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Encyclopedia of Language and Education

SECOND EDITION

语言与教育百科全书
(第2版)

Knowledge About Language

语言知识

VOLUME 6

Encyclopedia of Language and Education

语言与教育百科全书

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Volume 6

KNOWLEDGE ABOUT LANGUAGE

语言知识

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SECOND EDITION

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Encyclopedia of Language and Education

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GENERAL EDITOR'S INTRODUCTION¹

ENCYCLOPEDIA OF LANGUAGE AND EDUCATION

This is one of ten volumes of the *Encyclopedia of Language and Education* published by Springer. The Encyclopedia bears testimony to the dynamism and evolution of the language and education field, as it confronts the ever-burgeoning and irrepressible linguistic diversity and ongoing pressures and expectations placed on education around the world.

The publication of this work charts the deepening and broadening of the field of language and education since the 1997 publication of the first Encyclopedia. It also confirms the vision of David Corson, general editor of the first edition, who hailed the international and interdisciplinary significance and cohesion of the field. These trademark characteristics are evident in every volume and chapter of the present Encyclopedia.

In the selection of topics and contributors, the Encyclopedia seeks to reflect the depth of disciplinary knowledge, breadth of interdisciplinary perspective, and diversity of sociogeographic experience in our field. Language socialization and language ecology have been added to the original eight volume topics, reflecting these growing emphases in language education theory, research, and practice, alongside the enduring emphases on language policy, literacies, discourse, language acquisition, bilingual education, knowledge about language, language testing, and research methods. Throughout all the volumes, there is greater inclusion of scholarly contributions from non-English speaking and non-Western parts of the world, providing truly global coverage of the issues in the field. Furthermore, we have sought to integrate these voices more fully into the whole, rather than as special cases or international perspectives in separate sections.

This interdisciplinary and internationalizing impetus has been immeasurably enhanced by the advice and support of the editorial advisory board members, several of whom served as volume editors in the Encyclopedia's first edition (designated here with*), and all of whom I acknowledge here with gratitude: Neville Alexander (South Africa), Colin Baker (Wales), Marilda Cavalcanti (Brazil), Caroline Clapham* (Britain),

¹ This introduction is based on, and takes inspiration from, David Corson's general editor's Introduction to the First Edition (Kluwer, 1997).

Bronwyn Davies* (Australia), Viv Edwards* (Britain), Frederick Erickson (USA), Joseph Lo Bianco (Australia), Luis Enrique Lopez (Bolivia and Peru), Allan Luke (Singapore and Australia), Tove Skutnabb-Kangas (Denmark), Bernard Spolsky (Israel), G. Richard Tucker* (USA), Leo van Lier* (USA), Terrence G. Wiley (USA), Ruth Wodak* (Austria), and Ana Celia Zentella (USA).

In conceptualizing an encyclopedic approach to a field, there is always the challenge of the hierarchical structure of themes, topics, and subjects to be covered. In this *Encyclopedia of Language and Education*, the stated topics in each volume's table of contents are complemented by several cross-cutting thematic strands recurring across the volumes, including the classroom/pedagogic side of language and education; issues of identity in language and education; language ideology and education; computer technology and language education; and language rights in relation to education.

