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Encyclopedia of Language and Education

SECOND EDITION

语言与教育百科全书
（第2版）

Discourse and Education

语篇与教育

VOLUME 3

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Volume 3

DISCOURSE AND EDUCATION
语篇与教育

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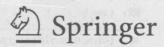*UK*

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ENCYCLOPEDIA OF LANGUAGE AND EDUCATION

SECOND EDITION

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VOLUME 3: DISCOURSE AND EDUCATION

General Editor
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GENERAL EDITOR'S INTRODUCTION[1]

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),

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[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. Honberger

INTRODUCTION TO VOLUME 3: DISCOURSE AND EDUCATION

This volume of the Encyclopaedia surveys the diverse and changing landscape of research on discourse and education. In order to capture the full sweep of this landscape, we have adopted the broadest definition of 'discourse', as embracing both the view of discourse as 'talk-in-interaction', commonly espoused in studies of classroom discourse, and the critical, post-structuralist view of discourse as 'ways of understanding and constituting the social world'.

The first view of discourse has, of course, been influential in research on language in education, since the 1970s, and emerged as part of the broad interactional turn which took place as new fields of social science, such as ethnomethodology, conversation analysis, interactional sociolinguistics and micro-ethnography were being established. Within this tradition of work, the contexts for teaching and learning are not taken as given but as being constituted in and through everyday discourse practices and interactional routines and therefore continually open to change and negotiation. Meanings are seen as being situated, moment by moment, in the ongoing flow of talk-in-interaction.

The second view of discourse has been developed, more recently, by researchers concerned with the ways in which power relations are played out within educational institutions. In this body of work, the term 'discourse' is often used in the plural (e.g. official pedagogic discourses; school discourses; discourses about language). Discourses are seen as socially constitutive systems of meaning, which are embedded in particular social, institutional and historical contexts, and "as different ways of structuring areas of knowledge and social practice" (Fairclough, 1992, p. 3). They are also viewed as sources of power—the power to define boundaries and categories and to construct objects and social subjects.

Different chapters in the volume draw on, and sometimes combine, these two broad views of discourse in education. They do so in diverse and subtle ways and offer different means of conceptualising the relationship between ideological and interactional processes. The first section of the volume presents different theoretical and methodological perspectives on discourse, encompassing ethnomethodology, conversation analysis, genre theory, critical discourse analysis (CDA), post-structuralist approaches to discourse, recent theory-building around

the notion of 'voice' and practice-based approaches, focusing on language-in-use and on power relations, which have been developed within linguistic anthropology. Individual chapters in this section foreground the influence of different strands of social and anthropological theory, including the work of Bakhtin (1953/1986), Bernstein (1996), Bourdieu (1991), Foucault (1972), Hymes (1974), Silverstein (1992), Walkerdine (1990) and Wetherell (1998), offering diverse lenses through which to view the links between the everyday interactions that take place in schools and classrooms and wider social, cultural and ideological processes.

The second section focuses on the workings of discourse in local cultural and institutional contexts. Here, we see different approaches to the study of situated discourse practices, including the ethnography of communication, micro-ethnography, conversation analysis and discursive psychology. We also see the ways in which constructionist perspectives have been incorporated in these different strands of work on discourse in education. These chapters make reference to studies of spoken interaction in classrooms and in other educational settings (e.g. in school staff meetings about pupil welfare, as in the chapter by Eva Hjörne and Roger Säljö). Different authors have different foci: some provide accounts of discourse practices in routine educational encounters, detailing some of the ways in which these practices contribute to language socialisation, to the construction of teacher or learner identities (e.g. along the lines of class, ethnicity or gender) or to the construction of different categories of learners (e.g. 'slow readers', 'students with learning difficulties', or 'exceptionally gifted learners'). Identity is a recurring theme in this section. In some chapters, we see primacy given to the ways in which 'identities' are imposed from above, within prevailing social and institutional orders. And, in other chapters, the focus is on the negotiation of identities within local interactional orders.

The third section foregrounds the ways in which ideologies about language or linguistic diversity are constructed in language policies, in language planning processes and in national debates about language in the media. As Monica Heller points out in her chapter, research on the discursive processes involved in the choice and legitimisation of particular languages or language varieties as media of instruction provides key insights into one of the central sociological issues of our times, namely the role of education in social and cultural reproduction. Drawing on the work of Bourdieu (1977), she argues that education is a key site for defining what counts as 'legitimate language', that is, language and literacy practices which are considered to be 'good', 'normal', 'appropriate' or 'correct'. By exercising control over the value of linguistic resources in societal domains such as education,

dominant groups in society contribute to the regulation of access to other resources (such as knowledge or material goods). The authors in the chapters in this section provide different windows on the discursive processes involved in defining 'legitimate language'. These processes are uncovered through different levels of analysis: at the global or national level, at the level of local education or curriculum authorities or in local school and classroom contexts.

