high-stakes movement -- Shakespeare in the crossfire -- Headwinds from the North -- Shadows of colonialism. The "new scramble" for Africa -- Adieu to French -- Redress and transformation -- Confronting the Raj -- Defying the monolingual mindset. Defining the deficit -- Reframing the narrative -- A revolution in the making -- Marketing language -- Looking back, moving forward.

This volume inserts the place of the local in theorizing about language policies and practices in applied linguistics. While the effects of globalization around the world are being discussed in such diverse circles as corporations, law firms, and education, and while the spread of English has come to largely benefit those in positions of power, relatively little has been said about the impact of globalization at the local level, directly or indirectly. Reclaiming the Local in Language Policy and Practice is unique in focusing specifically on the outcomes of globalization in and among the communities affected by these changes. The authors make a case for why it is important for local social practices, communicative conventions, linguistic realities, and knowledge paradigms to actively inform language policies and practices for classrooms and communities in specific contexts, and to critically inform those pertaining to other communities. Engaging with the dominant paradigms in the discipline of applied linguistics, the chapters include research relating to second language acquisition, sociolinguistics, literacy, and language planning. The majority of chapters are case studies of specific contexts and communities, focused on situations of language teaching. Beyond their local contexts these studies are important for initiating discussion of their relevance for other, different communities and contexts. Taken together, the chapters in this book approach the task of reclaiming and making space for the local by means of negotiating with the present and the global. They illuminate the paradox that the local contains complex values of diversity, multilingualism, and plurality that can help to reconceive the multilingual society and education for postmodern times.

This volume provides a unique interface between the material and linguistic aspects of communication, education and language use, and cuts across traditional disciplinary boundaries, drawing on fields as varied as applied linguistics, ethnology, sociology, history and philosophy. Taking texts, images and objects as their starting points, the authors discuss how cultural context is envisioned in particular materialities and in a variety of contexts and localities. The volume, divided into three sections, aims to deal with material culture not only in the daily language practices of the past and the present, but also language teaching in a number of settings. The main thrust of the volume, then, is the exposure of natural ties between language, cognition, identity and the material world. Aimed at undergraduates, postgraduates and scholars in fields as varied as education, applied linguistics, sociolinguistics, semiotics and other related disciplines, this volume documents and analyses a wide range of case studies. It provides a unique take on multilingualism and expands our understanding of how materialities permit us new and unexpected insights into multilingual practices.

In this third, fully revised edition, the 10 volume Encyclopedia of Language and Education offers the newest developments, including an entirely new volume of research and scholarly content, essential to the field of language teaching and learning in the age of globalization. In the selection of topics and contributors, the Encyclopedia reflects the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of socio-geographic experience in the language and education field. Throughout, there is an inclusion of contributions from non-English speaking and non-western parts of the world, providing truly global coverage. Furthermore, the authors have sought to integrate these voices fully into the whole, rather than as special cases or international perspectives in separate sections. The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education, as well as being highly relevant to the fields of applied and socio-linguistics. The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008.

Northern Perspectives on Order, Purity and Normality

Multilingual Trends in a Globalized World

The Rise of English

Reclaiming the Local in Language Policy and Practice

Minority Languages and Multilingual Education

Decolonisation, Globalisation

Multilingual Education Yearbook 2019

Multilingualism has become an increasingly common global phenomenon especially in the last two decades. Therefore, multilingual programmes have now been regarded as a cornerstone of education systems in many countries around the world. Learning multiple languages helps us plug into a globalised world and strengthen links with a multitude of speakers from a diversified reality we live in.

Thanks to the researched cases described in the chapters, further developments aimed at fostering multilingual practices in the contemporary world will be enhanced. The chapters included in the present volume, provide an overview of current theory, research and practice in the field. They deal with such prominent research topics as multilingual education, language policies, language contact, identity of multilingual speakers, to name only a few. The selected chapters focus on the numerous and heterogeneous relations between languages. They also incorporate a series of contextualized studies with diverse research designs applied in different settings across the globe. This volume constitutes a pivotal reference source for the latest scholarly material on multilingualism from twelve different countries. It is a thought-provoking collection that provides a series of rich insights into the way multilingualism is practised in international contexts. It is ideally designed for academics, upper-level students, educators, professionals and practitioners seeking linguistic and pedagogical guidance on multilingualism.

Globalization has not only changed our society, it has also had a profound effect on education. Many schools deal with student populations that due to migration have become increasingly multilingual. Politically, few would argue against the importance of multilingualism; rather, it is promoted to the fullest. However, in practical terms the challenges associated with teaching and educational policies have increased manifold as a result of the linguistic diversity among student bodies. Reading is certainly regarded as a key learning skill, however, the question arises as to how the students' life-world multilingualism is taken into consideration. Furthermore, being considered part of teachers' professional competence, teachers' mental processes and perceptions (beliefs) have been the focus in several different academic fields. Previous research suggests that there are significant links between teachers' beliefs and practices. This thesis explores the aforementioned aspects in greater detail, with the overall aim to gain a deeper understanding of teachers' beliefs and strategies when teaching reading in multilingual settings. Using a cross-disciplinary, qualitative research approach, the empirical inquiry is based on case studies within different, linguistically diverse settings. The case studies include classroom observations as well as teacher interviews in German, Swedish and Chilean grade 4 classrooms.