The volume editors' disciplinary and interdisciplinary academic interests and their international areas of expertise also reflect the depth and breadth of the language and education field. As principal volume editor for Volume 1, Stephen May brings academic interests in the sociology of language and language education policy, arising from his work in Britain, North America, and New Zealand. For Volume 2, Brian Street approaches language and education as social and cultural anthropologist and critical literacy theorist, drawing on his work in Iran, Britain, and around the world. For Volume 3, Marilyn Martin-Jones and Anne-Marie de Mejia bring combined perspectives as applied and educational linguists, working primarily in Britain and Latin America, respectively. For Volume 4, Nelleke Van Deusen-Scholl has academic interests in linguistics and sociolinguistics, and has worked primarily in the Netherlands and the USA. Jim Cummins, principal volume editor for Volume 5 of both the first and second editions of the *Encyclopedia*, has interests in the psychology of language, critical applied linguistics, and language policy, informed by his work in Canada, the USA, and internationally. For Volume 6, Jasone Cenoz has academic interests in applied linguistics and language acquisition, drawing from her work in the Basque Country, Spain, and Europe. Elana Shohamy, principal volume editor for Volume 7, approaches language and education as an applied linguist with interests in critical language policy, language testing and measurement, and her own work based primarily in Israel and the USA. For Volume 8, Patricia Duff has interests in applied linguistics and sociolinguistics, and has worked primarily in North America, East Asia, and Central Europe. Volume editors for Volume 9, Angela Creese and Peter Martin, draw on their academic interests in educational linguistics and linguistic ethnography, and their research in Britain and Southeast Asia. And for Volume 10, Kendall A. King has academic

interests in sociolinguistics and educational linguistics, with work in Ecuador, Sweden, and the USA. Francis Hult, editorial assistant for the Encyclopedia, has academic interests in educational and applied linguistics and educational language policy, and has worked in Sweden and the USA. Finally, as general editor, I have interests in anthropological linguistics, educational linguistics, and language policy, with work in Latin America, the USA, and internationally. Beyond our specific academic interests, all of us editors, and the contributors to the Encyclopedia, share a commitment to the practice and theory of education, critically informed by research and strategically directed toward addressing unsound or unjust language education policies and practices wherever they are found.

Each of the ten volumes presents core information and is international in scope, as well as diverse in the populations it covers. Each volume addresses a single subject area and provides 23–30 state-of-the-art chapters of the literature on that subject. Together, the chapters aim to comprehensively cover the subject. The volumes, edited by international experts in their respective topics, were designed and developed in close collaboration with the general editor of the Encyclopedia, who is a co-editor of each volume as well as general editor of the whole work.

Each chapter is written by one or more experts on the topic, consists of about 4,000 words of text, and generally follows a similar structure. A list of references to key works supplements the authoritative information that the chapter contains. Many contributors survey early developments, major contributions, work in progress, problems and difficulties, and future directions. The aim of the chapters, and of the Encyclopedia as a whole, is to give readers access to the international literature and research on the broad diversity of topics that make up the field.

The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education. The encyclopedia aims to speak to a prospective readership that is multinational, and to do so as unambiguously as possible. Because each book-size volume deals with a discrete and important subject in language and education, these state-of-the-art volumes also offer highly authoritative course textbooks in the areas suggested by their titles.

The scholars contributing to the Encyclopedia hail from all continents of our globe and from 41 countries; they represent a great diversity of linguistic, cultural, and disciplinary traditions. For all that, what is most impressive about the contributions gathered here is the unity of purpose and outlook they express with regard to the central role of language as both vehicle and mediator of educational processes and to the need for continued and deepening research into the limits and possibilities that implies.

Nancy H. Hornberger

INTRODUCTION TO VOLUME 6: KNOWLEDGE ABOUT LANGUAGE

The study of knowledge about language or language awareness in education has seen important development in the last decades. Even though interest in knowledge about language goes back a long time, the publication of Hawkins' book, *Awareness of Language: An Introduction* (1984) and the Kingman Report in the UK (1988) triggered an intensified focus on reflecting about language and its importance (James, 1999). Nowadays, there is an Association for Language Awareness (<http://www.lexically.net/ala/>) which defines language awareness as 'the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use.' Other indicators of the intense activity in the field organized by the Association for Language Awareness are the journal 'Language Awareness' which has been published since 1993 and the Language Awareness conference which takes place every 2 years.

There are some terminological problems with the definition of 'knowledge about language' and other related terms such as 'language awareness' or 'metalinguistic awareness.' According to James (1999), there is a strong support to use 'knowledge about language,' 'language awareness' and even 'metalinguistic awareness' interchangeably. In practice, 'knowledge' and 'awareness' are used in the same way by most researchers and at the same time 'knowledge about language' and 'language awareness' are broader in scope than 'metalinguistic awareness.' 'Metalinguistic awareness' usually refers to the more specific conscious knowledge of the formal aspects of language.

