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KEY=LANGUAGE - OSBORNE DEANDRE

Language Matters

Reflections on Educational Linguistics

Information Age Pub Incorporated **A volume in Contemporary Language Education Series Editor: Terry A. Osborn, Fordham University** This book addresses a timely and very important topic: language in education. Language, apparently, is a very tricky business. On the one hand, everyone uses language, and virtually everyone has strong views about language. In the educational domain this seems to be especially true. Language is not merely an intrinsic component of the educational process as the medium of instruction in the classroom, but also serves as the mediator of social reality for students and teachers alike. It plays a central role in articulating and conveying not only social, cultural and empirical ideas, but ideological concepts as well. It is also used to make judgments about the speaker, not to mention its role in maintaining differential power relations. And yet, in spite of this, the role of language is not sufficiently recognized in classroom practice much of the time. Nor is language, except in fairly narrow ways, really an especially central part of the curriculum, in spite of its incredible importance. To be sure, we do spend a great deal of time and money attempting to teach students to read and write (that is, to provide them with basic literacy skills), and we provide nominal support for foreign language education programs. We also provide limited support for children coming to school who do not speak English. What we do not do, though, is to recognize the absolute centrality of language knowledge and language use for the educated person. This book seeks to address these issues from the broad perspective of critical pedagogy.

Language Matters

Reflections on Educational Linguistics

IAP "This book addresses a timely and very important topic: language in education. Language, apparently, is a very tricky business. On the one hand, everyone uses language, and virtually everyone has strong views about language. In the educational domain this seems to be especially true. Language is not merely an intrinsic component of the educational process as the medium of instruction in the classroom, but also serves as the mediator of social reality for students and teachers alike. It plays a central role in articulating and conveying not only social, cultural and empirical ideas, but ideological concepts as well. It is also used to make judgments about the speaker, not to mention its role in maintaining differential power relations. And yet, in spite of this, the role of language is not sufficiently recognized in classroom practice much of the time. Nor is language, except in fairly narrow ways, really an especially central part of the curriculum, in spite of its incredible importance. To be sure, we do spend a great deal of time and money attempting to teach students to read and write (that is, to provide them with basic literacy skills), and we provide nominal support for foreign language education programs. We also provide limited support for children coming to school who do not speak English. What we do not do, though, is to recognize the absolute centrality of language knowledge and language use for the educated person. This book seeks to address these issues from the broad perspective of critical pedagogy.

Language Loyalty, Language Planning, and Language Revitalization

Recent Writings and Reflections from Joshua A. Fishman

Multilingual Matters Joshua Fishman is perhaps best known and loved for his pioneering and enduring work in language loyalty and reversing language shift. This volume brings together a selection of his writings on these topics and some of his personal perspectives on the field of sociolinguistics.

Modern Arabic Sociolinguistics

Diglossia, variation, codeswitching, attitudes and identity

Routledge Modern Arabic Sociolinguistics outlines and evaluates the major approaches and methods used in Arabic sociolinguistic research with respect to diglossia, codeswitching, language variation and attitudes and social identity. This book: outlines the main research findings in these core areas and relates them to a wide range of constructs, including social context, speech communities, prestige, power, language planning, gender and religion examines two emerging areas in Arabic sociolinguistic research, internet-mediated communication and heritage speakers, in relation to globalization, language dominance and interference and language loss and maintenance analyses the interplay between the various sociolinguistic aspects and examines the complex nature of the Arabic multidialectal, multinational, and multiethnic sociolinguistic situation. Based on the author's recent fieldwork in several Arab countries this book is an essential resource for researchers and students of sociolinguistics, Arabic linguistics, and Arabic studies.

Consilio et Animis

Tracing a Path to Social Justice through the Classics

IAP Once the province and tool of elite learning in American society, and the core of the Humanities, the study of the Classics now occupies a tenuous place on the margins of curriculum in most public schools. Administrators of schools and districts with limited resources, teachers, and students of ancient Greek and Roman culture and language confront many questions regarding the relevance and utility of including the Classics in education that must address modern challenges. In this book, Toni Ryan argues that the Classics provide students with a uniquely wide range of opportunities for critical examination of the connections among language, cultural constructions of power and knowledge, and oppression in society. She proposes rationale for incorporating a critical approach to classical studies in American public schools as a path to exploring social justice issues. Critical pedagogy in Classics offers a platform for illuminating paths for critical awareness, reflection, and action in the quest to understand and address the broad concerns of social justice. Ryan asserts the potential for education in Classics to be reconstructed to empower and emancipate, particularly through the exploration of philosophical questions that have been pondered in classical cultures (and in classical studies) since antiquity. For public school educators and students, the examination of classical language and culture allows us to safely explore critical questions in an admittedly unsafe world. Those questions that are eternally ours, that are eternally centered in the human condition, are the province of Classics.

