

Disinventing and Reconstituting Languages



Edited by
Sinfree Makoni and
Alastair Pennycook

Disinventing And Reconstituting Languages Bilingual Education And Bilingualism

Constant Leung,Jo Lewkowicz



Disinventing And Reconstituting Languages Bilingual Education And Bilingualism:

Disinventing and Reconstituting Languages Sinfree Makoni, Alastair Pennycook, 2007 This book questions assumptions about the nature of language Looking at diverse contexts from sign languages in Indonesia to literacy practices in Brazil the authors argue that unless we change and reconstitute the ways in which languages are taught and conceptualized language studies will not be able to improve the social welfare of language users The Routledge Handbook of Language and Superdiversity Angela Creese, Adrian Blackledge, 2018-02-21 The Routledge Handbook of Language and Superdiversity provides an accessible and authoritative overview of this growing area the linguistic analysis of interaction in superdiverse cities Developed as a descriptive term to account for the increasingly stratified processes and effects of migration in Western Europe superdiversity has the potential to contribute to an enhanced understanding of mobility complexity and change with theoretical practical global and methodological reach With seven sections edited by leading names the handbook includes 35 state of the art chapters from international authorities The handbook adopts a truly interdisciplinary approach covering Cultural heritage Sport Law Education Business and entrepreneurship The result is a truly comprehensive account of how people live work and communicate in superdiverse spaces This volume is key reading for all those engaged in the study and research of Language and Superdiversity within Applied Linguistics Linguistic Anthropology and related areas *Dual Language Bilingual Education* Kathryn I. Henderson, Deborah Palmer, 2020-04-15 This book explores the role of the teacher in dual language bilingual education DLBE implementation in a time of nationwide program expansion in large part due to new and unprecedented top down initiatives at state and district level The book provides case studies of DLBE teachers who a implemented the DLBE model with fidelity b struggled to implement the DLBE model and c adapted the DLBE model to meet the needs of their local classroom context The book demonstrates the way teachers as language policymakers navigate and interpret district wide DLBE implementation and the tensions that surface through this process The research conducted over four years using a variety of methods highlights the challenges and opportunities faced by teachers implementing DLBE and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education

Remaking Multilingualism Bahar Otcu-Grillman, Maryam Borjian, 2022-02-08 This book is both a collection of cutting edge research in the areas of multilingualism translanguaging and bilingual education by leading scholars in these fields and a tribute to the research and influence of Ofelia Garc a The chapters use a variety of methodological approaches and research designs to address topics across language policy sociology of language and bilingual education representing the full breadth of Ofelia Garc a s scholarship Combined with the empirical chapters are more personal chapters which testify to the contributions Ofelia has made as a mentor colleague and friend The book recognizes Ofelia Garc a s place at the centre of a movement to remake multilingualism in the service of linguistic equality justice pluralism diversity and inclusion in schools and societies worldwide **Language Education, Politics and Technology in South Asia** Uma Pradhan, Mohini

Gupta, 2025-02-24 Bringing together research from the fields of linguistics education and technology within the dynamic context of South Asia this timely book investigates the ways in which these fields interact with each other against the backdrop of technological innovation linguistic diversity and socio political transformation Developing and expanding on findings and insights originating from a conference organised by the Education South Asia Initiative at the University of Oxford this interdisciplinary book features academic reflections on language politics and diversity as well as empirical insights on linguistic educational and technological transformations in the region Featuring analytical and methodological approaches to the study of language and education chapters range in context from India Bangladesh Nepal Pakistan and Sri Lanka and address a range of issues such as the marginalisation of languages in education and policy the interactions between language and social hierarchies in the South Asian context and technology's impact on language education acquisition usage and preservation Ultimately initiating dialogue on the need for positive changes in language education research and policy this book will appeal to scholars researchers and postgraduate students in the fields of language education international and comparative education and education and technology Policymakers in international development and sociolinguistics may also find the volume of use The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Bilingual Language Teacher Education for EFL Teachers Kenan Dikilitaş, Muhammet Yaşar Yüzlü, Ali Öztüfekçi, Simon Mumford, 2025-07-24 This book is designed for English as a foreign language EFL teachers to shape their teaching practices and integrate bilingual education It investigates the emerging context of bilingualism in schools where non bilingual children are taught both through their native language and English as the second language Part I focuses on the theoretical underpinnings of bilingualism in EFL contexts Part II explores empirical research into bilingual teaching education Part III provides teaching pedagogies embracing dynamic bilingualism in EFL contexts and offers practical suggestions for EFL teachers creating instructional and interactional spaces Part IV is dedicated to practice based hands on activities both for pre service and in service EFL teachers This book is intended for language teachers students in language teacher education graduate programs researchers in EFL contexts and language teacher educators and trainers It empowers stakeholders to re envision and ultimately transform bilingual education critically and practically promoting the building of stronger identities

