

Nancy H. Hornberger
General Editor

SPRINGER
REFERENCE

Editors

Stephen May

Nancy H. Hornberger

Encyclopedia of Language and Education

SECOND EDITION

语言与教育百科全书
(第2版)

*Language Policy and
Political Issues in Education*

语言政策与教育中的政治因素

VOLUME 1



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com

Encyclopedia of Language and Education

语言与教育百科全书

(第2版)

Volume 1

LANGUAGE POLICY AND POLITICAL ISSUES IN EDUCATION

语言政策与教育中的政治因素

Edited by

STEPHEN MAY

*University of Waikato
School of Education
New Zealand*

and

NANCY H. HORNBERGER

*University of Pennsylvania
Graduate School of Education
USA*

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

 Springer

图书在版编目 (CIP) 数据

语言与教育百科全书: 第2版.1 / (美) 霍恩伯格 (Hornberger, N. H.) 总主编.

—上海: 上海外语教育出版社, 2012

ISBN 978-7-5446-2381-0

I. 语… II. 霍… III. ①语言学—百科全书—英文 ②教育学—百科全书—英文

IV. ①H0-61 ②G40-61

中国版本图书馆CIP数据核字 (2011) 第175032号

图字: 09-2009-492号

“Hornberger: Encyclopedia of Language and Education” (Nancy H. Hornberger, 2nd edition, 2008), ISBN 978-0-387-32875-1 © 2004 Kluwer Academic Publishers, being a part of Springer Science+Business Media. This reprint has been authorized by Springer Science+Business Media. All Rights Reserved.

本书由施普林格出版社授权上海外语教育出版社出版。

仅供在中华人民共和国境内销售。

项目总负责: 庄智象

责任编辑: 孙 玉 孙 静 蔡一鸣 许进兴 张亚东 梁晓莉

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 蔡一鸣

印 刷: 上海当纳利印刷有限公司

开 本: 700 × 1000 1/16 印张 30.75 字数 670 千字

版 次: 2012 年 2 月第 1 版 2012 年 2 月第 1 次印刷

印 数: 1 500 册

书 号: ISBN 978-7-5446-2381-0 / Z · 0049

定 价: 1800.00 元 (全套 10 卷)

本版图书如有印装质量问题, 可向本社调换

《语言与教育百科全书》(第2版)

出版专家委员会名单

(按姓氏笔画排序)

| | | | | |
|-----|-----|-----|-----|-----|
| 王守仁 | 王初明 | 申 丹 | 石 坚 | 伍铁平 |
| 刘世生 | 孙 骊 | 庄智象 | 朱永生 | 许余龙 |
| 何兆熊 | 何自然 | 何其莘 | 张绍杰 | 李宇明 |
| 束定芳 | 杨永林 | 杨信彰 | 杨惠中 | 沈家煊 |
| 陆谷孙 | 陆俭明 | 陈新仁 | 胡文仲 | 胡壮麟 |
| 徐盛桓 | 桂诗春 | 秦秀白 | 顾曰国 | 戚雨村 |
| 黄国文 | 龚亚夫 | 程晓堂 | 熊学亮 | 戴炜栋 |

出版说明

为了让我国读者更便捷、全面地了解语言文学研究的国际前沿成果和动态，自21世纪以来，上海外语教育出版社相继引进出版了一系列大型百科全书，如《MIT认知科学百科全书》、《不列颠简明百科全书》（英文版）、《语言与语言学百科全书》（第2版）、《牛津英国文学百科全书》、《牛津美国文学百科全书》、《美国文学百科辞典》（修订版）等，赢得了广大读者的一致赞誉，取得了良好的社会效益。

语言与教育关系国计民生，这一领域的研究也一直是国内外关注的热点。为弥补我国学术文献在这一领域的不足，促进我国语言和教育领域的发展与繁荣，上海外语教育出版社现从Springer出版社引进出版《语言与教育百科全书》（第2版），以飨读者。