Language and Identity

IAP *Language and Identity* is the third volume of the Readings in Language Studies series published by the International Society for Language Studies, Inc. Edited by Paul Chamness Miller, John L. Watzke, and Miguel Mantero, volume three sustains the society's mission to organize and disseminate the work of its contributing members through peer-reviewed publications. The book presents international perspectives on language and identity in several thematic sections: discourse, culture, identity in the professions, policy, pedagogy, and the learner. A resource for scholars and students, *Language and Identity*, represents the latest scholarship in new and emergent areas of inquiry.

Language and Power

IAP The International Society for Language Studies (ISLS) introduces its second volume in the series Readings in Language Studies with *Language and Power*, a text that represents international perspectives on power and bilingualism, identity in professions, media, the learner, and pedagogy. Founded in 2002, ISLS is a world-wide organization of volunteers, scholars and practitioners committed to critical, interdisciplinary, and emergent approaches to language studies.

Democracy and World Language Education

Toward a Transformation

IAP This book challenges the reader to consider issues of language and linguistic discrimination as they impact world language education. Using the nexus of race, language, and education as a lens through which one can better understand the role of the world language education classroom as both a setting of oppression and as a potential setting for transformation, *Democracy and World Language Education: Toward a Transformation* offers insights into a number of important topics. Among the issues that are addressed in this timely book are linguisticism, the ideology of linguistic legitimacy, raciolinguistics, and critical epistemology. Specific cases and case studies that are explored in detail include the contact language Spanglish, African American English, and American Sign Language. The book also includes critical examinations of the less commonly taught languages, the teaching of classical languages (primarily Latin and Greek), and the paradoxical learning and speaking of “critical languages” that are supported primarily for purposes of national security (Arabic, Chinese, Farsi, Russian, etc.).

Intercultural Competence in Instructed Language Learning

Bridging Theory and Practice

IAP There is pressure on world language educators to prepare learners with 21st century skills to meet the challenges of an increasingly interconnected globalized world. The need for change was summarized in the 2007 report of the MLA Ad Hoc Committee on Foreign Languages that suggested the implementation of curricular reform by developing students’ “translingual and transcultural competence” (p. 3) which allows someone “to operate between languages” (p.237). However, the integration of such a meaningful cultural component in instructed language learning is a complex topic. This book recognizes the difficulty world language educators face to achieve the goals of the MLA report, particularly at beginning levels of instruction in target language use classrooms. Accordingly, this book informs instructed language learning and teaching by bridging developmental theories from the fields of intercultural competence with second language pedagogies—particularly communicative language teaching (CLT) and literacy-based approaches—providing examples of practical applications inside the classroom and beyond. It is intended to support the many FL educators who have consistently reported that they are struggling to incorporate meaningful cultural instruction into their practice (Fox & Diaz-Greenberg 2006; Phillips & Abbott, 2011; Sercu, 2005). This book provides a framework to foster learners’ deep cultural reflection at beginning levels of instruction while preserving target language use policies, bridging CLT pedagogies to intercultural communicative competence (ICC) literacy-based approaches. It starts by synthesizing prominent definitions of culture and culture learning models and then summarizes disparate sources of research findings on culture learning projects (which primarily take place at advanced levels of language learning) to the Standards-based classroom at all levels of instruction, K-16. Although research on fostering learners’ intercultural competence at beginning levels of language instruction is in its infancy, it is of utmost concern given that the vast majority of U.S. language learners rarely continue to advanced levels of instruction (Zimmer-Lowe, 2008). In addition, this book challenges FL educators to advocate for their FL programs and to give greater visibility and credibility to the profession in institutional internationalization efforts. The theoretical components of this book deconstruct the connections between language, thought and culture and problematize developmental models in the IC field that neglect to consider the important role of language. This book provides K-16 FL educators with the discourse needed to 1) explain to administrators, parents and students how world language study prepares learners to compete in an increasingly global market beyond the learner’s development of linguistic proficiency and 2) convince administrators of the value in and the need for world language study in order to support institutional internationalization efforts. The last chapter of this book provides guidance and suggestions on ways to expand K-12 teacher preparation programs and continuing education training to foster learners’ intercultural communicative competence while preserv-ing a Standards-based curriculum. In sum, this book is intended to 1) support all K-16 world language educa-tors with their program advocacy and instruction; 2) serve as a reference manual or course book in teacher preparation programs; 3) serve as a reference manual or course book for research and graduate courses on the teaching and learning of languages.