The Complex and Dynamic Language Practices of Emergent Bilinguals Mileidis Gort, 2018-10-18 This expanded edition of the International Multilingual Research Journal's recent special issue on translanguaging or the dynamic normative languaging practices of bilinguals presents a powerful comprehensive volume on current scholarship on this topic Translanguaging can be understood from multiple perspectives From a sociolinguistic point of view it describes the flexible language practices of bilingual communities From a pedagogical one it describes strategic and complementary approaches to teaching and learning through which teachers build bridges between the everyday language practices of

bilinguals and the language practices and performances desired in formal school settings The Complex and Dynamic Language Practices of Emergent Bilinguals explores the pedagogical possibilities and challenges of translinguaging practice and pedagogy across a variety of U S educational programs that serve language minoritized emergent bilingual children and illustrates the affordances of dynamic multilingual learning contexts in expanding emergent bilingual children s linguistic repertoires and supporting their participation in formalized school based language performances that socialize them into the discourses of schooling Taken together the chapters in this volume examine the dynamic interactions and complex language ideologies of bilinguals including pre and in service teachers preK 12 students and other members of multilingual and multidialectal sociolinguistic communities throughout the United States as they language fluidly and flexibly and challenge the marginalization of these normative bilingual practices in academic settings and beyond The articles in this book were originally published in the International Multilingual Research Journal

Codeswitching in the Classroom Jeff MacSwan, Christian J. Faltis, 2019-10-16 Bringing together sociolinguistic linguistic and educational perspectives this cutting edge overview of codeswitching examines language mixing in teaching and learning in bilingual classrooms As interest in pedagogical applications of bilingual language mixing increases so too does a need for a thorough discussion of the topic This volume serves that need by providing an original and wide ranging discussion of theoretical pedagogical and policy related issues and obstacles in classroom settings the pedagogical consequences of codeswitching for teaching and learning of language and content in one way and two way bilingual classrooms Part I provides an introduction to socio linguistic and pedagogical contributions to scholarship in the field both historical and contemporary Part II focuses on codeswitching in teaching and learning and addresses a range of pedagogical challenges to language mixing in a variety of contexts such as literacy and mathematics instruction Part III looks at language ideology and language policy to explore how students navigate educational spaces and negotiate their identities in the face of competing language ideologies and assumptions This volume breaks new ground and serves as an important contribution on codeswitching for scholars researchers and teacher educators of language education multilingualism and applied linguistics

[The Routledge Handbook of Translation and Education](#) Sara Laviosa, Maria González-Davies, 2019-12-06 The Routledge Handbook of Translation and Education will present the state of the art of the place and role of translation in educational contexts worldwide It lays a sound foundation for the future interdisciplinary cooperation between Translation Studies and Educational Linguistics By adopting a transdisciplinary perspective the handbook will bring together the various fields of scholarly enquiry and practice that make a valuable contribution to enlarging the notion of translation and diversifying its uses in education Each contribution provides an overview of the historical background to a given educational setting Focusing on current research approaches and empirical findings this volume outlines the development of pedagogical approaches methods assessment and curriculum design The handbook also examines examples of pedagogies that integrate translation in the curriculum the teaching method

s approach design and procedure as well as assessment Based on a multilingual and applied oriented approach the handbook is essential reading for postgraduate students researchers and advanced undergraduate students of Translation Studies and educationalists and educators in the 21st century post global era Chapters 4 25 and 26 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Language and Identity in a Dual Immersion School Kim Potowski, 2007-01-01 This book describes the experiences of a group of students in Chicago Illinois who are attending one of the first Spanish English dual immersion schools in the United States The author follows the group during two school years documenting their Spanish use and proficiency as well as how their two languages intersect with the ongoing production of their identities

