

## Sociolinguistics And Language Education A Festschrift For Dr Dp Pattanayak

This introductory text for students of linguistics, language, and education provides background and up-to-date information and resources that beginning researchers need for studying language diversity and education. Three framing chapters offer an update on the philosophy of social research, revealing how important language is for all the processes of learning in which humans engage, whether it is learning about the world through education, or learning about the nature of social life through research in the human sciences. These chapters also review the links between language, power, and social justice, and look at dynamic changes occurring in "language diversity and education" research. Four central chapters give state-of-the-art, comprehensive coverage to the chief areas of language diversity that affect the practice of education: standard and non-standard varieties; different cultural discourse norms; bilingual and ESL education; and gendered discourse norms. This book is intended for graduate students of applied linguistics, sociolinguistics, psycholinguistics, the social psychology of language, anthropological linguistics, and other related disciplines; and graduate students of education, including in-service teachers taking advanced professional development courses. Special features enhance its usefulness as a text for courses in these areas: \* A clear, jargon free writing style invites careful reading. \* All ideas are well within the range that graduate students in the language disciplines or in education can relate to their work, but theoretical ideas are kept to a necessary minimum and linked with practical examples in every case. \* Extensive references guide readers to the book's up-to-date, international, and cross-cultural bibliography. \* "Discussion Starter" questions at the end of each chapter highlight key points and stimulate informed, reflective discussion.

A language teacher's role is not only critical in teaching a language, but also in teaching the cultures and societies that surround the language. Sociolinguistics and Language Teaching looks at the relationship between language and society and the pivotal part teachers play in shaping student perceptions of the language.

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative repertoire for students.

Addressing the intersections between cognitive, sociocultural, and sociolinguistic research, this volume explores bilingual development across educational contexts to discuss and uncover the influences and impact of language in school programming and everyday practices. Confronting a standard monolingual lens, this collection highlights the importance of applying cross-disciplinary approaches to examine bilingualism in relation to topics such as language politics, linguistic identities, students' experiences at home and in schools, asset-based teaching and curricula, and overall benefits. Ideal for courses in bilingualism, literacy, psychology, and language education, this text is an important resource for understanding and applying transdisciplinary, inclusive approaches to positively influence cognitive development, academic learning, and identity formation in bilingual education.

Innovative Strategies for Heritage Language Teaching

Urban Schools and English Language Education in Late Modern China

Ethnolinguistic, Psycholinguistic, and Sociolinguistic Aspects

Language Education and Applied Linguistics

The Sociolinguistics of Language Education in International Contexts

Teaching and Learning in Multilingual Contexts

**Present-day globalization, migration, and the spread of English have resulted in a great diversity of social and educational contexts in which English learning is taking place. A basic assumption of this book is that because English is an international language, effective pedagogical decisions cannot be made without giving special attention to the many varied contexts in which English is taught and learned. Its unique value is the combination of three strands - globalization, sociolinguistics, and English as an international language - in one focused volume specifically designed for language teachers, providing explicit links between sociolinguistic concepts and language pedagogy. International English in Its Sociolinguistic Contexts: fully recognizes the relationship between social context and language teaching describes the social and sociolinguistic factors that affect the teaching and learning of English examines how the social context is influential in determining which languages are promoted in schools and society and how these languages are taught is unique in directly relating basic constructs in sociolinguistics to English language teaching features case studies that illustrate the diversity of English teaching contexts Directed to a wide TESOL and applied linguistics professional readership, this text will be particularly useful and effective for pre-service and in-service professional development in TESOL for K-12 and higher education levels.**