Critical Qualitative Research in Second Language Studies

Agency and Advocacy

IAP This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media portrayals of the English as an

Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and anti-immigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

Starting Points in Critical Language Pedagogy

[IAP](#) Critical language pedagogy, also sometimes referred to as critical ELT, where English is the primary language involved, has a literature in which theoretical and specialized work has outstripped more practically-oriented material. Nevertheless, even practically-oriented publications in this area tend to address the experienced, well-resourced teacher, as opposed to those beginning in this area, or those without much professional support. With a view to helping prepare second language teachers to begin to engage with critical language pedagogy, the authors of this book start from areas of conventional L2 curriculum that teachers naturally use. Each chapter presents material pertinent to areas of language, language teaching and course delivery, starting from a fairly conventional perspective. It then attempts to explain how this conception can be extended drawing upon the ideas of critical (language) pedagogy and teachers' experiences. The authors' experience of working with teachers, who work under different circumstances, in teacher education courses and workshops form key elements of the book. Teachers' voices are also given adequate space so as to provide a comprehensive picture and situated understanding of critical language pedagogy. Dialogical engagement with the initial perspectives of beginning critical language pedagogy teachers who do not necessarily have a fully-worked out "critical philosophy of teaching" or those who wish to practice critical ELT is another feature of the book. Finally, to strengthen the practical orientation of the book, teaching strategies and extracts of materials and lesson plans are also provided.

Critical Essays on Resistance in Education

[Peter Lang](#) The notion of resistance resides as a deep-seated premise underpinning the democratic foundation of the United States. Given the distinctive standing of public education in the U.S., this book explores the multiple roles---and numerous contexts---that resistance plays in contemporary educational settings. Resistance in education creates, or reflects, the multiple counter-discourses that arise to challenge the one or more dominant discourses in any given educational setting. There is potency in the plurality of the varied and sometimes controversial arguments provided by each essay in this volume, which should be read by everyone interested in the concept within the framework of education today. "It is possible to say that resistance in education has always been resisted; the point, of course, is who is doing the resisting. Why they are resisting, what they are resisting, and whose interests are being served by these acts of resistance. David M. Moss and Terry A. Osborn's provocative collection of essays on educational resistance gives new scope and meaning to the term `resistance' in the context of today's challenges to and on behalf of social justice education. It is an important contribution to the field of critical education."---Peter McLaren, Graduate School of Education and Information Studies, University of California, Los Angeles

Understanding the World Language edTPA

Research?Based Policy and Practice

[IAP](#) In *Understanding the World Language edTPA: Research?Based Policy and Practice*, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio, including its required elements, federal and state policies concerning teacher evaluation, and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest. The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present ideas about curricular changes that may need to occur in traditional world language teacher education programs, as well as suggestions to assist teacher candidates as they begin to develop their portfolios. Afterward, the authors discuss the context for learning (Chapter 3) and they begin with assessment, moving to planning, and then to instruction (Chapters 4, 5, 6). In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high?scoring portfolio, and steps to stimulate teacher candidates' professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA, in general, and the world language edTPA, in particular. *Understanding the World Language edTPA: Research?Based Policy and Practice* provides readers with a much?needed guide to inducting teacher candidates into the new portfolio requirements, while helping higher education faculty make appropriate curricular changes to accommodate edTPA.

Language Matters

A Guide to Everyday Questions about Language

[Oxford University Press, USA](#) *Is Ebonics really a dialect or simply bad English? Do women and men speak differently? Will computers ever really learn human language?* The author shows how many of our most deeply held ideas about language and its role in our lives are either misconceived or influenced by myths and stereotypes.

Rethinking L1 Education in a Global Era

Understanding the (Post-)National L1 Subjects in New and Difficult Times

[Springer Nature](#) This book brings together a range of scholars from 10 different countries to address the contemporary state of play in national standard language education - i.e. the L1 subjects. It seeks to understand the field from within a comparative-historical and transnational frame. Four thematic threads are woven through the volume: educationalisation; globalisation; pluriculturalism; and technologization. The chapters range over various aspects of L1 as a school subject: literature, language and literacy; reading and writing; media and digital technology; the dialogue between curriculum inquiry and Didaktik studies; the continuing relevance of Bildung; the significance of history and nation; and new challenges of culture and environment in the face of climate change. The book concludes with a reflection on the prospects for L1 education today and tomorrow, in a now thoroughly globalised context and, accordingly, deeply implicated in a necessary new project of nation re-building.

