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Encyclopedia of Language and Education

SECOND EDITION

语言与教育百科全书
（第2版）

*Second and
Foreign Language Education*

二语与外语教育

VOLUME 4

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Volume 4

SECOND AND FOREIGN LANGUAGE EDUCATION
二语与外语教育

Edited by

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School of Arts and Sciences
USA

and

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ENCYCLOPEDIA OF LANGUAGE AND EDUCATION

SECOND EDITION

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VOLUME 4: SECOND AND FOREIGN LANGUAGE EDUCATION

General Editor
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The volume titles of this encyclopedia are listed at the end of this volume.

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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),

[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

NELLEKE VAN DEUSEN-SCHOLL

INTRODUCTION TO VOLUME 4: SECOND AND FOREIGN LANGUAGE EDUCATION

INTRODUCTION

The present volume brings together a wide variety of perspectives on second and foreign language learning and teaching. As reflected in the title of the second edition, this volume has added an emphasis on "foreign language" in addition to second language education to under-score the increasing significance of foreign language learning in a global context, and both the commonalities and differences between foreign and second language teaching. The Volume contains a unique collection of chapters which examine the most recent theoretical, methodological, and pedagogical insights in the field of foreign and second language education and focuses on diverse educational settings and situations, learner populations, proficiency levels, and teaching practices.

Over the past decade, significant economic and political changes have affected language teaching and learning in many regions across the world. In the USA, for example, two issues in particular have drawn attention to the need for improving the language skills and cultural awareness of the population: the events of September 11, 2001, and the impact of globalization (Met). In Europe, the expansion of the European Union has been accompanied by expanded opportunities for language learning, recognition of the rights of regional and minority languages, and greater emphasis on intercultural communication and plurilingualism as policy goals. The European Language Portfolio, an outcome of the project on Language Learning for European Citizenship, takes into consideration the multiple contexts within which languages are used and learned (Broeder and Martyniuk). A final example is South Africa, where post-apartheid political and educational reforms are reflected in new language policies, the most visible of which is the New Constitution which recognizes 11 official languages (Kamwangamalu).

The 27 contributions in the present volume reflect the diversity of the field with chapters that represent a wide range of geographic and disciplinary perspectives and present in-depth chapters of current theory and research as well as examinations of methodology and teaching practices. These chapters cover a broad array of innovative approaches across the globe and describe the current state of the art in technology-based second and foreign language teaching and learning. Of the original 22

contributors to the first edition, 5 (Oxford, Gardner, Gunnarsson, Pakir, and Watts) are represented in the second edition of this volume with substantially expanded and updated chapters.

THEMATIC ORGANIZATION OF THE VOLUME

The volume is organized into five thematic sections that include theoretical perspectives as well as practical approaches. Each section covers a broad area within the field of second and foreign language teaching and learning, focusing on theory, methodology, learning, teacher training, and technology, respectively.

The first section addresses the *Theoretical underpinnings* of second and foreign language education. Contributions by Kramsch, McKay, Gardner, and Oxford represent the interdisciplinary nature of the field and demonstrate how insights from applied linguistics, sociolinguistics, and psycholinguistics have contributed to our current perspectives on language teaching and learning. Kramsch argues for a more "socially and culturally aware" applied linguistic theory that—within the current context of globalization—must be critically informed by the theoretical perspectives of diverse fields, such as educational, literary, and political theory rather than restrict itself to its traditional focus on second language acquisition and communicative competence. McKay links the theoretical insights from sociolinguistics to language education and lists a number of pedagogical implications for teaching practice, such as creating awareness of language variation within specific linguistic contexts or recognizing the multiple standards of global languages such as English and other major languages. Gardner's contribution focuses on four classes of variables that have received considerable research attention over the years: language aptitude, attitudes and motivation, language anxiety, and language-learning strategies. Oxford draws upon and critically evaluates a range of linguistic theories from both within and outside the second language (L2) field to outline the major conditions under which L2 learning occurs.

The second section, *Current approaches to second and foreign language education*, focuses on teaching methodologies which are based on recent research findings. While communicative language teaching remains the predominant approach within second and foreign language instruction, its limitations have become increasingly clear over the past decade of research in second language acquisition, sociolinguistics, applied linguistics, and related fields (Kramsch). Specifically, the lack of emphasis on explicit grammar instruction, its primary focus on basic interpersonal communication, and the limited relevance of its pedagogy for learners' academic and professional goals are among the main objections to the traditional communicative methodology. New approaches

have attempted to address these concerns while maintaining a communicative focus, emphasizing a highly interactive learning environment, and increasingly providing a more authentic context for learning. Pica characterizes task-based instruction as an instructional approach that has had both a theoretical and an empirical grounding since its inception. Firmly grounded in second language acquisition (SLA) research, task-based activities engage learners in meaningful, goal-oriented communication to solve problems, complete projects, and reach decisions.