**In many parts of the world the language education scenario is increasingly dynamic, as demographic, economic and social changes powerfully influence socio-political agendas in the sphere of language education. These in turn impact on complex issues such as linguistic pluralism, multiculturalism, and marginalization. This is especially so in the sphere of second language education where local, national and regional concerns often dominate the objectives underpinning policy choice and prioritisation.&ltBR> This volume brings together scholars and researchers from a wide range of different educational contexts and turns a sociolinguistic lens on some of the key areas of concern for researchers in language education: critical awareness of power and identity issues; competence in dealing with new sociolinguistic repertoires, modalities and literacies; ethical concerns for all who are involved. The 'case study' approach enables the reader to reflect on and critically engage with these issues in a rich variety of contextual situations, and the volume as a whole provides a useful overview of (second) language education in the world today.**

**Rising enrollments of students for whom English is not a first language mean that every teacher - whether teaching kindergarten or high school algebra - is a language teacher.**

**This book explains what teachers need to know about language in order to be more effective in the classroom, and it shows how teacher education might help them gain that knowledge. It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning to which language is key. This second edition reflects the now greatly expanded knowledge base about academic language and classroom discourse, and highlights the pivotal role that language plays in learning and schooling. The volume will be of interest to teachers, teacher educators, professional development specialists, administrators, and all those interested in helping to ensure student success in the classroom and beyond.**

**This innovative, timely text introduces the theory, research, and classroom application of critical approaches to the teaching of minoritized heritage learners, foregrounding sociopolitical concerns in language education. Beaudrie and Loza open with a global analysis, and expert contributors connect a focus on speakers of Spanish as a heritage language in the United States to broad issues in heritage language education in other contexts - offering an overview of key concepts and theoretical issues, practical pedagogical guidance, and field-advancing suggestions for research projects. This is an invaluable resource for advanced students and scholars of applied linguistics and education, as well as language program administrators.**

**Language Diversity and Education**

**A Sociolinguistic Perspective**

**A Functional Linguistics Perspective**

**Introducing Language and Society**

**Sociolinguistics in Language Teaching Perspectives**

**Language Policy and Language Acquisition Planning**

Understanding and addressing linguistic disadvantage must be a central facet of the social justice agenda of our time. This book explores the ways in which linguistic diversity mediates social justice in liberal democracies undergoing rapid change due to high levels of migration and economic globalization. Focusing on the linguistic dimensions of economic inequality, cultural domination and imparity of political participation, Linguistic Diversity and Social Justice employs a case-study approach to real-world instances of linguistic injustice. Linguistic diversity is a universal characteristic of human language but linguistic diversity is rarely neutral; rather it is accompanied by linguistic stratification and linguistic subordination. Domains critical to social justice include employment, education, and community participation. The book offers a detailed examination of the connection between linguistic diversity and inequality in these specific contexts within nation states that are organized as liberal democracies. Inequalities exist not only between individuals and groups within a state but also between states. Therefore, the book also explores the role of linguistic diversity in global injustice with a particular focus on the spread of English as a global language. While much of the analysis in this book focuses on language as a means of exclusion, discrimination and disadvantage, the concluding chapter asks what the content of linguistic justice might be.

How do written and other signs shape our educational spaces and practices; and how, in turn, are these written and other signs shaped by the educational spaces and practices they inhabit? Building on enquiries into the linguistic landscapes of public spaces, this volume addresses these questions and thereby further advances the educational turn in linguistic and semiotic landscapes studies. Prompted by social changes associated with migration and superdiversity, as well as imperatives to promote pluri- and multilingualism, the studies collected here speak to the interest of researchers and practitioners in educational linguistics and educational sciences. They confirm the value of combining empirical analyses of linguistic and semiotic educationscapes with action research on mobilising linguistic landscapes as pedagogical resources to promote multilingual equality.

This volume develops a comprehensive understanding of the manner in which dominant/emergent ideologies, discourses and social structures impact language education. The 17 chapters analyze the complex social dynamics of "isms" within language education and detail how such dynamics influence language education pedagogies and practices, institutional policies, intergroup subjectivities in addition to language proficiency achievements.