Unhooking from Whiteness

The Key to Dismantling Racism in the United States

[Springer Science & Business Media](#) The purpose of *Unhooking from Whiteness: The Key to Dismantling Racism in the United States* is to reconsider the ways and strategies in which antiracist scholars do their work, as well as to provide pragmatic ways in which people - White and of color - can build cross-racial, cross-communal, and cross-institutional coalitions to fight White supremacy. Employing the methodology of autoethnography, each chapter in this book illustrates the individual journey that the chapter contributor took to “unhook” him or herself from Whiteness. *Unhooking from Whiteness* explains Whiteness in ways never conceptualized before. The chapters suggest approaches to “unhooking” from Whiteness, while sharing the authors’ continual struggles to identify and eradicate the role of Whiteness in education and society in the United States. The contributors to *Unhooking from Whiteness* offer us the invaluable gift of their stories, humble reflections on commitments to racial justice and complicities with racial injustice. But they aren’t merely stories - and this is the brilliance of the book - they are invitations into a reconsideration of the “common sense” discussions about the nature of white privilege, the possibility of white anti-racism, and the pervasive tug of whiteness. This is the rare book that shifts the angle and changes the conversation. Paul Gorski, Coordinator of the Social Justice Concentration, George Mason University

Intercultural Learning in Modern Language Education

Expanding Meaning-Making Potentials

[Multilingual Matters](#) Many educators aim to engage students in deeply meaningful learning in the language classroom, often facing challenges to connect the students with the culture of the language they are learning. This book aims to demonstrate that substantial intercultural learning can and does occur in the modern language classroom, and explores the features of the classroom that support meaningful culture-in-language-learning. The author argues that transformative modern language education is intimately tied to a view of language learning as an engagement in meaning-making activity, or semiotic practice. The empirical evidence presented is analyzed and then linked to both the theorizing of culture-in-language-teaching and to practical concerns of teaching.

Common European Framework of Reference for Languages: Learning, Teaching, assessment

Companion volume

[Council of Europe](#) The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ► an explanation of the key aspects of the CEFR for teaching and learning; ► a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ► a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ► promote and support the learning and teaching of modern languages; ► enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ► protect linguistic and cultural diversity in Europe; and ► promote the right to quality education for all.

Critical Reflection and the Foreign Language Classroom

(20th Anniversary Edition)

[IAP](#) Twenty years ago, this book introduced pre-service and in-service foreign language teachers to the basic concepts of critical educational study as applied to foreign language education in the United States. Since its initial publication, teachers now commonly known as world language educators are better prepared to understand issues of power in relation to, for example, language variety, language status, and language education. Indeed, much recent attention has been focused on critical approaches to language education including teaching for social justice. The author addresses issues such as the supposed “failure” of foreign language education, the educational filter role played by language classes, the concept of foreignness as seen in national standards, language curricula and textbooks, and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom. The reader is encouraged to analyze the forms of cultural struggle that can be found within the world language classrooms of the United States including the likely impact those struggles have on members of the dominant and subordinate cultures. Two decades later, critical reflection continues to require these skills.

The Routledge Handbook of Educational Linguistics

[Routledge](#) The *Routledge Handbook of Educational Linguistics* provides a comprehensive survey of the core and current language-related issues in educational contexts. Bringing together the expertise and voices of well-established as well as emerging scholars from around the world, the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics, issues of instruction and assessment, and teacher education, as well as coverage of key topics such as advocacy, critical pedagogy, and ethics and politics of research in educational linguistics. Each chapter relates to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of pertinent research methods, and an assessment of what the future might hold. This volume embraces multiple, dynamic perspectives and a range of voices in order to move forward in new and productive directions, making *The Routledge Handbook of Educational Linguistics* an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in multilingual and multicultural settings.

"Gläserne Decke" und "Elefant im Raum"

Phraseologische Anglizismen im Deutschen

[Logos Verlag Berlin GmbH](#) Der Einfluss des Englischen auf die deutsche Sprache ist heute für jeden deutlich sichtbar. Anglizismen durchdringen beinahe alle Lebensbereiche, von den Medien über Werbung und Freizeitaktivitäten hin zum beruflichen Alltag. Es sind dabei aber nicht nur einzelne Wörter zu Bestandteilen des Deutschen geworden. Die englische Sprache hat auch Pate gestanden, wenn es am Ende eines Schreibens heißt Zögern Sie nicht, uns zu kontaktieren oder wenn in Kommentaren das deutsche letzten Endes durch am Ende des Tages ersetzt wird. Mit diesen größeren Spracheinheiten, den Phraseologismen (d.h. Redewendungen, Sprichwörtern, Slogans und anderen festgeprägten Ausdrücken) beschäftigt sich dieses Buch. An umfangreichem Beispielmaterial wird gezeigt, welche englischen Wendungen in den letzten Jahren Einzug ins Deutsche gehalten haben und wie sich Entlehnungsprozesse vollziehen. Im Mittelpunkt der Analysen stehen das Verhältnis von Sprache und Kultur, sprachpflegerische Betrachtungen sowie der Vergleich mit englischen Einflüssen auf andere Sprachen. Sabine Fiedler ist Professorin am Institut für Anglistik der Universität Leipzig. Sie forscht zur englischen Sprachwissenschaft, Phraseologie, Interlinguistik und Lingua-franca-Kommunikation.