The study of knowledge about language or language awareness has focused both on the mother tongue and second and foreign languages and it is clearly interdisciplinary. Some of the work in this area is educational and addresses ways of improving the teaching of languages at school and other educational settings. Another perspective considers the psycholinguistic processes involved in second language acquisition and examines the role of explicit and implicit knowledge, noticing or 'Focus on Form.' Other researchers have looked at the effect of bilingualism and multilingualism on the development of knowledge about language, in particular metalinguistic awareness. Another interesting development is that of 'critical language awareness' which analyses

social practices and language and discusses the role of power and ideology. All these perspectives are discussed in this volume.

The present volume aims at giving a state-of-the-art review of academic work on knowledge about language in education and at showing that language awareness is crucial in education. The chapters included in this volume reflect the breadth of this area and chart its possible development. Most of the reviews examine the more 'classical' areas of language awareness which can be considered as the 'core,' such as language awareness in education, critical language awareness, explicit knowledge and attention in second language acquisition. Other reviews discuss new perspectives related to knowledge about language such as awareness of the linguistic landscape or the role of technology in research on language awareness. The volume is interdisciplinary in perspective and coverage.

The volume includes a special emphasis on multilingualism and language awareness. In addition to a section on bi/multilingualism which discusses the effect of bilingualism, multilingualism and language awareness in multilingual educational contexts, most of the chapters in the volume are on second/foreign language learning and bi/multilingualism. This reflects the situation of many schools nowadays all over the world. In fact, learning a second or additional language is very common in school curricula and the school language is the second or additional language for many children who speak a minority language in the community or are immigrants.

There are 29 chapters altogether, ranging from overviews of theoretical trends and empirical studies about knowledge about language to more specific projects to develop this knowledge. The contributors come from 17 different countries from all over the world and work with different languages. In spite of this diversity, all the chapters discuss in a direct or indirect way the development of knowledge about language in education. They demonstrate that language awareness is certainly necessary for all schoolchildren at all levels.

The first section, '*Knowledge about Language and Theoretical Perspectives*,' includes seven chapters which elaborate different theoretical issues about language awareness and education. The section begins by reviewing the development of the core areas in knowledge about language and critical language awareness and goes on to discuss other related theories and proposals. Van Essen gives a historical overview of language awareness and knowledge about language and goes back to Wilhelm von Humboldt's ideas as a source of inspiration for the study of language awareness. Cots offers a state-of-the-art view of studies on knowledge about language and highlights the two main trends: psycholinguistic and educational. The next two chapters, by Janks and by Locke and Norton, adopt a critical approach to the study

of language awareness by exploring power and identity aspects of the relationship between language and society. Kasper examines the way cognition is addressed in social interaction, from the perspective of ethnomethodology, conversation analysis and discursive psychology. Verspoor provides information about cognitive linguistics and explores its applicability to second language acquisition and second language teaching. Rajagopalan closes the section with a summary of different perspectives on the study of emotion, and draws some implications for language education and second language learning.

Section two looks at '*Knowledge about Language and Language Learning*.' This section discusses psycholinguistic aspects of language awareness, in relation to both first and second language acquisition. Kovacevic explores language awareness in first language acquisition both in the situations of acquiring one single language and early bilingual development. The next three papers by N. Ellis, Robinson and R. Ellis focus on some of the psycholinguistic processes of second language acquisition. These chapters discuss crucial research in knowledge about language in second language acquisition and offer insights into concepts such as explicit and implicit knowledge, noticing, attention and Focus on Form. The next four chapters by Piske, Nation, Sharwood Smith and Alcón and Safont also explore the relationship between language awareness and second language acquisition, focusing on phonetic, lexical, morphological, syntactic and pragmatic awareness. These four reviews give a picture of the role of the specific knowledge about language in the different linguistic levels when acquiring a second language. In the final review of this section, Ranta discusses metalinguistic knowledge in oral production in a second language and elaborates on concepts such as structured input and output practice and corrective feedback.