This book responds to a growing body of work in sociolinguistics and applied linguistics that places an emphasis on situated descriptions of language education practices and illuminates how these descriptions are enmeshed with local, institutional and wider social forces. It engages with new ways of understanding language that expand its meaning by including other semiotic resources and meaning-making practices and bring to the fore its messiness and unpredictability. The chapters illustrate how a translingual and transcultural orientation to language and language pedagogy can provide a point of entry to reimagining what language education might look like under conditions of heightened linguistic and cultural diversity and increased linguistic and social inequalities. The book unites an international group of contributors, presenting state-of-the-art empirical studies drawing on a wide range of local contexts and spaces, from linguistically and culturally heterogeneous mainstream and HE classrooms to complementary (community) school and informal language learning contexts.

**Critical Studies in Sociolinguistics**

**Studies in Honor of Waldemar Marton**

**Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching**

**Experience and Ethics in Teaching and Learning**

**The Role of Linguistics and Sociolinguistics in Language Education and Policy**

**Pragmatics for Language Educators**

**Applying a critical lens to language education, this book explores the tensions that Latinx students face in relation to their identities, social and institutional settings, and other external factors. Across diverse contexts, these students confront complex debates and contestable affirmations that intersect with their lived experiences and social histories. Martinez and Train highlight the pedagogic and ethical urgency of teacher responsibility, learner agency and social justice in critically addressing the consequences, constraints, and affordances of the language education that Latinx students**

experience in historically-situated and institutionally defined spaces of practice, ideology and policy. Reframing language studies to take into account the roles of power, inequality, and social settings, this book provokes dialogue between areas of language education that rarely interface. Through privileging the learner experience, the book provides a window to the contested spaces across language education and generates new opportunities for engagement and action. Offering nuanced and insightful analyses, this book is ideal for scholars, language researchers, language teacher educators and graduate students in all areas of language education.

This book is about how language is used in the context of schooling. It demonstrates that the variety of English expected at school differs from the interactional language that students use for social purposes outside of school, and provides a linguistic analysis of the challenges of the school curriculum, particularly for non-native speakers of English, speakers of non-standard dialects, and students who have little exposure to academic language outside of schools. *The Language of Schooling: A Functional Linguistics Perspective* builds on current sociolinguistic and discourse-analytic studies of language in school, but adds a new dimension--the framework of functional linguistic analysis. This framework focuses not just on the structure of words and sentences, but on how texts are constructed--how particular grammatical choices create meanings in the different kinds of texts students are asked to read and write at school. *The Language of Schooling: A Functional Linguistics Perspective* \*provides a functional description of the kinds of texts students are expected to read and write at school; \*relates research from other sociolinguistic and language development perspectives to research from the systemic functional linguistics perspective; \*focuses on the increasing linguistic demands of contexts of advanced literacy (middle school through college); \*analyzes the genres typically encountered at school, with extensive description of the grammatical features of the expository essay, a gatekeeping genre for secondary school graduates; \*reviews the grammatical features of disciplinary genres in science and history; and \*argues for more explicit attention to language in teaching all subjects, with a particular focus on what is needed for the development of critical literacy. This book will enable researchers and students of language in education to recognize how the grammatical and discourse features of the language of schooling construct the content areas, role relationships, and purposes and expectations of schools. It also will enable them to better understand the nature of language itself and how it emerges from and helps to maintain social structures and institutions, and to apply these understandings to creating classroom environments that build on the strengths students bring to school.

The volume provides a state-of-the-art overview of key issues in second language learning and teaching, adopting as a point of reference both psycholinguistic and sociolinguistic perspectives. The papers included in the collection, which have been contributed by leading specialists in the field from Poland and abroad, touch upon important theoretical issues, report latest research findings and offer guidelines for classroom practice. The range of topics covered and the inclusion of concrete pedagogic proposals ensures that the book will be of interest to a wide audience, not only SLA specialists, but also methodologists, material designers, undergraduate and graduate students, and practitioners

It is clearly illogical to search for one good, universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers, and by attitudes towards multilingualism and 'otherness'. The studies in this volume seek to investigate not only whether certain solutions and practices are 'good', but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts, and uncovers common themes and practices, shared aims and preoccupations, and often similar solutions, within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1-Ln terminology when discussing complex multilingual realities, and looks at how the age factor works in classroom settings.