Vulnerabilities, Challenges and Risks in Applied Linguistics

[Multilingual Matters](#) The chapters in this book call attention to vulnerabilities, challenges and risks for applied linguistics researchers and the communities they work with across a broad range of contexts from the Global North and South, and in both signed and spoken languages. Together they provide insights on both academic and professional practice across several areas: the vulnerabilities involved in researching, the limitations of traditional epistemologies, the challenges inherent in the repertoire of methodologies and pedagogies employed by applied linguists, and the effectiveness of practical responses to language-related problems. The book encourages those involved in applied linguistics to consider their own practice and their relationship with the communities, policies and educational contexts they engage with in the course of their teaching, research and activism.

Total Speech

An Integrational Linguistic Approach to Language

[Duke University Press](#) Units, rules, codes, systems: this is how most linguists study language. Integrationalists such as Michael Toolan, however, focus instead on how language functions in seamless tandem with the rest of human activity. In *Total Speech*, Toolan provides a clear and comprehensive account of integrationalism, a major new theory of language that declines to accept that text and context, language and world, are distinct and stable categories. At the same time, Toolan extends the integrationalist argument and calls for a radical change in contemporary theorizing about language and communication. In every foundational area of linguistics—from literal meaning and metaphor to the nature of repetition to the status of linguistic rules—Toolan advances fascinating and provocative criticisms of received linguistic assumptions. Drawing inspiration from the writings of language theorist Roy Harris, Toolan brings the integrationalist perspective to bear on legal cases, the reception of Salman Rushdie, poetry, and the language of children. Toolan demonstrates that the embeddedness of language and the situation-sensitive mutability of meaning reveal language as a tool for re-fashioning and renewal. *Total Speech* breaks free of standard linguistics' fascinated attraction with "cognitive blueprints" and quasi-algorithmic processing to characterize language anew. Toolan's reflections on the essence of language, including his important discussion of intention, have strong implications for students and scholars of discourse analysis, literature, the law, anthropology, philosophy of language, communication theory, and cognitive science, as well as linguistics.

Georgetown University Round Table on Languages and Linguistics (GURT) 1994: Educational Linguistics, Cross-Cultural Communication, and Global Interdependence

[Georgetown University Press](#) The essays in this volume explore communication across cultures using an interdisciplinary approach to language teaching and learning, mediated by the growing field of educational linguistics. Topics include the use of English as a medium of wider communication and the growth of national varieties of English throughout the world. An international array of distinguished contributors includes scholars from China, Great Britain, Hong Kong, India, Israel, Nigeria, Singapore, Taiwan, Ukraine, and the United States. This collection suggests that language diversity is a unifying force in a globally interdependent world.

Multilingual classroom contexts

Transitions and transactions

[African Sun Media](#) By far the majority of South African students get their schooling in a second language, which means that our classrooms are multilingual. This state of affairs is not exclusive to our country, as can be seen in the many academic conferences on multilingual learning and teaching. Terms like translanguaging and biliteracy appear in many articles and books that discuss the role language in education. What makes the multilingual nature of our South African classrooms challenging, is the fact that many learners switch from one language of learning and teaching to another at various points in their school career: from home language to English or Afrikaans after the foundation phase, from one language of learning and teaching to another when they move to new schools, high school or tertiary institutions. This book is an attempt to highlight the transitions; from home to school, from foundation to intermediate phase, from primary to high school, and from high school to tertiary institutions.