本套百科全书共10卷，每卷针对语言与教育领域的一个研究专题，共收录近300篇结构相似、最具前沿性的优秀学术论文，呈现了这一领域重要的研究成果和丰富文献。每卷的最后都附有主题索引、人名索引和其他各卷的目录索引，方便读者查阅。相比1997年推出的第1版，第2版进一步拓展了内容的深度和广度，新增了“语言社会化”和“语言生态学”两个专题。全书在探讨语言政策、识字教育、语言习得、双语教育、语言知识、语言测试及研究方法等持续性热点的同时，剖析了语言与教育在理论、研究和实践中的新热点，致力于展现该领域学科知识的深度、跨学科视角的广度以及作者语言和背景的多样性、差异性。纵览全书，第2版汇集了来自全球41个国家的专家学者的研究成果，真正体现了语言与教育领域的国际化研究视野。对于从事语言与教育研究的广大教师、学生以及感兴趣的读者来说，《语言与教育百科全书》（第2版）都是一部权威的、不可多得优秀工具书，是高校和相关研究机构的必备参考资料。

书中少数地方涉及一些政治观点和敏感问题，仅代表作者个人观点，我社责编已尽所能作了适当处理，但仍请读者阅读时注意甄别。

上海外语教育出版社

2011年6月

序 一

上海外语教育出版社引进出版国际著名出版社Springer所组织的、来自全球41个国家的专家通力合作编著的10卷集《语言与教育百科全书》(第2版),这是一件功德无量的大好事。这套丛书的总编辑是美国宾州大学教育研究院的Nancy H. Hornberger。该套百科全书在1997年发行了第1版,“见证了语言和教育领域的活力和进化,也目睹了世界范围内日益显著的语言多样化以及教育所背负的压力和期望”(Hornberger),而第2版的推出正展现了语言和教育领域的深化和延伸。

这套百科全书洋洋洒洒10大卷,却紧扣语言与教育的主题,并非一般地收罗巨细的百科全书;它不是按条目而是按主题组成。在语言与教育的总主题下,分为10个专题,每个专题为一卷,收录23-30篇文章;每一卷均有引论,由该卷主编撰写,介绍这些文章组合成多少个部分以及它们的主要观点。每一卷的文章都约请专家进行审阅。这10卷分别为:

(1) 语言政策与教育中的政治因素;(2) 识字教育;(3) 语篇与教育;(4) 二语与外语教育;(5) 双语教育;(6) 语言知识;(7) 语言测试与评估;(8) 语言社会化;(9) 语言生态学;(10) 语言与教育中的研究方法。

我们不妨拿其中一卷,如第4卷,来做一个“麻雀分析”。这一卷的主编是Nelleke Van Deusen-Scholl,他首先介绍了20世纪以来影响全球经济和政治变化的两个重要事件——2001年美国的“9.11”事件和全球化,说明需要改善人口的语言技能和文化意识。然后他对本卷内容作了简介。本卷有27篇文章,共组成五大部分:第一部分为二语与外语教育的理论基础,Kramsch、McKay、Gardner和Oxford等人从应用语言学、社会语言学和心理语言学的跨学科的角度讨论了它们对目前语言教育和学习的影响;第二部分为当前二语与外语教育的方法,集中讨论了以最近研究结果为基础的教学法争论。交际法虽然仍是二语与外语教育的主要方法,但是经过10年的研究,其缺点也显而易见,如没有强调语法教学、只限于人际间的交际、不适合学生的学术和职业培养目标,等等;第三部分为二语与外语教育的国际视野,反映了全球范围内二语、外语学习环境的差异性和对语言学习的不同观点,包括美国、澳洲、欧洲、非洲和东南亚等地;第四部分为教师培养与职业发展,指出对不同类型的语言教师应该采用不同的方法来进行培训;第五部分为技术在二语与外语教育中的角色,讨论了在第1版以后出现的各种电化教学,诸如计算机辅助教学、远程教学、学习者语料库资源,等等。