The third section, '*Knowledge about Language, the Curriculum, the Classroom and the Teacher*,' includes seven chapters which highlight the importance of language awareness in education. Some of the reviews provide specific examples of projects and methodological approaches to foster knowledge about language while others discuss aspects related to the curriculum or the teacher. This section provides a pedagogical focus and can be very useful not only for researchers but also for practitioners. Candelier discusses two European projects to develop an awakening to languages. The idea is to carry out activities with languages not included in the school curriculum so as to develop positive attitudes and knowledge required for individual development in multilingual and multicultural contexts. Marsh discusses 'Content and Language Integrated Learning,' a European approach which uses the foreign language as the medium of instruction, and demonstrates its benefits to develop language awareness. Little focuses on another angle of language awareness, elaborating on learner autonomy understood as a particular instance

of a general human capacity which can be exploited and developed further as learners acquire communicative and metacognitive proficiency in their target second language. The next two entries by Tsui and Fenner focus on the classroom but discuss different aspects of knowledge about language. Tsui reviews research on the linguistic and non-linguistic elements involved in classroom interaction and she highlights the role of the sociocultural context in shaping classroom discourse. Fenner argues that cultural awareness is not an addition to the study of a foreign language but an integral part of second language learning. She highlights the need to develop cultural awareness and to learn a second language 'through' culture. Andrews looks at teacher language awareness understood as the interface between teachers' knowledge about language and their pedagogical practice. He provides an overview of the development of teacher language awareness and its main challenges. In the final review in this section, Sanz and Lado focus on the role of technology in research in second language acquisition and on the advantages of technology in the design of specific treatments in research studies. The use of new technologies in the study of language awareness provides access to new information regarding instruments and data collection techniques.

The fourth section, '*Knowledge about Language, Bilingualism and Multilingualism*,' includes six articles, which take up various psycholinguistic, sociolinguistic, and educational approaches to multilingualism and language awareness. Baker discusses metalinguistic awareness as related to bilingualism, code-switching, interpretation and language brokering and remarks that there are still important limitations in the field. The next two chapters approach the relationship between language awareness and bi/multilingualism from a sociolinguistic and social psychological perspective. O Riagáin discusses language attitudes as related to minority languages and the research methods used to assess attitudes in bilingual and multilingual contexts. This chapters shows the complexity of the concept of attitudes and the different roles of minority and majority languages in the solidarity and status dimensions. Gorter and Cenoz focus on the study of the linguistic landscape understood as the study of public and private language signs. They relate linguistic landscape to language awareness and language learning and summarize studies conducted in different multilingual contexts. They also focus on the different research methodologies used in the study of the linguistic landscape and its perception. Jessner goes beyond bilingualism and examines metalinguistic awareness in multilinguals. She highlights the interdisciplinary nature of studies in multilingualism by focusing on contributions coming from linguistics, developmental psychology and educational linguistics. The last two chapters in the volume focus on multilingual classrooms. Helot looks at an applied issue, discussing models of language education that can foster positive attitudes towards multilingualism at primary level.

She considers different ways to promote language awareness in general and also explains the Didenheim project, built on a collaborative approach with parents in an effort to move from monolingual attitudes to a situation in which multilingualism is valued. In the last chapters in this volume, García focuses on multilingual awareness in teacher education and argues that it should be the core of teacher education programs in today's multilingual schools. She describes the different degrees of multilingual awareness and its central role in education.

All in all, these 29 contributions provide an informative introduction to the complexities and controversies in this developing field of knowledge. The collection as a whole covers a broad spectrum of approaches, from educational to psycholinguistic and sociolinguistic including the study of critical language awareness. The volume adopts an interdisciplinary approach and illuminates the crucial role of language awareness in education.

Jasone Cenoz

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