

Sociopolitical Perspectives on Language Policy and Planning in the USA

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Sociopolitical Perspectives On Language Policy And Planning In The Usa

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Sociopolitical Perspectives On Language Policy And Planning In The Usa:

Sociopolitical Perspectives on Language Policy and Planning in the USA Thom Huebner, Kathryn Anne Davis, Joseph Lo Bianco, 1999 In the third part some practical issues are raised by looking into the role of language and culture in teaching reading foreign language policy in higher education Hawaiian language regeneration and gender neutralization in American English BOOK JACKET

Language Diversity, Policy and Social Justice Kellie Rolstad, Wayne E. Wright, Na Liu, Jeff MacSwan, 2025-06-10 This book honors the impactful work of Terrence G Wiley on advancing social justice in the areas of language diversity and language policy It brings together a group of experienced scholars to provide an overview of research and progress in three areas heritage and community language education ideologies of language and literacies and language policy The chapters cover a wide range of formal and informal learning spaces and address language policies and practices from the national to the local levels The international appeal of Wiley's work is represented through the rich diversity of the contributing scholars and research contexts With an emphasis on advancing scholarship and advocacy for language minoritized populations in the United States and around the world this book will be of interest to graduate students and researchers in the fields of language education language policy and sociolinguistics

An Introduction to Language Policy Thomas Ricento, 2009-02-04 An Introduction to Language Policy Theories and Method is a collection of newly written chapters that cover the major theories and methods currently employed by scholars active in the field provides an accessible introduction to the study of language policy research and language's role in social life consists of newly commissioned essays written by internationally recognized scholars helps define and describe a growing field of inquiry and is an authoritative source for students scholars and researchers in linguistics applied linguistics education policy studies and related areas includes section overviews annotated chapter bibliographies and discussion questions

Heritage, Nationhood, and Language Neriko Doerr, 2014-01-02 The notion of heritage has become one of the global tropes in recent years At the heart of heritage politics are three questions what heritage is who decides what it is and for whom is the decision made However existing work on heritage language has rarely tackled these questions assuming that teaching children of migrants their heritage language empowers them This book challenges this assumption situating the notion of heritage language in the host society's involvement in social justice nation building efforts superficial celebration of diversity and investment on global links the migrants offer as well as the migrants fear of discrimination and desire for belonging social status and economic gain Based on ethnographic research in Bolivia Peru the United States and Japan the book illuminates the complexity and political nature of determining what constitutes heritage language for migrants with connections to Japan This volume opens up a new field of investigation in heritage language studies the complex linkage between heritage language and social justice for migrants This book was published as a special issue of Critical Asian Studies

Language and Social Justice in Context Scott Saft, 2022-02-08 This book builds on recent research exploring the intersection between language and social justice

using the multilingual context of Hawai i as a case study The author offers a discourse centered approach providing analyses of actual instances of language use and argues that the wide range of languages in Hawai i Hawaiian Pidgin Japanese Chinese Tagalog Ilocano Marshallese and Chuukese as well as the phenomenon of language mixing all have a significant contribution to make to society The book also draws on language acquisition research demonstrating positive long term effects of exposure to multiple languages and makes the case for educational approaches that foster multilingual abilities among the young members of society This book will be relevant for academics interested in the intersection of language and social justice and languages in Hawai i but it should also be of interest to undergraduate and especially graduate students in sociolinguistics language revitalization and language documentation discourse analysis applied linguistics and pragmatics

World Language Education as Critical Pedagogy Timothy G. Reagan, Terry A. Osborn, 2020-09-02 Accessible and cutting edge this text is a pivotal update to the field and offers a much needed critical perspective on world language education Building off their classic 2002 book *The Foreign Language Educator in Society* Timothy G Reagan and Terry A Osborn address major issues facing the world language educator today including language myths advocacy the perceived and real benefits of language learning linguistic human rights constructivism learning theories language standards monolingualism bilingualism and multiculturalism Organized into three parts Knowing Language Learning Language and Teaching Language this book applies a critical take on conventional wisdom on language education evaluates social and political realities assumptions and controversies in the field Each chapter includes questions for reflection and discussion to support students and educators in developing their own perspectives on teaching and learning languages With a critical pedagogy and social justice lens this book is ideal for scholars and students in foreign world language education social justice education and language teaching methodology courses as well as pre and in service teachers