Pathways to Multilingualism Tara Williams Fortune, Diane J. Tedick, 2008 Aimed at facilitating cross context dialogue knowledge exchange this volume brings together an international roster of scholars to offer theoretical perspectives research reviews empirical studies on teaching learning language development in immersion education

The Routledge Handbook of Language Contact Evangelia Adamou, Yaron Matras, 2020-07-26 The Routledge Handbook of Language Contact provides an overview of the state of the art of current research in contact linguistics Presenting contact linguistics as an established field of investigation in its own right and featuring 26 chapters this handbook brings together a broad range of approaches to contact linguistics including experimental and observational approaches and formal theories a focus on social and cognitive factors that impact the outcome of language contact situations and bilingual language processing the emergence of new languages and speech varieties in contact situations and contact linguistic phenomena in urban speech and linguistic landscapes With contributions from an international range of leading and emerging scholars in their fields the four sections of this text deal with methodological and theoretical approaches the factors that condition and shape language contact the impact of language contact on individuals and language change repertoires and formation This handbook is an essential reference for anyone with an interest in language contact in particular regions of the world including Anatolia Eastern Polynesia the Balkans Asia Melanesia North America and West Africa

Language Policies in Education James W. Tollefson, 2013 This new edition takes a fresh look at enduring questions at the heart of fundamental debates about the role of schools in society the links between education and employment and conflicts between linguistic minorities and mainstream populations

Research Questions in Language Education and Applied Linguistics Hassan Mohebbi, Christine Coombe, 2022-01-13 This volume encompasses the range of research questions on language related problems that arise in language teaching learning and assessment The 150 chapters are written by experts in the field who each offer their insights into current and future directions of research and who suggest several highly relevant research questions Topics include but are not limited to language skills teaching language skills assessment and testing measurement feedback discourse analysis pragmatics semantics language learning through technology CALL MALL ESP EAP ERPP TBLT materials development genre

analysis needs analysis corpus content based language teaching language teaching and learning strategies individual differences research methods classroom research form focused instruction age effects literacy proficiency and teacher education and teacher development The book serves as a reference and offers inspiration to researchers and students in language education An important skill in reviewing the research literature is following a study's plan of attack Broadly this means that before accepting and acting upon the findings one considers a) the research question Is it clear and focused Measurable b) the subjects examined the methods deployed and the measures chosen Do they fit the study's goal and have the potential to yield useful results and c) the analysis of the data Do the data lead to the discussion presented Has the author reasonably interpreted results to reach the conclusion Mohebbi and Coombe's book *Research Questions in Language Education and Applied Linguistics: A Reference Guide* helps budding researchers take the first step and develop a solid research question As the field of language education evolves we need continual research to improve our instructional and assessment practices and our understanding of the learners' language learning processes This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base Deborah J Short Ph.D. Director Academic Language Research Training Past President TESOL International Association 2021-22 As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field This frustration stems from the fact that our field is so vast and interrelated that it is often impossible to properly address all that interests them Hence I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come Additionally the cutting edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world The 150 chapters are organized in a most powerful yet deceptively simple way offering a positioning within the topic suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research What is more the nine sections in which the chapters are organized leave no area of the field unexplored Dr Gabriel Diaz Maggioli Academic Advisor Institute of Education Universidad ORT del Uruguay President IATEFL Chapter Metacognition in Academic Writing Learning Dimensions is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

The Routledge Companion to English Studies Constant Leung, Jo Lewkowicz, 2024-07-31 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an overview of this dynamic field of study with this new edition focusing on English from an applied language perspective and taking account of interdisciplinary and decolonizing viewpoints This companion considers

historical trajectories while also showcasing state of the art contributions by established scholars from around the world The Routledge Companion to English Studies provides a broad view of English as a subject of study and research through language centred disciplines investigates the use of English and language more broadly in contemporary communication practices taking into account the use of technology explores the role of English in education and in society from social and global perspectives highlights the importance of the link between English and other languages within the concepts of flexible multilingualism and translanguaging offers a view on the need for extending and deepening the concerns of English studies as a field of scholarly enquiry This collection of thirty one commissioned chapters provides a contemporary picture of the diverse field of English studies and is an expert informed text for advanced students and researchers in this field