Stoller and Coyle describe two different models that integrate language and content in the teaching and learning of second and foreign languages. Stoller outlines the field of content-based instruction (CBI) in the broad context of instructional settings across various countries, among diverse student populations, and proficiency levels, and underscores the strong academic orientation of this approach. Coyle discusses the diversity of models and pedagogies for Content and Language Integrated Learning (CLIL) and characterizes this approach as uniquely situated within the European cultural and pedagogical traditions. Gunnarsson's contribution provides an overview of research on communication in professional settings, a field that used to be termed Language for specific or special purposes (LSP), but is now more commonly designated as professional discourse or professional communication. The final chapter in this section is by Freed who discusses language learning in study abroad settings, situating the field within the broader context of research on second language acquisition (SLA).

Section 3, *International Perspectives on second and foreign language learning*, reflects a diversity of learning contexts as well as a broad range of viewpoints on language learning from around the globe. The first three contributions focus primarily on the USA. Met describes the current status of foreign language learning in K-12 classrooms and points to the impetus provided by both the tragic events of September 11 and by the global economic changes that have prompted the USA to support efforts to promote development of language skills and cultural understanding. At the same time, however, she emphasizes the value of learning other languages as part of a well-rounded education. Kagan and Dillon outline the major issues of heritage language learning, a new field that has begun to emerge in the USA within the past decade or so. They emphasize the need for further development of a theoretical base, curricular models, and instructional materials. Closely connected to this is the contribution by Hinton, which details the current situation of the many endangered indigenous languages in North America and describes innovative approaches, such as the Master-Apprentice language program, to teach these languages to new generations as a way to reverse language shift and promote their survival and revitalization.

Clyne and Fernandez provide a comprehensive overview of community language learning in Australia and describe the institutional contexts (e.g., day schools, language schools, and ethnic community schools) in which languages other than English (LOTE) are taught, while Early outlines the trends and initiatives in second and foreign language education in Canada and focuses in particular on (i) integrated language and content programs for English language learner (ELL) students and (ii) Core French programs.

A perspective on language learning in Europe is provided by Broeder and Martyniuk who sketch the main goals of the Common European Framework of Reference (CEFR), a document that includes both a Descriptive Scheme of language competences and a Common Reference Level system detailing language proficiency levels. They also include a discussion of the newly developed European language portfolio (ELP). Kamwangamalu chapters pedagogical issues in second and foreign language learning—in and of themselves highly contested terms in South Africa—against the background of the sociopolitical changes, especially the end of apartheid, that have taken place in that country since 1994. He describes a new pedagogical framework, outcomes-based education (OBE), which is currently in the process of being implemented.

The final three contributions in this section each cover geographically vast and culturally diverse regions. Al-Khatib's contribution deals with the Middle East and North Africa, comprising more than 23 countries, the majority Arab states. He notes that English teaching and learning is gaining importance across the region, in part due to its association with modernization and globalization. Pakir identifies a similar trend in Southeast Asia, a region of half a billion people, and details the situations of four countries in particular: Brunei, Malaysia, the Philippines, and Singapore. Each of these has a long internal history with English, which functions as second language, but in the current context of globalization English has become a lingua franca, a situation which has led to a rethinking of language policies as well as curriculum practice and planning, materials development, and teacher training. Watt's chapter discusses the linguistically complex region of the South Pacific, with over 800 languages spoken in Papua New Guinea and more than 100 in Vanuatu. Among the innovative approaches in this region are distance education initiatives which bring foreign language learning to remote areas, and vernacular education programs. While each of these chapters points to numerous successes and advances in language education across these geographic contexts, they also share concerns about very similar problems, such as the need for adequate language and education policies and greater emphasis on teacher training.

