

Sociolinguistics and Language Education



Edited by
Nancy H. Hornberger and Sandra Lee McKay

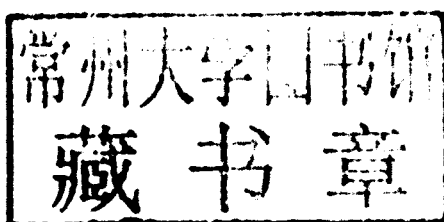
NEW PERSPECTIVES
ON
LANGUAGE & EDUCATION

NEW PERSPECTIVES ON LANGUAGE AND EDUCATION

Series Editor: Professor Viv Edwards

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NEW PERSPECTIVES ON LANGUAGE AND EDUCATION

Series Editor: Professor Viv Edwards, *University of Reading, Reading, Great Britain*
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Two decades of research and development in language and literacy education have yielded a broad, multidisciplinary focus. Yet education systems face constant economic and technological change, with attendant issues of identity and power, community and culture. This series will feature critical and interpretive, disciplinary and multidisciplinary perspectives on teaching and learning, language and literacy in new times.

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and *Human Understanding* (edited with Makoto Hayashi and Geoffrey Raymond, Cambridge University Press, frth) and the *Handbook of Conversation Analysis* (edited with Tanya Stivers, Blackwell, frth).

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Introduction

Two terms commonly heard today in language educators' public and professional lives are *globalization* and *the social turn*. Both of these phenomena have had a significant impact on the field of sociolinguistics. The first has resulted in greater movement of individuals within countries and across borders motivating some to acquire new languages and identities, and leading many sociolinguists to investigate the hybridity of current language use. Globalization has also resulted in more attention being devoted to the relationship between language and power and critical approaches to language use and language learning. The second, the social turn in the field of applied linguistics, has resulted in far more attention being given to the social aspect of language use, so that today there are a growing number of studies on the relationship between such things as language and identity, style and styling, and language and gender. One of the major purposes of this book is to provide an up-to-date overview of the effect of these two phenomena on language use and the development of the field of sociolinguistics.

We believe that this text, addressed to experienced and novice language educators, is necessary today given changes in the global situation and continuing evolution in the field of sociolinguistics. The following factors of the political, social and academic world today are contributing to the need for a sociolinguistic text addressed to language educators. First, throughout the world, multicultural and multilingual classrooms are becoming the rule rather than the exception. Hence, on a daily basis, language professionals are witnessing the results of languages in contact where codeswitching and codemixing are common and where students bring to the classroom various ways of using language. Second, growing research in the field of sociolinguistics has led to new areas of specialization, for example critical language awareness, multimodality literacies and language socialization, along with more long-standing areas such as language planning, multilingualism and cross-cultural variation in language use, each with its own view of how language and society interact. Finally, recently there has been a growing recognition of the ideological basis of language use, with a focus on the need to promote a critical approach to language teaching. Because of the central importance of

ideology in making educational decisions, this book begins with attention to ideologies.

The first section of this book, *Language and Ideology*, explains how ideologies can inform specific lines of research and pedagogies. In the opening chapter, 'Language and Ideologies', Mary McGroarty begins by discussing various meanings of the term *ideology* and the conceptual foundations of work in linguistic ideologies. Next she summarizes seminal quantitative studies on language attitudes, corpus-based research on language ideologies and qualitative studies on classroom interaction, interaction around norms for literacy, language choice in bilingual classrooms and ideologies underlying teaching tasks and materials. In the next chapter, 'Language, Power and Pedagogies', Hilary Janks explores the different theoretical underpinnings of critical literacy and how these have been translated into different classroom practices in a range of contexts. The different theories and their associated practices constitute an open set of approaches that teachers can adapt to their own contexts. In the final chapter of this section, 'Nationalism, Identity and Popular Culture', Alastair Pennycook challenges the notion that the nation state is the most productive way to understand the relationship between language and culture. In order to suggest an alternative approach to language and culture, one that recognizes that new identities may have little to do with nationhood, he analyzes the global spread of hip hop music as a way of exemplifying new languages, new cultures and new identities brought about by globalization. In closing, he explains the challenges that exist in researching language and pop culture and considers the pedagogical implications of the recent global flow of people and languages.

