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Encyclopedia of Language and Education

SECOND EDITION

语言与教育百科全书

(第2版)

*Research Methods in
Language and Education*

语言与教育中的研究方法

VOLUME 10

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Encyclopedia of Language and Education

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Volume 10

RESEARCH METHODS IN LANGUAGE AND EDUCATION

语言与教育中的研究方法

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VOLUME 10: RESEARCH METHODS IN LANGUAGE AND EDUCATION

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Encyclopedia of Language and Education

Volume 10

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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 10: RESEARCH METHODS IN LANGUAGE AND EDUCATION

This final volume of the *Encyclopedia of Language and Education* takes a different approach from the others in the set as it focuses less on current theory and findings within particular language and education topic areas, and more on research approaches and methods for investigating and analysing those topics. Together, the 23 contributions compiled here provide insights into how diverse language and education topics have been approached methodologically, highlighting the early developments, recent advances, and current challenges in data collection and analysis within each area. The line between what might be considered discussions of research *findings* and considerations of research *methods* is not always crystal clear. Some overlap between the two is inevitable and indeed, often beneficial. While some of the chapters here include discussion of pivotal findings, a consistent theme across all reviews is the careful consideration of research theory, approaches and methods for investigating these topics.

Since the publication of the first edition of the *Encyclopedia* more than 10 years ago, the broad field of language and education has changed in myriad ways. Many of these shifts are reflected in this latest edition. For instance, the divisive debate, and in some cases polarization, between quantitative and qualitative researchers is now much less prominent than in the 1990s (see Fishman for an overview of the tensions across paradigms within the sociology of language in education). Concomitantly, there is growing recognition of the need to draw on, and in some cases, integrate both quantitative and qualitative approaches in order to gain a more complete understanding, for instance, of the links between narrative skills and literacy development (Melzi and Caspe).

Perhaps even more striking in this new edition is the evidence of the growing salience of particular fields of study within language and education. In some cases, such as language socialization (Garrett), these areas have gained prominence through the adoption of theory and method from other social sciences to the study of language education processes. In other cases, the boundaries and approaches of language and education have been pushed by global developments and pedagogical needs. For instance, with greater recognition of widespread language contact, multilingualism, and in many cases, language shift, researchers have increasingly focused on topics such as third language

acquisition (Sanz and Lado) and language loss and revitalization (Huss).

Like the first edition, co-edited by Nancy H. Hornberger and David Corson (1997), this volume of the *Encyclopedia* is organized into four sections following Hornberger's (1989) quadrant typology. Within this typology, the two axes are defined by micro/macro-linguistic and social levels of analysis, yielding four quadrants (see Figure 1). These axes reflect that research in language and education encompasses emphases on the linguistic and on the social, and perspectives running the gamut from macro- to micro-levels of analysis. With respect to social context, for example, one might be concerned with the national level, the face-to-face interactional level, or with the level of domains or communities of practice bridging macro to micro. With respect to linguistic issues, questions might revolve around learners' choice of language or use of phonological variant, or around the intermediary levels of discourse bridging macro to micro (McKay and Hornberger, 1996).

As Hornberger observes in her introduction to the previous edition, an important assumption of this typology is that perspectives that bridge micro- to macro-understandings, as well as societal and linguistic analyses, are crucial to understanding most language and education processes. Put another way, in order to gain a complete picture of, for instance, language learning in immersion classrooms, we need not only a macro-level understanding of the development of supporting national and local language education policy, but also fine-grained, micro-level



Figure 1 Hornberger's (1989) micro and macro quadrant typology.

analyses of teacher–student and student–student interactional patterns in this context. By the same token, in order to fully understand the classroom role of minority language varieties such as African American English in the USA, we need not only micro-linguistic level, variationist analysis of how different English varieties are employed in classroom contexts, but also larger, macro-language-and-societal level analyses of language contact over time and language ideologies. The aim of the present volume is to provide readers with an overview of the wide range of methodological approaches to language and education across these micro- and macro-axes, as well as the multiple connections between them.

To this end, each of the four sections focuses on a particular sub-area of language and education research methods: ‘Language, Society and Education’ in Section 1; ‘Language, Variation, Acquisition and Education’ in Section 2; ‘Language, Culture, Discourse and Education’ in Section 3; and ‘Language, Interaction and Education’ in Section 4. Again in keeping with the first edition, within each of these four sections, the first three or four reviews represent different broad areas or subfields within that focus. The final reviews, in turn, tend to focus more narrowly on a particular area of research, and in some cases, demonstrate the application of such approaches to a particular context of study.

