

LANGUAGE AND LINGUISTICS IN CONTEXT



Readings and
Applications
for Teachers

Edited by

Harriet Luria • Deborah M. Seymour • Trudy Smoke

ROUTLEDGE


Taking a sociocultural and educational approach, *Language and Linguistics in Context: Readings and Applications for Teachers*

- introduces basic linguistic concepts and current perspectives on language acquisition;
- considers the role of linguistic change (especially in English) in the politics of language;
- acknowledges the role of linguists in current policies involving language;
- offers insights into the relationship between the structure of language systems and first- and second-language acquisition; the study of language across culture, class, race, gender, and ethnicity; and between language study and literacy and education; and
- provides readers with a basis for understanding current educational debates about bilingual education, non-standard dialects, English only movements, literacy methodologies, and generally the importance to teaching of the study of language.

The text is organized into three thematic units — “What is Language and How is it Acquired?”; “How Does Language Change?”; and “What is Literacy?”. To achieve both breadth and depth — that is, to provide a “big picture” view of basic linguistics and at the same time make it specific enough for the beginner — a selection of readings, including personal language narratives, is provided to both introduce and clarify linguistic concepts. The readings, by well-known theoretical and applied linguists and researchers from various disciplines, are diverse in level and range of topics and vary in level of linguistic formalism.

Pedagogical features: This text is designed for a range of courses in English and language arts, bilingualism, applied linguistics, and ESL courses in teacher education programs. Each unit contains a substantive introduction to the topic, followed by the readings. Each reading concludes with *Questions to Think About* including one *Extending Your Understanding* question, and a short list of *Terms to Define*. Each unit ends with additional *Extending Your Understanding and Making Connections* activities that engage readers in applying what they have read to teaching and suggested projects as well as a bibliography of *Print and Web Resources*. The readings and apparatus are arranged so that the material can be modified to fit many course plans and schemes of presentation. To help individual instructors make the most effective use of the text in specific classes, a set of matrices is provided suggesting configurations of readings for different types of linguistics and education classes.

Luria
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Language and Linguistics in Context

Readings and Applications for Teachers

To our students and colleagues

Preface

Language and Linguistics in Context: Readings and Applications for Teachers came about as we tried to remake our introductory linguistics courses—"The Structure of Modern English" and "The History of the English Language"—by presenting readings from a variety of language fields that both introduce and clarify linguistic concepts. Because the cultural and political contexts of linguistic study have shifted and broadened, we felt the need to acknowledge the role of linguists in current policies involving language. In addition, we conceived of the readings as providing valuable insights into the relationship between the structure of language systems and first and second language acquisition, the study of language across culture, race, gender, and ethnicity, and between language study and literacy and education. To achieve this breadth and depth—that is, to provide "a big picture" view of basic linguistics and at the same time make it specific enough for the beginner—we chose selections by well-known theoretical linguists and by researchers from various disciplines.

We believe the selections we have chosen will be important for students in a variety of disciplines. In the preparation of *Language and Linguistics in Context: Readings and Applications for Teachers*, we class tested the readings in our courses. Students' comments about the articles have persuaded us that for the education major, the text provides the basis for discussion of current educational debates swirling around bilingual education, nonstandard dialects, English-Only movements, literacy methodologies, and, more generally, the importance of the study of language to teaching. And, for the anthropology or sociology major, these readings provide a context for language study and variation within different speech communities.

One of the main ways in which we have conceived the text is to reconstruct questions students have asked during our courses. Thus, three broad questions form the organizing principles of *Language and Linguistics in Context*: What is language and how is it acquired?; How does language change?; and What is literacy? In response to these questions, we have developed three units addressing the areas these questions raise.

In response to the query What is language and how is it acquired?, in Unit I we look at the nature versus nurture debate, predominant theories of second language acquisition, controversies and perspectives on bilingualism and bilingual education, and at linguistic research itself. In Unit II, in response to the question How does language change?, we look at influential trends in the history of English and at factors related to culture, geography, ethnicity, gender, race, and class and their connection to language and dialect use and variation. In Unit III, we explore our final question, What is literacy?, through a discussion of the ongoing political and educational issues that influence literacy practices.

In responding to these questions, we tried to select readings that focus on linguistic variation, applications, and literacy along with readings concerning traditional, formal linguistic notions. As a key feature of the text, we included selections combining theoretical and ethnographic analysis that demonstrate varieties of global discourse through linguistic data. We have also incorporated several personal narratives relating the language experiences of writers with a wide range of linguistic backgrounds. These perspectives map current language controversies onto the lives and experiences of real people, making it easier for readers to identify with the issues.

NOTES ON USING THIS BOOK

Because the readings in the book are diverse in level and range of topics and vary in level of linguistic formalism, its use in a half-year or one-year course would be appropriate. Choices could be made from among the introductory-level selections for a one-semester course, whereas a one-year course might make use of a larger number of the selections for in-depth analyses and more classroom discussion. Each unit begins with an introductory essay on the topic of the unit, followed by readings at various levels on that topic. Each reading is followed by *Questions to Think About*, including one *Extending Your Understanding* question, and a short list of *Terms to Define*. Each unit concludes with additional *Extending Your Understanding and Making Connections* questions, *Applications for Teaching* activities, and *Print and Web Resources*.