Modern Languages

Learning and Teaching in an Intercultural Field

[SAGE](#) `This is an important book. A very important book. It is important because it both challenges traditional understandings of language teaching and learning in universities, and rejects new understandings which only devalue the potential power of language learning.... This is not, however, merely a critique. The authors offer a compelling alternative, and do so in a language and style which mirror the alternative proposed.... The authors illustrate their ideas through snapshots of classroom practices which help to build up a picture of what is meant. Such illustrations are invaluable' - Teaching in Higher Education 'Every so often a book comes along filled with so much wisdom, critical insight, and sheer humanity that it takes one's breath away. Modern Languages is such a book. Reclaiming language as both a site of struggle and a crucial sphere of politics, Alison Phipps and Mike Gonzalez make it clear that matters of language lie at the heart of any viable pedagogy in which democracy matters. But not a language(s) drained of critical possibilities, passion, power, or imagination, but language as the context and medium in which meaning is produced, affective investments made, and experiences are given legitimacy. Any educator, parent, student, or citizen of the world who cares about democracy, pedagogy, and the crucial role of modern languages creating the conditions for agency, politics, and, yes, hope should read this book' - Professor Henry Giroux, Waterbury Chair, Penn State University, USA 'I expect it will become a much-thumbed handbook for teachers in search of inspiration, and I am sure it will be a catalyst to further debate and exploration. But I suspect it may also become a turning point for thinking about modern languages. This book exudes life and hope. It shows a future where languages can thrive because they are an integral and indispensable part of what it means to be human. It is an exhilarating prospect to help to bring that future closer' - Professor Michael Kelly, Director, Subject Centre for Languages, Linguistics and Area Studies, University of Southampton 'Modern Languages is argumentative in the best sense: it is intellectually ambitious and is making a bold and brave argument of its own. The story is exciting, and offers a radical way of reconceiving teaching and learning in languages. It is written with evident passion and conviction and it seeks to reach out to an audience. The authors come across as committed and even as brilliant teachers. This is a book for its age but yet may have a long shelf-life. It has made me think about modern languages and language teaching and learning in quite new ways' - Professor Ronald Barnett, Institute of Education, University of London 'This book pushes the traditional field of Modern Languages into new challenges and it crosses intradisciplinary borders between different languages and cultures. It is intrinsically about languaging and about being intercultural. The authors argue that languages are "a social justice issue", give voice to language users in general and to language students in particular and engage into powerful, erudite, reflexive and critical insights. This book portrays language and culture education as a passionate, intelligent and committed undertaking. In sum, it is essential and stimulating reading for those Language and Culture educators, teaching in Modern Language Departments from universities all over the world, who dare' - Dr Manuela Guilherme, Researcher, Center for Social Studies, Universidade de Coimbra This accessible book aims to challenge and stimulate all those engaged with teaching modern languages in higher education. It is not a 'how to' book; rather it engages with the complex, often paradoxical position of modern languages today, and offers arguments for, and illustrations of the ways in which teachers of modern languages can position themselves critically in that rapidly changing context. It works with the

concepts of languaging and being intercultural, which arise from a rigorous examination of research findings, a challenging critique of current models of work within the discipline and a reflection on existing teaching practices. Beginning with an examination of the 'crisis' in modern languages in the U.K. and North America, the authors draw on data and descriptions of learning experiences in the field and position themselves critically within the debates. Key problems for teachers and learners are identified and elaborated through examples of critical incidents which point to generic as well as specific issues and solutions in teaching languages in higher education. The Teaching & Learning in the Humanities series, edited by Ellie Chambers and Jan Parker, is for beginning and experienced lecturers. It deals with all aspects of teaching individual arts and humanities subjects in higher education. Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline-specific practices.

Responsible Design in Applied Linguistics: Theory and Practice

[Springer](#) No mere history of applied linguistics, this volume presents a framework for interpreting the development of applied linguistics as a discipline. It offers a systematic account of how applied linguistics has developed, articulating the philosophical premises that have informed both its emergence and its subsequent growth. It asks questions that are seldom asked: Where does the discipline derive from? Where is it heading? What directions has it already taken? Which direction should it embrace in future? What is the relative worth of all of the variation in design and methods that have been developed by applied linguists? In defining applied linguistics as a discipline of design, it takes us beyond the diffuse and sometimes contradictory conventional definitions of the field. The framework of design principles it proposes not only helps to explain the historical development of applied linguistics, but also provides a potential justification for solutions to language problems. It presents us with nothing less than an emerging theory of applied linguistics.