This book offers essential insights into the challenges and complexities surrounding the medium of instruction (MOI), its impact on all languages and stakeholders in multilingual contexts, educational processes, developments and outcomes. MOI has been a prominent topic in recent debates on the role of languages in education in multilingual contexts, partly because prioritizing one language over others as the medium of instruction has a profound impact on all languages and stakeholders in multilingual contexts. These include, to name but a few, (language) teachers, teacher educators, students, and policymakers, as well as industries and enterprises built around the needs and expectations of these stakeholders. This book presents high-quality empirical research on education in multilingual societies. It highlights research findings that, in addition to providing descriptions of language learning, development and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies.

In this dissertation, I investigate how English, Japanese, and other languages are positioned in Japan's language policy and consider what implications the linguistic constellation has for multilingualism. As is the case in many other countries, globalization has urged Japan to implicate itself in global-scale interconnectedness. In a rather paradoxical way, however, globalization's apparently unifying force has strengthened nationalism as a political scenario through which Japan tries to maintain its distinctiveness against such a global force. Furthermore, transnational flows of people, money, and goods have increased diversity inside and outside Japan. English, Japanese, and other languages are considered in Japan as a primary means to deal with these socio-political phenomena. While this might look like an expression of interest in linguistic diversity, it would be premature to conclude that Japan's language policy is oriented towards 'multilingualism'. Language policy can be viewed as (re-)organization of space through social practices performed at spatially different scales. More precisely, the nature of a language policy depends on what indexical meaning people assign to each language through their mediated action at both state and local levels. A 'multilingual' policy is a consequence of negotiation between the two levels in search for equal indexicalities of all languages. This means that the extent to which Japan's language policy is recognized as promoting multilingualism depends on how indexicalities of English, Japanese, and other languages are ordered at the state and local levels. In this dissertation, therefore, I propose a sociology of Japan's language policy with foci on (a) how English, Japanese, and other languages are represented at the state level, (b) how people recognize such state-painted representation at the local level, (c) if there are traces of state ideologies in the ways people on the ground look at those languages, and (d) if it is possible that people make changes to the representation by the state to serve their own purpose and send their own views back to the state to alter language policies. Through inquiry into these issues, finally I consider what is necessary for people to discuss how society should be shaped through language policy.

This dissertation is a study of English language and literacy in the multilingual Indian context, unfolding along two analytic planes: the first examines institutional discourses about English learning across India and how they are motivated and informed by the dominant theme of "globalization," and the second investigates how local language ideologies and literacy practices correspond to these discourses. An ethnographic case study, it spans across four years. The setting is a microcosm of India's own complex multilingualism. The focal children speak Bengali or Bihari as a first language; Hindi as a second language; attend an English-medium village school; and participate daily in Sanskrit prayers. Within this context, I show how the institutional discursive framing of English as a prerequisite for socio-economic mobility, helps produce, reproduce, and exacerbate inequalities within the world's second largest educational system. The notion of globalization, further, is deeply woven into these discourses. I begin by showing that while top-level discourses about English accept globalization as doxa, little attention is paid to its differential intervention along socio-economic lines. My study complicates the commonly liberatory rhetoric of globalization by illuminating how such discourses employ multiple strategies to mobilize institutional voices in order to control and restrict access to linguistic, symbolic and economic capital. Further, fine-grained analyses of the children's linguistic practices and interview data reveal how local language ideologies counter, resist, and contest these discourses and voice enduring anxieties about English. Because these discourses have fueled the proliferation of private English-medium schools in India, catering mostly to the poor, the classroom forms another locus of investigation. Its analysis entails the close examination of literacy practices, curricula, and pedagogy at the children's school. The study reveals that factors such as multigrade classrooms; teacher-centered pedagogy; level-inappropriate textbooks; emphasis on rote memorization; and the difficulty of teaching and learning in a language in which neither the instructor nor the student has proficiency result in limited and superficial English acquisition and also limit children's access to educational content. In light of my findings, I argue that such English-medium schools not only widen the English-vernacular gap, they also reinforce the role of English in elite formation. The significance of my study lies in underscoring the ways in which institutional notions around English and globalization flatten out difference and enact erasure of local voices, with serious consequences for educational equity. This is not merely an Indian story; the role of English in an era of globalization is the high-stakes language politics story of our time.

The Local Politics of Global English

English in a Global Context

Globalization and Language Teaching

Europeanisation, globalisation and linguistic governance

Multilingualism

The Many Faces of Multilingualism

Case Studies in Linguistic Globalization

Written in a detailed and fascinating manner, this book is ideal for general readers interested in the English language.

Multilingualism in the Baltic States

Narrative Case Studies of Japanese Students in Thailand

Contemporary Applied Linguistics Volume 2

Encyclopedia of Language and Education

Multilingual Identities in a Global City

Global Politics and the Power of Language

Interdisciplinary Perspectives