The chapters in the second section of the text, *Language and Society*, address the manner in which the larger social and political context affects language use at a macro level. In the first chapter, 'English as an International Language', Sandra McKay differentiates various paradigms used to describe the current spread and use of English including World Englishes, English as a Lingua Franca and English as an International Language. She then summarizes central research on the spread of English related to imagined communities, identity and technology. In closing, she describes major challenges faced by the field of English pedagogy in terms of equality of access to language learning, othering in English pedagogy and standards in English teaching and learning. In the next chapter, 'Multilingualism and Codeswitching in Education', Nkonko Kamwangamalu focuses on codeswitching practices in language classrooms as he examines the central question of why bilingual teachers and students codeswitch and whether or not this is a productive pedagogical strategy. He then distinguishes codeswitching from other phenomena such as borrowing, language shift, diglossia and codecrossing. Next he discusses common approaches to codeswitching research including the interactional, markedness and

political-ideological approaches. In closing, he argues that codeswitching is indeed a resource for second-language learning and he identifies common research methods employed in codeswitching research. In the final chapter, 'Language Policy and Planning', Joseph Lo Bianco begins by defining key terms in the field; he then describes major approaches to language planning including language policy as a science, language policy as problem solving, and language policy as an interactive democratic practice. It is the latter approach that he considers most promising. In closing, he elaborates on the pedagogical implications of language planning emphasizing how the norms and standards that language teachers promote in their discourse and classrooms are powerful examples of language planning.

The chapters in Section 3, *Language and Variation*, move to a more micro level of linguistic analysis and examine how the larger social context interacts with the particular linguistic forms that an individual uses. In the opening chapter, 'Style and Styling', Jürgen Jaspers notes that while early studies on style were concerned with identifying discrete linguistic features of styles, more recent approaches to styling investigate how styling is related to identity and to community participation. In the next part of the paper, he examines the development of variationist sociolinguistics and the challenges that existed in this approach. He closes by arguing that future research in styling should focus on the process rather than the product of linguistic variation and seek to reconcile the regularity of linguistic behavior with individual creativity. In the next chapter, 'Critical Language Awareness', Samy Alim opens with an analysis of the political and media discourse surrounding Barack Obama's language as a way of illustrating what is meant by critical language awareness. He then examines the discourse of well-meaning teachers to demonstrate the ideologies that inform their language use. In closing, he argues for the need for language teachers to examine their own discourse in order to determine what ideologies they are promoting. In the final chapter, 'Pidgins and Creoles', Jeff Siegel starts by defining pidgins and creoles. He then summarizes research in the field that focuses on the development of pidgins and creoles, their role in the society where they are spoken, their linguistic features and their educational implications. He closes by discussing the advantages of using pidgins and creoles in educational programs, especially for initial literacy, and he highlights the awareness approach – with sociolinguistic, contrastive, and accommodation components – as the most promising of the ways pidgins and creoles have been incorporated into schooling, where P/C vernaculars are seen as a resource for learning the standard, rather than as an impediment.

Section 4, *Language and Literacy*, has a specific educational focus in its attention to literacy as an expression of sociocultural factors, as well as its examination of how various modalities of communication influence current language use. Ryuko Kubota's chapter, 'Cross-cultural Perspectives