*Bridging Cognitive, Sociocultural, and Sociolinguistic Approaches to Enhance Student Learning*

*Linguistic Diversity and Social Justice*

*A Festschrift for Dr. D.P. Pattanayak*

*Tension and Contention in Language Education for Latinxs in the United States*

*Oppression, Intersectionality and Emancipation*

*What Teachers Need to Know About Language*

***This book investigates the sociolinguistic dimension of the internationalisation of higher education, examining the linguistic tensions and ambiguities experienced by universities around the world, particularly in non-anglophone contexts. Joining current debates within discursive and ethnographic approaches to language policy, the authors analyse the narrative emerging from university language policy documents, and then trace the stance-taking processes of different stakeholders at a small university in Catalonia. They pay particular attention to how teachers, administrative staff, and exchange students position themselves in connection to the role of Catalan and its coexistence with other languages at the university. This book will be of interest to language policy scholars and practitioners, as well as graduate students in sociolinguistics and applied linguistics***

***This edited volume presents an empirical account of how neoliberal ideas are adopted on the ground by different actors in different educational settings, from bilingual education in the US, to migrant work programmes in Italy, to minority language teaching in Mexico. It examines language and education as objects of neoliberalization and as powerful tools and sites through which ideological principles underpinning neoliberal societies and economies are (re)produced and maintained (and with that, inequality and exclusion). This book aims to produce a complex understanding of***

**how neoliberal rationalities are articulated within locally anchored and historical regimes of knowledge on language, education and society. Prior to the central theme of the discussion on sociolinguistics, it is important for us to clarify some of the definitions and terms related to the subject matter. First of all, let us have a look at 'sociolinguistics'. What is sociolinguistics? What does it deal with? What issues are probably relevant to the study of language teaching as this textbook is primarily designed for the students majoring in English language education?**

**Heritage language (HL) education has as its primary aims to help learners regain, develop, or maintain their HL while gaining deeper understanding of their cultural heritage. The topic has gained traction in recent years, as the interest in bilingual education and the numbers of people speaking English as a second language have grown. Teachers play a vital role in advancing HL learning (HLL). This edited volume presents them with the knowledge and tools necessary to overcome common obstacles in HLL based on cutting-edge research. In twelve chapters, contributors address the various types of challenges faced in trying to transfer research findings into new teaching approaches and encourages teacher innovation. Part I reviews fundamental issues in curricular, teacher, and program development, while Part II addresses pedagogical strategies, techniques, and approaches. The book seeks to answer questions such as, What are the best ways to help HLL acquire language for use in professional settings? How should HL learners' skills be assessed? How should new HL programs be designed? How do we define HL learners? How do we prepare teachers to meet their needs? While many HLL books focus on Spanish, information on multiple languages is included in this book.**

**Isms in Language Education**

**Sociolinguistics and Second Language Acquisition**

**A Transdisciplinary Lens for Bilingual Education**

**A Practical Guide for the Classroom**

**The Complexity of Identity and Interaction in Language Education**

**Linguistics and the Education of Language Teachers**

*Language Education and Applied Linguistics: bridging the two fields provides a starting point for students and researchers in both Language and Education who wish to interpret and use insights from the field of Applied Linguistics, and for Applied Linguists who wish to engage in dialogue with language educators and researchers in education. Providing a framework for understanding the resources individuals use to communicate, this accessible and innovative text will enable teachers and learners to understand and discuss features and tools used in communication. This framework enables: Learners to explore their current language abilities and their desired future communicative abilities, empowering them to engage with their own language learning needs Language educators to explore central concerns in multiliteracy, digital literacies, plurilingualism and plurilingual development Applied Linguistics students to understand theories of applied linguistics and language education Sociolinguists to bring their research into education Language Education and Applied Linguistics can be used by students, teachers, researchers and teacher educators to explore multilingual contexts and communicative purposes in language classrooms, language education and applied linguistics.*