The fourth section deals with the role of disciplinary discourses and of everyday interactional practices in classrooms in the construction of knowledge and 'ways of knowing'. Here, there are contributions which focus on classroom talk and multimodal communication in different kinds of classrooms, in different kinds of classroom conversations with different participant structures (e.g. conversations between teachers and learners or among small groups of learners) and in different areas of the curriculum (e.g. in the teaching and learning of mathematics, science or language). Some authors (e.g. Elizabeth Birr Moje) are also concerned with the nature and significance of the interface between everyday funds of knowledge (from outside the classroom) and school discourses, and with identifying ways in which change-oriented third space for knowledge-building can be created.

THEMES RESONATING ACROSS THE VOLUME

Several themes resonate across these four sections and the chapters within them. We will touch on just three here. All three relate to different aspects of theory and method in research on discourse and education.

Widening the Scope of Enquiry, Combining Approaches to Discourse

Several authors in the volume propose ways of combining approaches to discourse so as to widen the scope of enquiry. Whilst rigour and fine-tuning of approach is achieved through specialisation within one particular empirical tradition, these authors take the view that significant insights can be achieved through interaction across research traditions.[1]

For example, Monica Heller argues for an approach to language choice which combines close analysis of the interactional order of schools and classrooms with social and historical analysis of the wider social and symbolic order, so as to explain why particular language choices in particular settings turn out to be the way they are. Harriet

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[1] This is part of a more general trend already identified in a special issue of *Applied Linguistics* in 2002, focusing on approaches to the analysis of classroom discourse (see Rampton, Roberts and Harris, 2002).

Bjerrum Nielson and Bronwyn Davies suggest that different perspectives on discourse and gender in education, perspectives which emphasise gender structures, gender identity formations and gender positionings, need to be seen as complementary rather than as distinct and separate. They argue that it is by linking an account of the processes of "'being' gendered and 'doing' gender" that a full account can be given of the social and discursive processes involved in gender identity construction. Rebecca Rogers sees considerable scope for combining CDA with the critical ethnographic study of literacy, as developed within the New Literacy Studies tradition. She cites, in particular, the need for closer attention to multimodal literacies and to the uses of digital texts in schools and classrooms. Silvia Valencia Giraldo echoes this concern, drawing attention to the profoundly textually mediated nature of contemporary social life, in and out of classrooms.

A significant proportion of the authors in this volume (e.g. Judith Baxter, Jill Bourne, Grace Bunyi, Charlotte Haglund, Monica Heller, Carey Jewitt, Jasmine Luk Ching Man, Vally Lytra, Janet Maybin, Rani Rubdy and Silvia Valencia Giraldo) mention that they are concerned with identifying means of linking the analysis of macro-social structures and of the discursive processes at work in educational institutions (e.g. the categorisation and positioning of learners, the production and reproduction of 'legitimate language') with the close study of day-to-day discourse practices in classrooms. At the same time, they are mindful of the significance of human agency and they argue that the imposition of dominant discourses about identity, about language or about ways of knowing is always open to contestation and change.

Among these authors, there is considerable consensus about the need for close study of everyday interactional practices as an essential part of any research endeavour, while also aiming to link analyses of these practices to wider social and ideological processes. Methodologically, this is what Judith Baxter calls a 'bottom-up' and 'top-down' approach.

Linking the Study of Discourse with Ethnography

A particularly salient theme in this volume is that of linking the study of discourse in education with ethnography. This theme has its origins in early work on the ethnography of communication and in the work of scholars such as Erickson (1986), Gumperz (1982) and Hymes (1974) who were concerned to ensure that the cultural context of discourse was not taken for granted and that the perspectives of participants in day-to-day conversations, in and out of classrooms, should be taken into account. However, since the 1970s, there has been considerable diversification within ethnographic studies of language and literacy in

education. Goals and methods have been conceptualised in different ways. This increasing diversity is reflected in the chapters of this volume.

Some authors suggest ways of linking research on discourse, in their particular area, with Hymes' original approach to the ethnography of communication. Jasmine Luk Ching Man stresses the value of this approach, in combination with other perspectives. Diana Boxer takes a similar stance, using the related term 'ethnography of speaking'.

Some authors note the contributions made to the study of discourse in education in particular strands of ethnography. Thus, for example, both Jasmine Luk Ching Man and Vally Lytra mention the work on micro-ethnography, developed by Erickson (1986), with its close focus on the interplay between verbal and non-verbal cues in speech events, in and out of classrooms. Junko Mori and Jane Zuengler suggest that ethnographic approaches can be particularly fruitful, when combined with conversational analysis, in the study of institutional discourse (although they do note that there is ongoing debate about this among conversation analysts).

