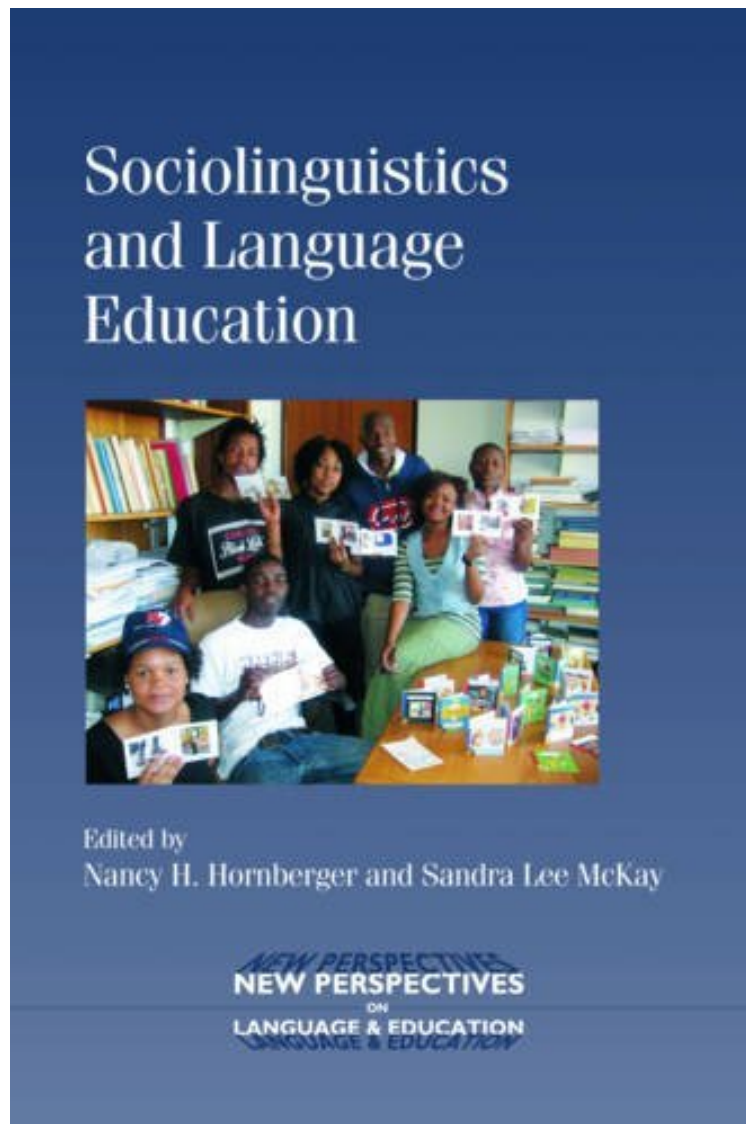


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Sociolinguistics and Language Education (NEW PERSPECTIVES ON LANGUAGE AND EDUCATION)

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From Multilingual Matters : Sociolinguistics and Language Education (NEW PERSPECTIVES ON LANGUAGE AND EDUCATION) before purchasing it in order to gage whether or not it would be worth my time, and all praised Sociolinguistics and Language Education (NEW PERSPECTIVES ON LANGUAGE AND EDUCATION):

4 of 5 people found the following review helpful. Language and inequality deconstructedBy Alan BroomheadLanguage ideologies are "abstract (and often implicit) belief systems related to language and linguistic behavior." So says Mary McGroarty in her scene-setting first chapter of *Sociolinguistics and Language Education*. Pretty much everything else flows from this premise in this wide-ranging survey of the intersection of sociolinguistic theory, research, and language education. Many language ideologies, McGroarty continues, appear normal, and are therefore little questioned. For example, an ideology of monolingualism in many western countries - what Alistair Pennycook refers to as "the monolingual obsessions of nations and their educational institutions" - results in an antipathy toward bilingualism in the wider society, and to policies in language classrooms whereby teachers may deny the inherent bi- or multilingual nature of these classrooms and attempt to impose an artificial monolingualism, referred to in English-speaking countries as English-only. Language learners, bilinguals, and speakers of pidgins, creoles, and non-standard varieties are characterized as deficient speakers of the standard language by those who position themselves as "native speakers," and a vast English-language teaching industry has grown on the notion of the superiority of the native English-speaking teacher. In these ways and others, language ideologies tend to advantage some groups and disadvantage others. They may lead to inequality of access to language education. They may contain "othering discourses" in which a dominant group presents itself as "normal" and outside groups as "other." Because they lead to policies that affect teacher training and educational prescriptions, they result in a self-perpetuating privileging of dominant language varieties and their speakers. Much more focused on advocating for groups that are disadvantaged by language ideologies than its predecessor, *Sociolinguistics and Language Teaching*, also edited by Hornberger and McKay, this volume uncovers the diversity of language behaviors - such as code-switching, the use of non-standard (yet grammatically consistent) varieties, and the use of language in the performance of identity - and demonstrates that they are in fact normal, in spite of what the dominant language ideologies may say or imply. It covers a wide range of topics, including English as an international language, language policy and planning, and gender identities in language education. Readers will pick their own favorites, but the highlights for me were H. Samy Alim's chapter on critical language awareness, in which he sympathetically yet devastatingly reveals how even well-meaning teachers can inadvertently promote linguistic supremacy; Joseph Lo Bianco's chapter on language policy and planning, where he describes teachers' role as language planners; and the ever-readable Bonny Norton on her favorite topic, language and identity, in which she demonstrates how the concepts of investment and imagined communities can favor or disfavor language learners, or lead to unanticipated outcomes. The book is a challenging read in various senses: readers encountering concepts for the first time may struggle with them, and the text is very dense in parts. Most of all, though, in its problematizing of language education from multiple perspectives, it challenges our beliefs, and challenges us to respond. The effect is profound and unsettling, and I recommend it. 0 of 0 people found the following review helpful. I bought the e-book version and it was goodBy BooksformeThis book is not always an easy read but it is full of great, current information about language education. I enjoyed most of it. The e-book version on Kindle was fine though I get annoyed with the spacing- it never seems like the paragraphs are indented (not sure if that is a Kindle problem or a this-book problem). 0 of 0 people found the following review helpful. Great book. I would recommend it to anyone wanting ...By Mia J. ColeGreat book. I would recommend it to anyone wanting to understand the relationship between culture and language. It was easy to read.