One way to use *Language and Linguistics in Context* would be to assign the readings in the order in which they appear in the book. However, we also include a set of matrixes with lists of suggested readings for different types of linguistics and education classes. In organizing the readings and apparatus in this volume, therefore, we arrange the material in such a way that it can be modified to fit many course plans and schemes of presentation.

Matrixes

Second Language Acquisition Pedagogy

Gleitman, Lila R.	A Human Universal: The Capacity to Learn a Language
Kuhl, Patricia K.	A New View of Language Acquisition
Gass, Susan	Fundamentals of Second Language Acquisition
Novakovich, Josip	This Is No Language (Intimate Exile)
Lvovich, Natasha	Russian as a Second language
Zentella, Ana Celia	Hablamos Spanish and English
Martin, David S.	The English-Only Movement and Sign Language for Deaf Learners
Gilyard, Keith	From " <i>Let's Flip the Script: An African American Discourse on Language, Literature, and Learning</i> "
Parry, Kate	People and Language
Edwards, John	Language and Language Learning in the Face of World English
Kubota, Ryuko	Unfinished Knowledge: The Story of Barbara
Canagarajah, A. Suresh	Understanding Critical Writing
Nieto, Sonia	Linguistic Diversity in Multicultural Classrooms
Ku, Robert Ji-Song	Confessions of an English Professor: Globalization and the Anxiety of the (Standard) English Practice
Pennycook, Alastair	Sociolinguistics and Power
Pita, M. & Utakis, S.	Educational Policy for the Transnational Dominican Community

The Structure of Language

Gleitman, Lila R.	A Human Universal: The Capacity to Learn a Language
Kuhl, Patricia K.	A New View of Language Acquisition
Gass, Susan	Fundamentals of Second Language Acquisition
Martin, David S.	The English-Only Movement and Sign Language for Deaf Learners
Trask, R. L.	Where Did English Come From?
Green, Tamara M.	Language Families
Barber, Charles	The Norman Conquest
Parry, Kate	People and Language
Bhaba, Homi K.	Queen's English
Fishman, Joshua A.	The New Linguistic Order
Newman, Michael	Definitions of Literacy and Their Consequences
Gee, James Paul	What Is Literacy?
Delpit, Lisa D.	The Politics of Teaching Literate Discourse
Gilyard, Keith	From " <i>Let's Flip the Script: An African American Discourse on Language, Literature, and Learning</i> "
Canagarajah, A. Suresh	Understanding Critical Writing
Pita, M. & Utakis, S.	Educational Policy for the Transnational Dominican Community

<i>Literacy</i>	
Gleitman, Lila R.	A Human Universal: The Capacity to Learn a Language
Gass, Susan	Fundamentals of Second Language Acquisition
Alexander, Meena	Language and Shame
Parry, Kate	People and Language
Achebe, Chinua	The African Writer and the English Language
Edwards, John	Language and Language Learning in the Face of World English
Fasold, Ralph W.	Ebonic Need Not Be English
Zentella, Ana Celia	Hablamos Spanish and English
Newman, Michael	Definitions of Literacy and Their Consequences
Hull, Glynda & Schultz, Katherine	Literacy and Learning Out of School: A Review of Theory and Research
Gee, James Paul	What Is Literacy?
Delpit, Lisa D.	The Politics of Teaching Literate Discourse
Gilyard, Keith	From “ <i>Let’s Flip the Script: An African American Discourse on Language, Literature, and Learning</i> ”
Canagarajah, A. Suresh	Understanding Critical Writing
Nieto, Sonia	Linguistic Diversity in Multicultural Classrooms
Ku, Robert Ji-Song	Confessions of an English Professor: Globalization and the Anxiety of the (Standard) English Practice
Nardini, G.	Italian Patterns in the American Collandia Ladies’ Club: How Do Women Make <i>Bella Figura</i> ?
Ghose, Malini	Women and Empowerment Through Literacy
Tate, G., McMillan J., & Woodworth, E.	Class Talk
Pita, M. & Utakis, S.	Educational Policy for the Transnational Dominican Community

We hope that instructors, students, and anyone whose interest is generally captured by language, its structure, and its functions will find this book creative, engaging, and informative—and will learn from its readings as much as we and our students have.

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Lisa D. Delpit received her doctorate from Harvard University. She holds the Benjamin E. Mays Chair of Urban Educational Leadership at Georgia State University and directs its Center for Urban Educational Excellence. Recipient of a MacArthur Foundation award, Dr. Delpit has written and presented widely on language, literacy, and educational practice. Her most recent books include *Other People's Children*, and she is coeditor of *The Real Ebonics Debate*, and coeditor of *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*.

John Edwards teaches at St. Francis Xavier University in Nova Scotia. He is a specialist in the psychology of personality, dealing mainly with the major theorists—Freud, Jung, Rogers, and others. He also conducts a senior seminar course on the social psychology of language. His own research interests center on the relationship between language and group identity (with its important social ramifications, such as ethnicity, nationalism, multiculturalism, and social pluralism). His publications include *Language in Canada*.

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