English as a Global Language

[Cambridge University Press](#) David Crystal's classic English as a Global Language considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

The Foreign Language Educator in Society

Toward A Critical Pedagogy

[Routledge](#) This text brings together two significant domains of educational practice: foreign language education and critical pedagogy--linking them in a way that can help foreign language educators develop a critical awareness of the nature, purposes, and challenges facing foreign language pedagogy. Unique among texts in the field, this is the first to deal explicitly with the social, political, ideological, and economic aspects of language, language learning, and language teaching in our society and to connect the practice of foreign language education with these critical, and crucial, aspects of language and language use. The Foreign Language Educator in Society: Toward A Critical Pedagogy: *emphasizes what teachers and future teachers of foreign languages in this country ought to know and understand about language-- language attitudes, practices, rights, and policy-- and related issues; *focuses on helping students to move beyond pragmatic pedagogical concerns to the social and political concerns relevant to their teaching; and *provides students with the opportunity to develop critical perspectives on the central facets of the language education process. Intended for foreign language education programs at both basic and advanced levels, as well as courses in critical pedagogy, critical language awareness, sociolinguistics, and social and cultural foundations of education, the text provides helpful pedagogical features to direct the reader in applying the content of each chapter to his or her own context.

Language and Institutional Identity in the Post-Apartheid South African Higher Education

Perspectives on Policy and Practice

[Springer Nature](#)

Early Language Learning Policy in the 21st Century

An International Perspective

[Springer Nature](#) This volume analyses the policymaking, expectations, implementation, progress, and outcomes of early language learning in various education policy contexts worldwide. The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include learning English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and Oceania; and finally, early German teaching and learning in France and the UK.

Linguistics for TESOL

Theory and Practice

[Springer Nature](#) This textbook proposes a theoretical approach to linguistics in relation to teaching English. Combining research with practical classroom strategies and activities, it aims to satisfy the needs of new and experienced TESOL practitioners, helping them to understand the features of the English language and how those features impact on students in the classroom. The author provides a toolkit of strategies and practical teaching ideas to inspire and support practitioners in the classroom, encouraging reflection through regular stop-and-think tasks, so that practitioners have the opportunity to deepen their understanding and relate it to their own experience and practice. This book will appeal to students and practitioners in the fields of applied linguistics, TESOL, EAL, English language and linguistics, EAP, and business English.

Training Teachers in Practice

[Multilingual Matters](#) Presents key statistics relating to structure and energy use of the UK's non-domestic buildings. This title includes historical information on the way energy is used and how this relates to carbon dioxide emissions.

Subject Literacy in Culturally Diverse Secondary Schools

Supporting EAL Learners

[Bloomsbury Publishing](#) This book supports teachers of all subject specialisms to consolidate their existing knowledge of language and shows them how to develop skills to use language to build subject knowledge at secondary level. Tasks guide the reader to think about the language we use for different purposes, and how we use it to describe, explain and learn about our world. This paves an accessible way for subject-related language to become more visible and enables readers to use accessible terminology to confidently talk about it, as well as modelling it and guiding the development of its use with all learners, including those with English as an Additional Language (EAL). Starting from basic educational principles, the book asks readers to consider the processes of learning and why every good teacher needs knowledge about language to support this, addressing a range of questions including: Who are the EAL learners? What are the processes of language development? How is language used to present and discuss knowledge in my subject? Why does every good teacher need knowledge about language to support subject literacy? The authors provide examples, discovery tasks, reflections and templates for activities, to help the reader identify the tools they need to set up a framework for scaffolding pupils' language development. With a progression plan, directed tasks, and formative feedback, this framework provides a template for classroom practice and further professional development.