由此看来,《语言与教育百科全书》(第2版)力图站在全球的角度来提供语言与教学各个领域的一些最前沿的(state-of-the-art)研究成果,并

附有详细的参考书目。这使它不仅是放在书架上供读者查阅的一般辞书，而且也可以作为各个相关领域的教学资料或教材来加以使用。参加撰写的作者不限于英语国家和西方背景，而是来自全球41个国家；他们代表了不同的语言、文化和学科传统，对语言作为教育过程中的工具和媒介的中心作用进行了多方位的观察和讨论，并提供了许多不同的模式和方案。我国也是一个多民族、多语言的国家，也面临着许多语言和教育的问题。有些问题(如语言政策、识字教育、外语教育、双语教育、语言测试，等等)也常常困扰着我们，需要参考和借鉴人家的经验和做法；有的问题(如语篇与教育、语言社会化、语言生态学等)其实也是存在的，但是尚未引起很多人的注意，例如怎样对待学生在作文里采用很多网络语言的问题，需要我们仔细分析和认真对待。所以《语言与教育百科全书》(第2版)的引进对拓宽我们的视野、开通我们的思路，具有不可估量的作用。

广东外语外贸大学

桂诗春

2011年6月

序 二

在经济全球化与国际化的发展态势下,教育规划的重要性已经被世界各国广泛认识。我国2010年颁布实施了21世纪以来第一个教育规划纲要《国家中长期教育改革和发展规划纲要》,它对我国的教育发展将起到纲领性指导作用。语言文字作为教育工作的重要组成部分,与文化、科技、外交等领域的发展密切相关,需要在吸纳国际先进成果的基础上科学研究和深入探讨其战略规划问题,如语言主体性与多样性、濒危语言保护、母语与外语关系、双语教育政策等。在这一背景下,上海外语教育出版社引进出版《语言与教育百科全书》(第2版)具有及时性和必要性。

该套百科全书(10卷本)由美国宾夕法尼亚大学教育研究院Dr. Hornberger主编。Dr. Hornberger在人类语言学、教育语言学与语言政策研究等方面有很深造诣。全书汇集了41个国家的250余位专家学者的研究成果,作者中不乏该领域的代表人物。全书不仅内容丰富、观点权威,体现出语言与教育学科知识的深度、跨学科知识的广度,而且体例一致、逻辑清晰、文字流畅、编排得当。每一卷包括23—30篇论文,分别从不同视角对同一主题进行探讨,涵盖其发展历程、主要贡献、存在问题及未来研究趋势等。各卷虽侧重不同,但对一些热点论题均有涉猎,如身份认同、计算机与教育、语言课堂教学与教育、语言意识形态与教育、语言权利与教育等。各卷所提供的索引、附录以及参考文献等对于拓展读者视野大有裨益。

该套百科全书第1卷为“语言政策与教育中的政治因素”,共30篇文章。涉及语言规划、语言政策、语言教育经济学、少数民族语言教育等不同层面。其中语言政策涵盖欧盟、英国、美国、墨西哥、安第斯、加拿大、澳大利亚、南非、印度次大陆、巴基斯坦、日本、中国等国家和地区。第2卷为“识字教育”,共26篇文章。包括识字教育与社会理论、识字教育与社会制度、生活扫盲等。在分析该概念内涵的基础上,以具体案例解析它与性别、种族、家庭、社区、学校、网络环境等的不同关系。第3卷为“语篇与教育”,共28篇文章。包括课堂多模态语篇、人种学、语言人类学等研究理论或方法、性别身份建构、语篇与知识建构、语篇与第二语言学习等不同层面。第4卷为“二语与外语教育”,共27篇文章。包括该领域的理论基础、教育路径等,并运用案例阐述了不同国家或地区的外语、二语、继承语、濒危语言等的教育问题。同时,对教师专业发展、教育技术应用等进行了深入探讨。第5卷为“双语教育”,共23篇文章。主要涉及21世纪双语教育的发展现状、不同国家或地区的双语教育项目与政策等。一方面对双语教育的主要概念与理论基础等进行剖析,另一方面对非洲、印度、中国、新加坡、中亚、西班牙、北美、南太平洋、澳大利