*Literacy - the ability to produce and interpret written text - has long been viewed as the basis of all school achievement; a measure of success that defines both an 'educated' person, and an educable one. In this volume, a team of leading experts raise questions central to the acquisition of literacy. Why do children with similar classroom experiences show different levels of educational achievement? And why do these differences in literacy, and ultimately employability, persist? By looking critically at the western view of a 'literate' person, the authors present a perspective on literary acquisition, viewing it as a socially constructed skill, whereby children must acquire discourse strategies that are socially 'approved'. This extensively-revised second edition contains an updated introduction and bibliography. This volume will continue to have far-reaching implications for educational theory and practice.*

*Routledge English Language Introductions cover core areas of language study and are one-stop resources for students. Assuming no prior knowledge, books in the series offer an accessible overview of the subject, with activities, study questions, sample analyses, commentaries and key readings - all in the same volume. The innovative and flexible 'two-dimensional' structure is built around four sections - introduction, development, exploration and extension - which offer self-contained stages for study. Each topic can also be read across these sections, enabling the reader to build gradually on the knowledge gained. Sociolinguistics: provides a comprehensive introduction to sociolinguistics draws on a wide range of real texts, from an interview with Madonna to articles in international newspapers and classroom discourse · uses real studies designed and conducted by students provides classic readings by the key names in the discipline from Milroy and Holmes to Fairclough and Cameron. Written by an experienced teacher and author, this accessible textbook is an essential resource for all students of English Language and Linguistics.*

*Making pragmatics accessible to a wide range of students and instructors without dumbing down the content of the field, this text for language professionals: raises awareness and increases knowledge and understanding of how human beings use language in real situations to engage in social action fosters the ability to think critically about language data and use helps readers develop the ability to "do pragmatics" The book features careful explanations of topics and concepts that are often difficult for uninitiated readers, a wealth of examples, mostly of natural speech from collected data sources, and attention to the needs of readers who are non-native speakers of English, with non-Western perspectives offered when possible. Suggested Readings, Tasks, Discussion Questions, and Data Analysis sections involve readers in extending and applying what they are reading. The exercises push readers to recall and synthesize the content, elicit relevant personal experiences and other sources of information, and engage in changing their own interactional strategies. The activities go beyond a predictable framework to invite readers to carry out real life observations and experiment to make doing pragmatics a nonjudgmental everyday practice.*

*A Resource Book for Students*

*International English in Its Sociolinguistic Contexts*

*The Social Construction of Literacy*

*Linguistic Landscapes and Educational Spaces*

*Sociolinguistics and Language Education*

*Heritage Language Teaching*

This text provides an introduction to the field of sociolinguistics for second and foreign language teachers. This book provides an introduction to the field of sociolinguistics for second and foreign language teachers. Chapters cover the basic areas of sociolinguistics, including regional and social variations in dialects, language and gender, World English, and intercultural communication. Each chapter has been specially written for this collection by an individual who has done extensive research on the topic explored. This is the first introductory text to address explicitly the pedagogical implications of current theory and research in sociolinguistics. The book will also be of interest to any teachers with students from linguistically diverse backgrounds. In the sociopolitics of language, sometimes yesterday's solution is tomorrow's problem. This volume examines the evolving nature of language acquisition planning through a collection of papers that consider how decisions about language learning and teaching are mediated by a confluence of psychological, ideological, and historical forces. The first two parts of the volume feature empirical studies of formal and informal education across the lifespan and around the globe. Case studies map the agents, resources, and attitudes needed for creating moments and spaces for language learning that may, at times, collide with wider beliefs and policies that privilege some languages over others. The third part of the volume is devoted to conceptual contributions that take up theoretical issues related to epistemological and conceptual challenges for language acquisition planning. These contributions reflect on the full spectrum of social and cognitive factors that intersect with the planning of language teaching and learning including ethnic and racial power relations, historically situated political systems, language ideologies, community language socialization, relationships among stakeholders in communities and schools, interpersonal interaction, and intrapersonal development. In all, the volume demonstrates the multifaceted and socially situated nature of language acquisition planning.