Other authors give primacy to the link with sociolinguistics and to the project of combining micro-analysis of everyday discourse practices with the study of wider social and ideological processes. Jeff Bezemer and Sjaak Kroon use the term 'sociolinguistic ethnography'. This was first employed by Monica Heller (1999/2006) in her ethnographic work in French Canada and was then taken up again by Heller and Martin-Jones (2001) in an edited volume on discourse practices in multilingual schools and classrooms. Vally Lytra describes her current research collaboration with colleagues as being 'ethnographically informed sociolinguistics', echoing recent writing on this topic by Hornberger (1995). In looking ahead to future research on discourse practices and identities among urban youth, Charlotte Haglund argues that critical ethnography will be best suited to such work, since future researchers will need to take into account not only micro-level interactional practices and narratives, but also asymmetries of power at the macro-level, along with widening processes of socio-cultural transformation and change, such as globalisation and transnationalism.

There are also chapters in the volume that orient to two distinct strands of ethnographic research on language and literacy that have been developed in recent years, in the North American context (linguistic anthropology) and in the British context (linguistic ethnography). Over the last two decades, linguistic anthropologists in North America have become increasingly concerned with inequality and ideology in language, with the discursive construction of authority and with reflexivity in fieldwork and ethnographic writing. Stanton Wortham is located within this tradition and has brought particular

insights into the ways in which linguistic anthropology can be applied to research in educational settings (e.g. Wortham and Rymes, 2003). In his chapter in the volume, he outlines a linguistic anthropological approach to the discourse processes involved in the construction of social relations in educational settings.

Whilst North American linguistic anthropology is rooted within the Boasian tradition of cultural anthropology, British ethnographic writing on language and literacy has emerged primarily from the field of applied linguistics. Rampton et al. (2004) trace this genealogy, arguing that "UK researchers tended to develop their commitment to ethnography in the process of working from language, literacy and discourse outwards" (2004, p. 11). This recent work in linguistic ethnography, developed over the last decade, is mentioned in the chapters by Sheena Gardner and Aizan Yaacob and by Silvia Valencia Giraldo. It is also reflected (though not explicitly mentioned) in the chapter by Janet Maybin, a British researcher who has been a key contributor to the development of this particular strand of ethnographic research on language, literacy and discourse.

Dealing with the Changing Nature of Contemporary Patterns of Communication

A third theme that cuts across the chapters in the volume is that of meeting the challenge of dealing with the rapidly changing nature of contemporary patterns of communication. We are witnessing far-reaching changes in forms of representation due to the advent of new technologies. In anticipating future directions in research on discourse, a substantial number of the authors in the volume draw attention to the challenge posed to theory and method by the increasingly multimodal nature of contemporary communication.

Frances Christie makes explicit reference to the new text types and genres emerging in this new media age and notes that we need to further refine theory-building around the notion of 'genre'. She says that: "the contemporary multimodal world will require much more sophisticated tools for analysis to explain the meanings of texts in which verbal, visual and diagrammatic resources ...all operate". Jeff Bezemer and Sjaak Kroon draw attention to the methodological challenges posed by the increasing multimodality of educational practice. Their particular focus is on research on discourses about national standard languages. They note that: "recent classroom studies show that discourses on standard language teaching are indeed realised not only through speech, but also, and often primarily, through image, gesture, wall displays, and other worlds of representation and communication". Carey Jewitt reviews some of the ways in which the challenges of

multimodality are being addressed in classroom-based research, focusing on different areas of the curriculum, such as language and science.

Jill Bourne points to the opportunities opened up by the changing nature of contemporary modes of representation and communication and, in particular, by the shift away from uni-directional to multi-directional communication, from a central 'message producer' aiming at a mass audience to multiple 'message producers' involved in more complex, and more egalitarian, communicative exchanges. As she puts it: "this shift offers space for a transformative remaking of pedagogic discourse". However, she also acknowledges the need to remain wary of 'management interests' in exploring the potential of hypertextual links. This concern is echoed in Rebecca Rogers' recommendations regarding the future directions of critical research on multimodal discourse. She warns of the dangers inherent in globalised flows, particularly in the circulation and commodification of educational software and calls for the development of critical approaches to 'network effects', on and off-line.

THE INDIVIDUAL CONTRIBUTIONS TO THIS VOLUME

Many of the contributions to this volume come from scholars who have led the way in developing particular approaches to empirical work and/or theory-building. The volume also provides international coverage of research on discourse in education. Our intention, as editors, was to build on the ground established by Bronwyn Davies, the editor of the volume on *Oral Discourse,* in the first edition of the Encyclopaedia and to chart new directions opened up over the last decade, extending and deepening our understanding of discursive processes in education.

Section 1. Discourse in Education: Theory and Method

Judith Green and Carol Dixon focus on the nature of the relationship between classroom interaction and situated learning. They approach this topic by tracing the distinct intellectual traditions within which the study of these two dimensions of classroom life have been developed, by drawing attention to the key theoretical and disciplinary perspectives that have been incorporated into these traditions and, then, by showing how greater convergence has been achieved in research on classroom interaction and learning as a result of the emergence of new ways of theorising learning as a situated process.

Junko Mori and Jane Zuengler chart the contribution of conversation analysis to our understanding of the dynamics of talk-in-interaction in classrooms and the interactional processes involved in construction of