亚等的双语或者多语教育问题进行论述。第6卷为“语言知识”，共29篇文章。包括语言知识的理论解析、语言学习知识、课程、课堂与教师知识、双语与多语知识等方面。除了阐释语言习得方面的概念，如隐性与显性知识、元语言知识、语感、语用意识、词法与句法意识等，还从教育学和社会学角度对课堂知识、教师知识、教育语言、语言态度、多语意识等进行分析。第7卷为“语言测试与评估”，共29篇文章。涉及语言评估层面、评估方法、教育评估、社会评估等。具体如心理测量学方法、数据库等在评估中的应用、评估测试与教育改革、课堂教学、社会政治、伦理的关系分析等。第8卷为“语言社会化”，共24篇文章。尝试从生态、人类学、语言习得、系统功能、语用等不同角度分析语言社会化问题，涉及语言社会化的理论与方法，语言社会化与家庭、社区、学校教育的关系，以及青少年、成年人、特定人群的语言社会化等。第9卷为“语言生态学”，共24篇文章。涉及语言生态理论、不同国家、地区或者社区的语言生态、课堂语言生态、双语读写能力等。不仅分析了美国、澳大利亚、中东、荷兰、拉丁美洲等的语言生态，而且对课堂教学语言生态也进行了研究。第10卷为“语言与教育中的研究方法”，共23篇文章。针对语言习得、语言变异、双语教育、多语教育、语言社会化等问题，阐述了实证研究、历史研究、调查研究、变异研究、习得研究、话语分析、教师研究、交际研究、课堂微观人种志学等方法。

总而言之，该套百科全书充分体现理论、方法与实践的契合，为语言与教育研究提供了多维视角和丰富资料。一方面促进了教育研究者、一线教师的专业发展，另一方面有助于学生思辨能力和创新能力的培养，同时对我国外语教育政策制定、百科全书编撰、外语教材编写、语言学科建设等也有重要参考价值。对于各大学图书馆、研究院资料室而言，该套百科全书都是一套不可多得的权威工具书。

上海外语教育出版社作为专业出版机构，在经典引进出版方面一直起着领军作用。进入21世纪以来，该社相继推出了《MIT认知科学百科全书》、《不列颠简明百科全书》（英文版）、《语言与语言学百科全书》（第2版）、《牛津英国文学百科全书》、《牛津美国文学百科全书》、《美国文学百科辞典》（修订版）等大型系列百科工具书，产生了良好的社会反响。而本套《语言与教育百科全书》（第2版）作为该社又一力作，必将促进我国的语言规划与教育研究。希望上海外语教育出版社再接再厉，继续推出一系列具有权威性、前瞻性的图书，进一步服务于我国外语学科建设、繁荣学术交流，推动外语教育事业的发展。

高等学校外语专业教学指导委员会主任委员

戴炜栋

2011年6月

ENCYCLOPEDIA OF LANGUAGE AND EDUCATION

SECOND EDITION

LANGUAGE POLICY AND POLITICAL

Editorial Advisory Board
Neville Alexander, University of Cape Town, South Africa
Colin Baker, University of Wales, UK
Muriel Cavarero, University of Wisconsin, USA
Caroline Chubb, University of Lancaster, UK
Bernard Davis, University of Western Australia
Viv Edwards, University of Reading, UK
Frederick Erickson, University of California at Los Angeles, USA
Joseph Lo Bianco, University of Melbourne, Australia
Luis Enrique López, University of Zaragoza, Spain
Allen Luke, Queensland University of Technology, Australia
Tove Skarvad, University of Copenhagen, Denmark
Bernard Spolsky, Bar Ilan University, Israel
O. Richard Taylor, Carnegie Mellon University, USA
Leo van Lier, Monterey Institute of International Studies, USA
Terence G. Wiley, Arizona State University, USA
Ruth Wodak, University of Vienna, Austria
Ann Cellia Zentella, University of California at San Diego, USA