on Writing: Contrastive Rhetoric', opens the section with an informative and critical review of contrastive rhetoric, the cross-cultural analysis of the ways written texts are organized. She summarizes the assumptions, methods and background of this controversial field, as well as criticisms of its tendency toward fixed and essentialist characterizations of culture, language and English as a second language (ESL) writers, and above all its prescriptive ideologies. She closes with classroom implications, calling on educators to be reflective about how we approach cultural and linguistic differences. In their chapter on 'Sociolinguistics, Language Teaching and New Literacy Studies', Brian Street and Constant Leung review first the contributions of sociolinguistics to language teaching since the 1960s in the areas of communicative language teaching, classroom ethnography and functional linguistics, and then the contributions of the New Literacy Studies, with its ideological model and social practices view, toward furthering a social perspective on language and literacy learning and teaching. Bringing these two strands together, they close with the example of an academic literacies/English as additional language course they and their colleagues offer at their own institution. The last chapter in this section, by Viniti Vaish and Phillip A. Towndrow, takes up the topic of Multimodal Literacy in Language Classrooms, defining key terms and goals for work in this area, including the need for rich descriptions of actual sites of multimodal learning, analysis of multimodal design work, theories of multimodal meaning-making and new multimodal pedagogical approaches. They go on to review research on multimodal literacy practices in and out of schools and in teacher education, closing with their own recent study of a new one-to-one laptop program in a Singapore secondary school.

Section 5, *Language and Identity*, reflects the current interest in how identity and sociocultural context mutually influence one another and language use. Bonny Norton's chapter, 'Language and Identity', highlights poststructuralist conceptual foundations and qualitative research methods in language and identity research. She discusses language and identity in relation to the constructs of investment and imagined communities, as well as the ways learners' identities may impact their learning processes, their engagements with literacy and their resistance to undesirable or uncomfortable positionings in educational settings. She concludes with recent research on language and identity in classroom teaching and points to language teacher education and the decolonization of English language teaching as areas for future research in this field. In the next chapter, 'Gender Identities in Language Education', Christina Higgins continues these themes with a specific focus on how gendered social relations and ideologies of gender mediate people's experiences in learning and using additional languages. She exhorts teachers to engage with structural constraints that learners face when negotiating access to their desired communities of practice and presents suggestions for pedagogical practices

that incorporate gendered experiences into learning opportunities, including intercultural pedagogy and critical pedagogy.

Angela Reyes continues the focus on identity with a chapter on 'Language and Ethnicity', beginning with an overview of key concepts and research methods, outlining both distinctiveness-centered and performance-based approaches. She provides brief overviews of language and ethnicity research on African Americans, Latinos, Native Americans, Asian Americans and European Americans in the United States. She points to promising recent studies embracing an emergent account of language and ethnicity and to future avenues of research on language crossing in language learning contexts, ethnic target varieties for language learners, and media and popular culture in classrooms. She closes with a reminder to teachers that ethnicity is a social and political construct, bearing no one-to-one relation with language. In 'Language Socialization', the final chapter of this section and a transition to the next, Patricia Duff highlights the field's fundamental focus on acquisition of linguistic, pragmatic and other cultural knowledge through social experience and on how individuals become socialized into particular identities, worldviews or values, and ideologies as they learn language, whether it is *their first language* or an additional language. In her review of classroom research on explicit and implicit language socialization in both formal and informal educational contexts, she points out that language socialization involves the negotiation and internalization of norms and practices by novices, but may also lead to the creation of new or hybrid norms, failure to learn expected norms, or conscious rejection or transgression of existing norms. She concludes with consideration of methods, challenges and practical implications of language socialization research, emphasizing that, especially in diaspora and postcolonial contexts, language socialization is a complicated multilingual, multimodal process and that teachers and policy makers must remember that what may be very obvious to them after a lifetime of language and literacy socialization and professional education into the dominant discourses of society may not at all be obvious or even comprehensible to newcomers.

Section 6, *Language and Interaction*, examines the ways in which specific social interactions and identities lend themselves to particular types of language use. In 'Language and Culture', Gabriele Kasper and Makoto Omori start by discussing various concepts of culture and approaches to intercultural communication. They go on to review interdisciplinary research traditions in intercultural interaction, including communication accommodation theory, cross-cultural speech act pragmatics, interactional sociolinguistics, and conversation analysis and membership categorization analysis. Throughout, they highlight that rather than seeing cultural diversity as fraught with problems as in sociostructural/rationalist approaches, discursive/constructionist approaches treat cultural diversity as a resource that participants can exploit to construct social solidarity or