Contributed articles.

*Sociolinguistics and Second Language Acquisition* is a comprehensive textbook that bridges the gap between the fields of sociolinguistics and second language acquisition, exploring the variety of ways in which social context influences the acquisition of a second language. It reviews basic principles of sociolinguistics, provides a unified account of the multiple theoretical approaches to social factors in second languages, summarizes the growing body of empirical research, including examples of findings from a wide range of second languages, and discusses the application of sociolinguistics to the second language classroom. Written for an audience that extends beyond specialists in the field, complete with summary tables, additional readings, discussion questions, and application activities throughout, this volume will serve as the ideal textbook for advanced undergraduate or graduate students of second language acquisition and instruction, and will also be of interest to researchers in the fields of second language acquisition, second language instruction and sociolinguistics.

*An Introduction to Applied Sociolinguistics*

*The Language of Schooling*

*From Innovation to Program Building*

*Liberating Language Education*

*Routledge Encyclopedia of Language Teaching and Learning*

*Bridging the two fields*

The *Routledge Handbook of Heritage Language Education* provides the rapidly growing and globalizing field of heritage language (HL) education with a cohesive overview of HL programs and practices relating to language maintenance and development, setting the stage for future work in the field. Driving this effort is the belief that if research and pedagogical advances in the HL field are to have the greatest impact, HL programs need to become firmly rooted in educational systems. Against a background of cultural and linguistic diversity that characterizes the twenty-first century, the volume outlines key issues in the design and implementation of HL programs across a range of educational sectors, institutional settings, sociolinguistic conditions, and geographical locations, specifically: North and Latin America, Europe, Israel, Australia, New Zealand, Japan, and Cambodia. All levels of schooling are included as the teaching of the following languages are discussed: Albanian, Arabic, Armenian (Eastern and Western), Bengali, Brazilian Portuguese, Chinese, Czech, French, Hindi-Urdu, Japanese, Khmer, Korean, Pasifika languages, Persian, Russian, Spanish, Turkish, Vietnamese, and Yiddish. These discussions contribute to the development and establishment of HL instructional paradigms through the experiences of "actors on the ground" as they respond to local conditions, instantiate current research and pedagogical findings, and seek solutions that are workable from an organizational standpoint. The *Routledge Handbook of Heritage Language Education* is an ideal resource for researchers and graduate students interested in heritage language education at home or abroad.

This book addresses two critical calls pertaining to language education. Firstly, for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly, for the need to attend to conceptualizations of and approaches to manifestations of (in)equity in the sociohistorical contexts in which they occur. Collectively, the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger (trans)communal negotiations of being and belonging, in which individuals affirm and/or problematize essentialized and idealized nativeness and community membership. The volume, comprised of chapters contributed by

a diverse array of researcher-practitioners living, working and/or studying around the globe, is intended to inform, empower and inspire stakeholders in language education to explore, potentially reimagine, and ultimately critically and practically transform, the communities in which they live, work and/or study.