Encyclopedia of Language and Education

VOLUME 1: LANGUAGE POLICY AND POLITICAL ISSUES IN EDUCATION

General Editor

Nancy H. Hornberger, *University of Pennsylvania, Philadelphia, USA*

Editorial Advisory Board

Neville Alexander, *University of Cape Town, South Africa*

Colin Baker, *University of Wales, UK*

Marilda Cavalcanti, *UNICAMP, Brazil*

Caroline Clapham, *University of Lancaster, UK*

Bronwyn Davies, *University of Western Sydney, Australia*

Viv Edwards, *University of Reading, UK*

Frederick Erickson, *University of California at Los Angeles, USA*

Joseph Lo Bianco, *University of Melbourne, Australia*

Luis Enrique Lopez, *University of San Simon, Bolivia*

Allan Luke, *Queensland University of Technology, Australia*

Tove Skutnabb-Kangas, *Roskilde University, Denmark*

Bernard Spolsky, *Bar-Ilan University, Israel*

G. Richard Tucker, *Carnegie Mellon University, USA*

Leo van Lier, *Monterey Institute of International Studies, USA*

Terrence G. Wiley, *Arizona State University, USA*

Ruth Wodak, *University of Vienna, Austria*

Ana Celia Zentella, *University of California at San Diego, USA*

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

Encyclopedia of Language and Education

Volume 1

LANGUAGE POLICY AND POLITICAL ISSUES IN EDUCATION

Edited by

STEPHEN MAY

*University of Waikato
School of Education
New Zealand*

and

NANCY H. HORNBERGER

*University of Pennsylvania
Graduate School of Education
USA*



Springer

Volume Editors:

Stephen May 1962–
University of Waikato
School of Education
Hamilton 3240
New Zealand
s.may@waikato.ac.nz

Nancy H. Hornberger
University of Pennsylvania
Graduate School of Education
Philadelphia, PA 19104-6216
USA
nancyh@gse.upenn.edu

General Editor:

Nancy H. Hornberger
University of Pennsylvania
Graduate School of Education
Philadelphia, PA 19104-6216
USA
nancyh@gse.upenn.edu

Library of Congress Control Number: 2007925265

ISBN-13: 978-0-387-32875-1

The electronic version will be available under ISBN 978-0-387-30424-3
The print and electronic bundle will be available under ISBN 978-0-387-35420-0

Printed on acid-free paper.

© 2008 Springer Science+Business Media, LLC.

All rights reserved. This work may not be translated or copied in whole or in part without the written permission of the publisher (Springer Science+Business Media, LLC., 233 Spring Street, New York, NY 10013, USA), except for brief excerpts in connection with reviews or scholarly analysis. Use in connection with any form of information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed is forbidden.

The use in this publication of trade names, trademarks, service marks and similar terms, even if they are not identified as such, is not to be taken as an expression of opinion as to whether or not they are subject to proprietary rights.

9 8 7 6 5 4 3 2 1 0

springer.com

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 Mejía 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 review 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 1: LANGUAGE POLICY AND POLITICAL ISSUES IN EDUCATION

ADDRESSING THE POLITICS OF LANGUAGE

The late David Corson, the General Editor of the first edition of the *Encyclopedia of Language and Education*, was both an outstanding social theorist of language and a committed activist in the language policy and language education fields. His position was that an acute understanding of theory was a necessary prerequisite for action, not an alternative to it—particularly if one were ever to hope to change existing language conditions that disadvantage, most often, minority groups. Corson articulated this position consistently throughout his work (see May, 2002) and this might explain why the first volume of that first edition of the *Encyclopedia*, under Ruth Wodak's editorship, began with the question of the politics of language.

Under Nancy Hornberger's General Editorship of the second edition, this understanding and commitment remain intact, and the first volume of this current edition again begins with a focus upon the politics of language—highlighting and foregrounding the importance of the social and political contexts of language policy and language education. And yet, for some, this might still seem surprising. After all, for much of its history, linguistics as an academic discipline, particularly in its more trenchant structuralist forms, has been preoccupied with idealist, abstracted approaches to the study of language. But this is precisely the problem. Language has too often been examined in isolation from the social and political conditions in which it is used, resulting in a synchronic or 'presentist' approach to language (Bourdieu, 1982, 1991; May, 2005). As the French sociologist and social anthropologist, Pierre Bourdieu, comments ironically of this process:

bracketing out the social ... allows language or any other symbolic object to be treated like an end in itself, [this] contributed considerably to the success of structural linguistics, for it endowed the 'pure' exercises that characterise a purely internal and formal analysis with the charm of a game devoid of consequences. (1991, p. 34.)

The legacy of this decontextualized approach to language analysis can be seen in the ahistorical, apolitical approach perspectives that have too often characterized academic discussions of language policy and