Translanguaging as Everyday Practice Gerardo Mazzaferro, 2018-10-04 This volume offers empirically grounded perspectives on translanguaging as a locally situated interactional accomplishment of practical action and its significance within different domains of social life school education diasporic families and communities workplaces urban linguistic landscapes advertising practices and mental health centres focusing on case studies from different countries and continents The 14 chapters contribute to the understanding of translanguaging as a communicative and discursive practice which is relationally constructed and strategically deployed by individuals during everyday encounters with language and cultural diversity The contributions testify to translanguaging as an interdisciplinary and critical research paradigm by assembling scholars working on translanguaging from different perspectives and a wide range of social cultural and geographical contexts This volume contributes to the further development of new theoretical and analytical tools for the investigation of translanguaging as everyday practice and how and why language practices are constructed negotiated opposed or subverted by social actors

Identities In-Between in East-Central Europe Jan Fellerer, Robert Pyrah, Marius Turda, 2019-08-16 This volume addresses the question of identity in East Central Europe It engages with a specific definition of sub cultures over the period from c 1900 to the present and proposes novel ways in which the term can be used with the purpose of understanding identities that do not conform to the fixed standard categories imposed from the top down such as ethnic group majority or minority Instead a sub culture is an identity that sits between these categories It may blend languages e g dialect forms cultural practices ethnic and social identifications or religious affiliations as well as concepts of race and biology that similarly sit outside national projects

Multilingual Learning: Assessment, Ideologies and Policies in Sub-Saharan Africa Colin Reilly, Feliciano Chimbutane, John Clegg, Casmir Rubagumya, Elizabeth J. Erling, 2023-11-30 This edited volume provides the follow up to Erling et al s 2021 Multilingual Learning and Language Supportive Pedagogies in Sub Saharan Africa The strategies put forward in Volume 1 included multilingual pedagogies that allow students to draw on their full linguistic repertoires translanguaging and other language supportive pedagogies While there is great traction in the pedagogical strategies proposed in Volume 1 limited progress has been made in terms of multilingual education in Sub

Saharan Africa SSA Thus the main focus of this follow up volume is to explore the question of why former colonial languages and monolingual approaches continue to be used as the dominant languages of education even when we have multilingual pedagogies and materials that could and do work and despite substantial evidence that learners have difficulties when taught in a language they do not understand This book offers perspectives to answer this question through focusing on the internal and external pressures which impact the capacity for implementing multilingual strategies in educational contexts at regional national and community levels Chapters provide insights into how to better understand and work within these contemporary constraints and challenge dominant monoglossic discourses which inhibit the implementation of multilingual education in SSA The volume focuses on three main areas which have proven to be stumbling blocks to the effective implementation of multilingual education to date namely assessment ideology and policy An insightful collection that will be of great interest to academics researchers and practitioners in the fields of language education language in education policy and educational assessments in the wide range of multilingual contexts in Africa

Language Policy for the Multilingual Classroom

Christine Hélot, Muiris Ó Laoire, 2011 The book proposes a round the world exploration of the way our traditionally monolingual school systems are being challenged by students from diverse language backgrounds forcing educationalists to question entrenched ideologies of language and challenging teachers in their everyday classrooms to rethink their relationships to language learning and the issue of diversity

The Multilingual Turn

Stephen May, 2013-07-24 Drawing on the latest developments in bilingual and multilingual research The Multilingual Turn offers a critique of and alternative to still dominant monolingual theories pedagogies and practices in SLA TESOL and bilingual education Critics of the monolingual bias argue that notions such as the idealized native speaker and related concepts of interlanguage language competence and fossilization have framed these fields inextricably in relation to monolingual speaker norms In contrast these critics advocate an approach that emphasizes the multiple competencies of bi multilingual learners as the basis for successful language teaching and learning This volume takes a big step forward in re situating the issue of multilingualism more centrally in applied linguistics and in so doing making more permeable its key sub disciplinary boundaries particularly those between SLA TESOL and bilingual education It addresses this issue head on bringing together key international scholars in SLA TESOL and bilingual education to explore from cutting edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory pedagogy and practice in each of these fields

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