Section 1, ‘Language, Society and Education’, opens the volume with six chapters that overview recent research approaches to macro-level analysis of the relationship between language, society, and education. Joshua A. Fishman provides a historical perspective on the inception and evolution of the sociology of language as a field of study, as well as key methodological tensions and debates within the field over time. Valerie S. Jakar and Ofra L. Inbar, in turn, focus on more recent trends, and consider how forces of globalization have shaped the field of the sociology of language as it relates to education. Drawing from his experience with minority language planning on three continents, Bernard Spolsky provides an overview of research approaches to language policy, which for him includes the practices of the members of the speech community, their beliefs, and the management of their languages. Next, Thomas Ricento’s review introduces readers to research methods for studying the historical development of language, education, and ideology, focusing on the examination of social hierarchies that are reflected in and produced through ideologies of language. Colin Baker describes the foundations and recent shifts in the use of surveys for researching language and education, and emphasizes in particular surveys that have been influential in shaping educational policy, provision, and practice. The final chapter in this section focuses more narrowly on an important area of macro-level research in the last decade as Leena Huss describes the development of research approaches to studying language loss and revitalization. Her review highlights

on-going research challenges in the field, including defining 'successful' revitalization, determining best practices for collaboration across language activists and language researchers, and appropriately incorporating technology into revitalization efforts.

In Section 2, 'Language, Variation, Acquisition and Education', the focus shifts to a micro-level analysis of language while keeping a macro-level societal perspective. Kirk Hazen reviews current variationist approaches and how they have been applied to understanding language use in schools, with special attention to how teaching opportunities can be enhanced through teachers' adoption of a variationist perspective. The next two chapters focus more narrowly on the relationship between interactional context and the processes of language learning. Rebekha Abbuhl and Alison Mackey provide a broad overview of quantitative and qualitative approaches to the study of second language acquisition. Cristina Sanz and Beatriz Lado, in turn, describe the diverse research methods used to answer empirical and theoretical questions within the newly established field of third language acquisition. Li Wei then reviews research on bilingualism and bilingual education from linguistic, psycholinguistic, and sociolinguistic perspectives. His piece highlights both the interdisciplinary nature of this field of study and the dramatic changes in how bilingualism has been conceptualized over the last century. Next, Gigliana Melzi and Margaret Caspe summarize current research approaches to understanding cross-cultural variation in narrative style and development, and how these differences are linked to literacy and education success more broadly. Finally, Aneta Pavlenko considers research approaches to the study of language and gender in education. Her critical review examines the relationship between theory and research method within this area, considers the strengths and weaknesses of current approaches, and suggests promising directions for future work.

The reviews in Section 3, 'Language, Culture, Discourse and Education', in turn, focus on the relationship between language, culture, discourse and education, taking a macro-linguistic perspective and micro-societal one. Kelleen Toohey describes the ways in which ethnographic language education researchers attempt to understand learners' and teachers' perspectives on how languages are taught and learned. Paul Garrett reviews the inception and development of the field of language socialization. His piece emphasizes the central methodological contours of this approach and spotlights the benefits and challenges of doing language socialization work in multilingual and educational contexts. Next, Doris Warriner examines the historical development of a broad range of approaches to discourse analysis, including conversational analysis, the ethnography of communication, and interactional sociolinguistics among others. Her review highlights how each of these traditions have been productively applied to first language classroom

contexts. Anne-Marie de Mejía, in turn, addresses early and current research approaches to studying second language discourses and competences in language immersion classrooms. Her review traces the development of the field from early work in Canada to the current internationalization of the immersion movement and its varied conceptualizations. Angela Creese describes an emerging subfield of study, linguistic ethnography, which builds on the traditions of interactional sociolinguistics and the ethnography of speaking, and has evolved on the premise that detailed analysis of situated language provides fundamental insights into both the mechanisms and dynamics of social and cultural production in everyday life. Lastly, Misha Cahnmann Taylor draws from ethnographic approaches in her piece, but focuses more narrowly on the newly emerging field of arts-based approaches to language and education research. She describes how researchers in this area are increasingly turning to artistic forms of representation such as poetry, story, theatre, and visual images as means of collecting, analysing, and presenting complex and multidimensional data.

Section 4, 'Language, Interaction and Education', focuses on micro-level linguistic and micro-level societal analyses of language and education. Pedro Garcez describes the evolution and recent developments in micro-ethnography, a research approach typically involving audiovisual machine recordings of naturally occurring social encounters in order to investigate in close detail what interactants do in real time as they co-construct talk-in-interaction in everyday life. His review demonstrates how such an approach has been successfully applied to the study of classroom interaction. Next, Angel Lin describes research methods, ranging from positivist to interpretive, for the study of code-switching in the classroom, drawing many of her examples from her own research in Hong Kong. Manka Varghese then details the research approaches of a relatively new area of investigation: how second language teachers learn to teach, how they teach, and who they are as individuals and professionals. The final two chapters of this volume consider the quickly changing role of technology in language and education classrooms and research: Ilana Snyder describes the evolution as well as more recent and cutting-edge approaches to the study of literacy, technology and learning; Wan Fara Mansor and Mohamad Hassan Zakaria detail the development and current best practices in researching computer-mediated communication in education. Both of these reviews demonstrate the myriad inter-relationships across technological innovation, research methods, and pedagogical practice.

One of the hallmarks of the *Encyclopedia* is its international scope, both in terms of the range of the research reviewed and diversity of scholarly perspectives. The contributors to this volume represent more than ten countries and a total of five continents. More important than

their geographic diversity, however, is their diversity of experience and the resultant breadth and depth of theoretical and methodological research perspective that they collectively bring to the present volume. It is their vast expertise—and their dedicated efforts both to their craft and to their individual contributions here—that makes this volume a unique and highly valuable resource.

Kendall A. King

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