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 attribution, 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. Language Heritage 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.

The Routledge Handbook of English Language Studies

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, and stresses 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.

Encyclopedia of Language and Education

This volume examines the notion of criticality in language studies. Drawing on the work of the Frankfurt School - A. H. Hamel, H. Horkeimer, and M. Acoune, among others - the chapters in the volume examine a variety of linguistic contexts: from gender activism to web journalism, from the classroom to the open streets. It also presents theoretical and methodological guidance on expanding the sociocultural outlook for meaning brought on by the notion of criticality in contemporary language studies. *Understanding criticality in languages through historical, political, and social perspectives. *Using linguistics and language studies as tools to dissect and disclose social injustices. This book will be of great interest to scholars and researchers of language studies and linguistics, philosophy, politics, and sociology and social policy.

Introducing Language and Society

Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. It research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

New Perspectives on Individual Differences in Language Learning and Teaching

Routled English Language Introductions cover core areas of language study and are one-step resources for students. A summing up 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 a Malagasy speaker to articles in international newspapers; 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.

A Theoretical Framework for Language Education and Teaching

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. Beautifully laid out in clear, accessible language, expert contributors 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 in Late Modernity

Dual Language Education

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 prioritization. &lt;IBR&gt; This volume brings together scholars and researchers from a wide range of different educational contexts and forms 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.

Heritage Language Education

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 sociolinguistic 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.

Sociolinguistics and Language Education

The Routledge Handbook of English Language Studies provides a comprehensive overview of English Language Studies. The book takes a three-pronged approach to examine what constitutes the phenomenon of the English language, why and in what contexts it is an important subject to study; and what the chief methodologies are that are used to study it. In 30 chapters written by leading scholars from around the world, this Handbook covers and critically examines English Language Studies as a discipline that is changing and evolving in response to local and global pressures, definitions of English, including world Englishes, contact Englishes, and historical and colonial perspectives; the relevance of English in areas such as teaching, politics and the media; analysis of English situated in wider linguistic contexts, including psycholinguistics, sociolinguistics and linguistic ethnography. The Routledge Handbook of English Language Studies is essential reading for researchers and students working in fields related to the teaching and study of the English language in any context.

Language, Education, and Identity

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 insights to 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 Analyses 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 provide a model for expanding the sociolinguistic framework for meaning brought on by the notion of criticality in contemporary language studies. *Understanding criticality in languages through historical, political, and social perspectives. *Using linguistics and language studies as tools to dissect and disclose social injustices. This book will be of great interest to scholars and researchers of language studies and linguistics, philosophy, politics, and sociology and social policy.

The Role of Linguistics and Sociolinguistics in Language Education and Policy

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.

A Transdisciplinary Lens for Bilingual Education

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Plurilingual Classroom Practices and Participation contributes to a better understanding of plurilingual education in Catalonia by providing a description of the interactional resources mobilised by learners as social actors. This volume is a collection of studies that show interactions containing plurilingual and multimodal sequences that illustrate moments of potential acquisition aspects of language use. A nailing data collected through ethnographic fieldwork, the studies explore interactions in primary, secondary, and tertiary milieus as well as non-formal settings and examine how participants organise their interaction, their ways of participating, and the resources they mobilise for them. The linguistic policies of the educational settings studied establish the use of a given language but contain ample opportunities for dialectal or creole variation of how languages like Arabic, Catalan, English, French, Greek, Mandarin, Punjabi, Riffian Berber, Spanish and Urdu come into play. The chapters explore the links between these practices and the construction of participation in the ongoing interaction. A though focused on language education in Catalonia, results can be transferred to classrooms worldwide which host plurilingual learners. Thus, the volume is an excellent resource for teachers and researchers interested in plurilingual education and can be used as a reference book in doctoral studies and teacher training programmes in this research field.

Language Education and Emotions

Addressing the interactions 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 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 curriculum, and overall benefits. Ideal for coursework in heritage languages, 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.

Sociolinguistics in Language Education

New Perspectives on Language and Education (Vol 41-50)

This volume develops a comprehensive understanding of the manner in which dominant/emergent ideologies, discourses and social structures impact language education. The 17 chapters analyse 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.

A Sociolinguistics of the South

Sociolinguistics and 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.

Sociolinguistics in Language Teaching Perspectives

This book examines medium of instruction in education and studies its social, economic, and political significance in the lives of people living in South Asia. It provides insight into the meaning of medium and what makes it so important to identity, aspiration, and inequality. It questions the ideologized associations between education and social and spatial mobility and discusses the gender- and class-based marginalization that comes withvernacular-medium education. The volume also considers how policy makers, such as the Right to Education (RTE) Act in India, have failed to address the inequalities brought by medium in schools, and investigates questions on language access, inclusion, and rights. Drawing on extensive fieldwork and in-depth interviews, the book will be indispensable for students and scholars of anthropology, education studies, sociolinguistics, sociology, and South Asian studies. It will also appeal to those interested in language and education in South Asia, especially the role of language in the reproduction of inequality.

English Language Education Across Greater China

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

The Complexity of Identity and Interaction in Language Education

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?

Codeswitching in the Classroom

Present-day globalisation, 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 clear, 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 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.

Urban Schools and English Language Education in Late Modern China

Presenting a range of data obtained from secondary schools in the UK and US, this path-breaking book explores the role played by language in constructing sexual identities. A analysing the often complex ways in which homophobia, heterosexism and heteronormativity are enacted within school contexts, it shows that by analysing language, we can discover much about how educators and students experience sexual diversity in their schools, how sexual identities are constructed through language, and how different statuses are ascribed to different sexual identities.

The Sociolinguistics of Language Education in International Contexts

Language Education and Emotions presents innovative, empirical research into the influence of emotions and affective factors in language education, both in L1 and in foreign language education. It offers a comprehensive overview of studies authored and co-authored by researchers from all over the world. The volume highlights the role emotions play in the development of a 'backbone' contributed by two of the discipline's most reputed scholars: Jere A. Mold (Spain) and Jean-Marc Dewaele (United Kingdom). This book broadens our understanding of emotions, including well-known concepts such as foreign language anxiety as well as addressing the emotions that have only recently received scientific attention, driven by the positive psychology movement. Chapters explore emotions from the perspective of the language learner and the language teacher, and in relation to educational processes. A number of contributions deal with traditional, school-based contexts, whereas others study new settings of foreign language education such as migration. The book presents a picture of the broad scale of approaches used to study this topic and offers new and relevant insights for the field of language education and emotions. This book will be of great interest to academics, researchers and postgraduate students in the field of language education, psycholinguistics, sociolinguistics, and applied linguistics.

International English in Its Sociolinguistic Contexts

Language, Education and Neoliberalism

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 long-duree perspective of the key 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-)located 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 treated 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.

**Heritage Language Teaching**

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 transcommunal 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 re-imagine, and ultimately critically and practically transform, the communities in which they live, work and/or study.

**Sociolinguistics and Second Language Acquisition**

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.

**Innovative Strategies for Heritage Language Teaching**

Provides a sociolinguistic account of classroom interaction, based on research in an inner-city high school.

**Language, Sexuality and Education**

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.

**Sociolinguistics and 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.

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