The British National Bibliography

Modern Languages

Learning and Teaching in an Intercultural Field

[SAGE Publications Limited](#) This is an important book. A very important book. It is important because it both challenges traditional understandings of language teaching and learning in universities, and rejects new understandings which only devalue the potential power of language learning.... This is not, however, merely a critique. The authors offer a compelling alternative, and do so in a language and style which mirror the alternative proposed.... The authors illustrate their ideas through snapshots of classroom practices which help to build up a picture of what is meant. Such illustrations are invaluable' - Teaching in Higher Education 'Every so often a book comes along filled with so much wisdom, critical insight, and sheer humanity that it takes one's breath away. Modern Languages is such a book. Reclaiming language as both a site of struggle and a crucial sphere of politics, Alison Phipps and Mike Gonzalez make it clear that matters of language lie at the heart of any viable pedagogy in which democracy matters. But not a language(s) drained of critical possibilities, passion, power, or imagination, but language as the context and medium in which meaning is produced, affective investments made, and experiences are given legitimacy. Any educator, parent, student, or citizen of the world who cares about democracy, pedagogy, and the crucial role of modern languages creating the conditions for agency, politics, and, yes, hope should read this book' - Professor Henry Giroux, Waterbury Chair, Penn State University, USA 'I expect it will become a much-thumbed handbook for teachers in search of inspiration, and I am sure it will be a catalyst to further debate and exploration. But I suspect it may also become a turning point for thinking about modern languages. This book exudes life and hope. It shows a future where languages can thrive because they are an integral and indispensable part of what it means to be human. It is an exhilarating prospect to help to bring that future closer' - Professor Michael Kelly, Director, Subject Centre for Languages, Linguistics and Area Studies, University of Southampton 'Modern Languages is argumentative in the best sense: it is intellectually ambitious and is making a bold and brave argument of its own. The story is exciting, and offers a radical way of reconceiving teaching and learning in languages. It is written with evident passion and conviction and it seeks to reach out to an audience. The authors come across as committed and even as brilliant teachers. This is a book for its age but yet may have a long shelf-life. It has made me think about modern languages and language teaching and learning in quite new ways' - Professor Ronald Barnett, Institute of Education, University of London 'This book pushes the traditional field of Modern Languages into new challenges and it crosses intradisciplinary borders between different languages and cultures. It is intrinsically about languaging and about being intercultural. The authors argue that languages are "a social justice issue", give voice to language users in general and to language students in particular and engage into powerful, erudite, reflexive and critical insights. This book portrays language and culture education as a passionate, intelligent and committed undertaking. In sum, it is essential and stimulating reading for those Language and Culture educators, teaching in Modern Language Departments from universities all over the world, who dare' - Dr Manuela Guilherme, Researcher, Center for Social Studies, Universidade de Coimbra This accessible book aims to challenge and stimulate all those engaged with teaching modern languages in higher education. It is not a 'how to' book; rather it engages with the complex, often paradoxical position of modern languages today, and offers arguments for, and illustrations of the ways in which teachers of modern languages can position themselves critically in that rapidly changing context. It works with the concepts of languaging and being intercultural, which arise from a rigorous examination of research findings, a challenging critique of current models of work within the discipline and a reflection on existing teaching practices. Beginning with an examination of the 'crisis' in modern languages in the U.K. and North America, the authors draw on data and descriptions of learning experiences in the field and position themselves critically within the debates. Key problems for teachers and learners are identified and elaborated through examples of critical incidents which point to generic as well as specific issues and solutions in teaching languages in higher education. The Teaching & Learning in the Humanities series, edited by Ellie Chambers and Jan Parker, is for beginning and experienced lecturers. It deals with all aspects of teaching individual arts and humanities subjects in higher education. Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline-specific practices.

Plurilingual Pedagogies

Critical and Creative Endeavors for Equitable Language in Education

[Springer Nature](#) This book critically engages with theoretical shifts marked by the 'multilingual turn' in applied linguistics, and articulates the complexities associated with naming and engaging with the everyday language practices of bi/multilingual communities. It discusses methodological approaches that enable researchers and educators to observe and interact with these communities and to understand their teaching and learning needs. It also highlights pedagogical approaches and instructional strategies involved with learning and teaching language and/or content curriculum to students across various learning and educational contexts. The book addresses recent debates on the multi/plural turn in applied linguistics and articulates the limitations of these debates - particularly the absence of discussion of social power relations and contexts in applying different theoretical lenses. It features empirical research from primarily North American classrooms to highlight how plurilingual pedagogies take shape in unique educational contexts, resisting monolingual approaches to language in education. Furthermore, it includes commentary/response pieces from established scholars in dialogue with recent plurilingual research in the field, to put the work in critical perspective within extant theories and literature.

Education Lost

Reflections on Contemporary Pedagogical Practice

[Ontario Inst for Studies in](#)

Principles and Practice in Second Language Acquisition

Pergamon The present volume examines the relationship between second language practice and what is known about the process of second language acquisition, summarising the current state of second language acquisition theory, drawing general conclusions about its application to methods and materials and describing what characteristics effective materials should have. The author concludes that a solution to language teaching lies not so much in expensive equipment, exotic new methods, or sophisticated language analysis, but rather in the full utilisation of the most important resources - native speakers of the language - in real communication.

Linguistic Diversity in Europe

Current Trends and Discourses

Walter de Gruyter This book, which emerges in the context of the European research network LINEE (Languages in a Network of European Excellence), is concerned with European multilingualism both as a political concept and as a social reality. It features cutting-edge studies by linguists and anthropologists who perceive multilingualism as a discursive phenomenon which can be revealed and analyzed through empirical fieldwork. The book presents a fresh perspective of European multilingualism as it takes the reader through key themes of social consciousness - identity, policy, education, economy - and relevant societal levels of organization (European, national, regional). With its distinct focus on post-national society caught in unifying as well as diversifying socio-political currents, the volume problematizes emerging contradictions inherent in the idea of a Europe beyond the nation state -between speech minorities and majorities, economic realities, or socio-political ideologies.