"... focuses on issues at the forefront of heritage language teaching and research. Its state-of-the-art presentation will make this volume a standard reference book for investigators, teachers, and students. It will also generate further research and discussion, thereby advancing the field." María Carreira, California State University – Long Beach, United States "In our multilingual and multicultural society there is an undeniable need to address issues of bilingualism, language maintenance, literacy development, and language policy. The subject of this book is timely.... It has potential to make a truly significant contribution to the field." María Cecilia Colombi, University of California – Davis, United States This volume presents a multidisciplinary perspective on teaching heritage language learners. Contributors from theoretical and applied linguistics, sociolinguistics, psychology, educational policy, and pedagogy specialists explore policy and societal issues, present linguistic case studies, and discuss curricular issues, offering both research and hands-on innovation. - The term "heritage language speaker" refers to an individual exposed to a language spoken at home but who is educated primarily in English. Research and curriculum design in heritage language education is just beginning. Heritage language pedagogy, including research associated with the attrition, maintenance, and growth of heritage language proficiency, is rapidly becoming a field in its own right within foreign language education. This book fills a current gap in both theory and pedagogy in this emerging field. It is a significant contribution to the goals of formulating theory, developing informed classroom practices, and creating enlightened programs for students who bring home-language knowledge into the classroom. Heritage Language Education: A New Field Emerging is dedicated to Professor Russell Campbell (1927-2003), who was instrumental in advocating for the creation of the field of heritage language education.

An accessible and entertaining textbook that introduces students to sociolinguistics in a real-world context, with issues they care about.

The Sociolinguistics of Higher Education

The Routledge Handbook of Heritage Language Education

Language, Education and Neoliberalism

A Critical Sociolinguistic Ethnography

Critical Language Awareness Perspectives for Research and Pedagogy

Heritage Language Education

***This book provides an up-to-date overview of sociolinguistics, including topics of nationalism and popular culture, style and identity, creole languages, critical language awareness, multimodal literacies, classroom discourse, ideologies and power, across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization.***

***The Routledge Encyclopedia of Language Teaching and Learning is an authoritative handbook dealing with all aspects of this increasingly important field of study. It has been produced specifically for language teaching professionals, but can also be used as a reference work for academic studies at postgraduate level. It offers a comprehensive range of articles on contemporary language teaching and its history. Themes covered include: methods and materials assessment and testing contexts and concepts influential figures related disciplines, such as psychology, anthropology and sociolinguistics. It covers the teaching of languages, in particular Japanese, Chinese and Arabic, as well as English, French, German and Spanish. There are thirty-five overview articles dealing with issues such as communicative language teaching, early language learning, teacher education and syllabus and curriculum design. A further 160 entries focus on topics such as bilingualism, language laboratories and study abroad. Numerous shorter items look at language and cultural institutions, professional associations and acronyms. Multiple cross-references enable the user to browse from one entry to another, and there are suggestions for further reading. Written by an international team of specialists, the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject.***

***Shortlisted for the 2014 BAAL Book Prize This book explores the meaning of modernization in contemporary Chinese education. It examines the implications of the implementation of reforms in English language education for experimental-urban schools in the People's Republic of China. Pérez-Milans sheds light on how national, linguistic, and cultural ideologies linked to modernization are being institutionally (re)produced, legitimated, and inter-personally negotiated through everyday practice in the current context of Chinese educational reforms. He places special emphasis on those reforms regarding English language education, with respect to the economic processes of globalization that are shaping (and being shaped by) the contemporary Chinese nation-state. In particular, the book analyzes the processes of institutional categorization of the "good experimental school", the "good student", and the "appropriate knowledge" that emerge from the daily discursive organization of those schools, with special attention to the related contradictions, uncertainties and dilemmas. Thus, it provides an account of the on-going cultural processes of change faced by contemporary Chinese educational institutions under conditions of late modernity. Winner of The University of Hong Kong's Faculty Early Career Research Output Award for outstanding book publication, by the Faculty of Education***

***Sociolinguistics***

***Towards a Socially Sensitive EIL Pedagogy***

***Learning to Use Language in Context***

***Sociolinguistic and Educational Perspectives***

***Language Policy and Internationalisation in Catalonia***

***A New Field Emerging***