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.

The very size and richness of this volume makes it ideal for multiple shorter self-designed explorations. So each reader can enter through the chapter of greatest interest at the moment (for me the first time, it was "Language Policy and Planning" in the Language and Society section). Then follow your own links to Language and Ideology, Variation, Literacy, Identity, and Interaction. It belongs in all our personal libraries. (Courtney B. Cazden, Harvard Graduate School of Education, USA) To those of us who 'came of age' with McKay and Hornbergers *Sociolinguistics and Language Teaching* (1995), this newly edited volume is a gift - a gift that will enable us to share our fascination with the social, cultural, and political aspects of language teaching with our student teachers, while updating our own knowledge of sociolinguistics. (Yasuko Kanno, CITE, Temple University, USA) *Sociolinguistics and Language Education* brings together the most authoritative voices in the field to explore the intersections of language and education in contexts around the world. At a time of unprecedented population mobility and cross-cultural contact, policy-makers and educators are searching for ways to adapt 20th century assumptions about the static nature of

constructs such as language, culture, power, identity and communication to the dynamic and shifting realities of 21st century schools and communities. The editors have done a superb job in creating a resource that is comprehensive in its articulation of the complexities of social interactions in a globalized world yet simultaneously accessible, lucid, engaging, and thought-provoking. (Jim Cummins, OISE, University of Toronto, Canada.) What makes this book stand out is that it eloquently combines sociolinguistics with language education in the same volume... It is without a doubt that each chapter has been written by some of the most influential figures in the field from all over the world, who have done extensive research on the topic explored... This volume makes a major contribution to our understanding of the approach to language education in relation to the complex and diverse social and linguistic contexts of today... This book is rich in material, has useful bibliographies, and is both interesting and thought provoking. It is readable without over-simplifying detailed arguments. One of the strengths of this book is the frequent and explicit reference to learners and their teachers in specific situations... The editors have done a superb job in creating a resource that is comprehensive in its articulation of the complexities of social interactions in a globalized world yet simultaneously accessible, lucid, and engaging. All in all, the book should find its place in postgraduate courses in applied linguistics, sociolinguistics, language and education, language and diversity and bilingual education. It is also a suitable introduction to research for both teachers and novice researchers. (Alexandre Dufaur, Department of Linguistics, Florida Atlantic University LINGUIST List 22.46)

About the Author
Nancy H. Hornberger is Professor of Education and Director of Educational Linguistics at the University of Pennsylvania, USA. Recent three-time Fulbright Senior Specialist, to Paraguay, New Zealand, and South Africa respectively, Hornberger teaches, lectures, and advises on multilingualism and education throughout the world and has authored or edited over two dozen books, including most recently *Can Schools Save Indigenous Languages? Policy and Practice on Four Continents* (Palgrave Macmillan 2008), and the ten-volume *Encyclopedia of Language and Education* (Springer 2008). Sandra McKay is Professor Emeritus of English at San Francisco State University. Her books include *Teaching English as an International Language: Rethinking Goals and Approaches* (2002, OUP) and *Sociolinguistics and Language Teaching* (edited with Nancy Hornberger, 1996, CUP). Her newest book is *International English in its Sociolinguistic Contexts: Towards a Socially Sensitive Pedagogy* (with Wendy Bokhorst-Heng, 2008, Frances Taylor). She has received Fulbright Grants, academic specialists awards and worked extensively in international teacher education in Asia, Africa, South America and Europe.