The fourth section of this volume, devoted to *Teacher Preparation and Professional Development*, offers four different perspectives on

the professional preparation of instructors, an issue of critical significance to language learning. Von Hoene points out the heterogeneity among foreign language instructors in postsecondary education and calls for different approaches to their professional development that bring the insights of different disciplinary perspectives to teacher training. The chapter by Kern, Ware, and Warschauer focuses specifically on the pedagogical issues of network-based language teaching (NBLT) within the larger context of computer-assisted language learning (CALL). The final two chapters in this section call attention to the challenges that language teachers encounter in many regions of the world. Tarnopolsky discusses the strengths and weaknesses that nonnative speaking teachers bring to the teaching of English in its expanding global role, while Zavala focuses on the training of teachers in Peru within the complex bilingual context of Spanish and the various indigenous languages, such as Quechua, Aymara, and others.

The last section, *The Role of Technology in Second and Foreign Language Education*, presents a new and exciting direction in the field of language teaching and learning, one which had only begun to emerge when the first edition of the Encyclopedia was issued, and includes contributions that discuss the potential applications of technology to both research and practice. Thorne provides an overview of research in computer-mediated communication (CMC) and describes its educational uses as well as its contexts of use, emphasizing its multimodal nature. He also touches on emerging technologies, such as blogs, wikis, podcasting, etc. The next contribution by Granger outlines the relatively new resource of computer learner corpora (CLC), a branch of corpus linguistics, which offers exciting opportunities for research and innovative pedagogical applications based on analyses of authentic learner data. Winke and Fei focus attention on how recent advances in technology are enabling more sophisticated approaches to assessment of language skills, and describe the ongoing innovations in the emerging field of computer-assisted language testing (CALT). The final chapter by Blake deals with a new mode of delivery of language instruction through distance learning (DL) or online courses. He lists among its potential benefits increased access to the less commonly taught languages (LCTLs) and flexibility in scheduling, but cautions that the technology is still evolving and implementation remains a challenge.

MAJOR CROSSCUTTING THEMES

Despite the diversity of perspectives and variety of learning contexts touched on in this volume, a number of common themes emerge from the contributions as increasingly relevant to the field of second and foreign language education. Several authors point out the limitations

of the ways communicative language teaching has been applied as too utilitarian and suggest new perspectives which take into consideration the social and cultural context within which languages are learned, learner identities, and the multiple goals and purposes of language education within plurilingual/pluricultural environments (e.g., Kramsch, von Hoene) New approaches to language teaching and learning include task-based instruction (Pica), models for integration of language and content (e.g., Stoller; Coyle; Early), and language learning for professional communication (Gunnarsson) and crossnational citizenship (Broeder and Martyniuk).

Second, language and educational policies have been created across the world to address the rights of minority language speakers and support the maintenance or revitalization of indigenous and heritage languages. Examples of this can be found in the contributions by Kagan and Dillon, and Hinton (on heritage and indigenous languages in the USA, respectively), Zavala (on the bilingual situation in Peru), Clyne and Fernandez (on community languages in Australia), Kamwangamalu (on South Africa), Watts (on vernacular language programs in the South Pacific), and others. Several of the contributors caution, however, that despite the many positive developments, serious challenges remain, particularly with respect to policy implementation. Clyne and Fernandez, for example, note the "monolingual mindset" in Australia, while Early comments on the inability of policies and pedagogies to "bring into the classroom the heritage languages and cultures of the learners." Zavala, Al-Khatib, and Watts express concerns about the long-term effects of educational policies on language educational practices and stress the need for more teacher training. Clyne, Watts, and Al-Khatib, however, all point to the increasing opportunities provided by the internet to bring together the language teaching community to exchange ideas and experiences, to create collaborative learning environments, and to promote learning of the smaller and less dominant languages.

This, then, connects to a final theme that is echoed among many of the contributions, the emergence of technology as a tool that is transforming both language pedagogy and teacher and learner roles. Several authors describe its potential applications for classroom practice and curricular innovation (e.g., Thorne, Granger, Al-Khatib), teacher training (Kern, Ware, and Warschauer), testing and assessment (Winke), and its impact on mode of delivery (Blake, Watts). Blake and Thorne note the rapid evolution of new technologies and the shift toward increasingly mediated forms of communication in society, which may provide new opportunities for language teaching and learning.

Underscoring the significance of these themes are a number of new journals that have appeared in recent years which provide a forum for further research and debate in these areas, including the *Journal*

of Language, Identity, and Education, the *Heritage Language Journal, Language Learning and Technology*, and the *CALICO (Computer-Assisted Language Instruction Consortium) Journal*. Clearly, the field of foreign and second language teaching and learning has established itself as a dynamic academic discipline which shows tremendous vitality as exemplified by the diverse perspectives represented in this volume.

Nelleke Van Deusen-Scholl