Social Justice, Decoloniality, and Southern Epistemologies within Language Education Vander Tavares, 2023-03-03 With a strong focus on decoloniality and social justice this volume brings together critical theories concepts and practices on TESOL from multiple Brazilian perspectives The chapters showcase the work of teachers and teacher educators in confronting sociopolitical issues in Brazil including in the domains of democracy language education and knowledge production as well as prevailing issues within TESOL itself Contributions stem from an eclectic range of analytical orientations that reflect ontological and epistemological diversity while demonstrating why where and how TESOL is done in Brazil In doing so this volume also establishes a place for Southern voices to be heard in the move toward challenging complex and long standing issues of representation marginalization and exclusion that have traditionally characterised North South relations in TESOL as a field This volume seeks to promote Southern based conversations about decoloniality and social justice in TESOL and will be of direct relevance to graduate students researchers and scholars in the field of TESOL and foreign language education [Mi lengua](#) Ana Roca, M. Cecilia Colombi, 2003-04-17 An increasing number of U S Latinos are seeking to become more proficient in

Spanish The Spanish they may have been exposed to in childhood may not be sufficient when they find themselves as adults in more demanding environments academic or professional Heritage language learners appear in a wide spectrum of proficiency from those who have a low level of speaking abilities to those who may have a higher degree of bilingualism but not fluent Whatever the individual case may be these heritage speakers of Spanish have different linguistic and pedagogical needs than those students learning Spanish as a second or foreign language The members of the American Association of Teachers of Spanish and Portuguese AATSP have identified teaching heritage learners as their second greatest area of concern after proficiency testing Editors Ana Roca and Cecilia Colombi saw a great need for greater availability and dissemination of scholarly research in applied linguistics and pedagogy that address the development and maintenance of Spanish as a heritage language and the teaching of Spanish to U S Hispanic bilingual students in grades K 16 The result is *Mi lengua Spanish as a Heritage Language in the United States* *Mi lengua* delves into the research theory and practice of teaching Spanish as a heritage language in the United States The editors and contributors examine theoretical considerations in the field of Heritage Language Development HLD as well as community and classroom based research studies at the elementary secondary and university levels Some chapters are written in Spanish and each chapter presents a practical section on pedagogical implications that provides practice related suggestions for the teaching of Spanish as a heritage language to students from elementary grades to secondary and college and university levels **Bilingual**

Education in the 21st Century Ofelia García, 2011-09-09 *Bilingual Education in the 21st Century* examines languages and bilingualism as individual and societal phenomena presents program types variables and policies in bilingual education and concludes by looking at practices especially pedagogies and assessments This thought provoking work is an ideal textbook for future teachers as well as providing a fresh view of the subject for school administrators and policy makers Provides an overview of bilingual education theories and practices throughout the world Extends traditional conceptions of bilingualism and bilingual education to include global and local concerns in the 21st century Questions assumptions regarding language bilingualism and bilingual education and proposes a new theoretical framework and alternative views of teaching and assessment practices Reviews international bilingual education policies with separate chapters dedicated to US and EU language policy in education Gives reasons why bilingual education is good for all children throughout the world and presents cases of how this is being carried out *Spanish across Domains in the United States*, 2020-07-27 This edited volume adopts a new angle on the study of Spanish in the United States one that transcends the use of Spanish as an ethnic language and explores it as a language spreading across new domains education public spaces and social media It aims to position Spanish in the United States in the wider frame of global multilingualism and in line with new perspectives of analysis such as superdiversity translanguaging indexicality and multimodality All the 15 chapters analyze Spanish use as an instance of social change in the sense that monolingual cultural reproduction changes and produces cultural transformation

Furthermore these chapters represent five macro regions of the United States the Southwest the West the Midwest the Northeast and the Southeast

Foreign Language Research in Cross-cultural Perspective Kees De Bot, Ralph B. Ginsberg, Claire J. Kramsch, 1991-01-01 This volume focuses on priorities for research in language pedagogy The aim is to give an up to date overview of current thinking about important research issues such as the viability of large scale comparisons the quantitative qualitative research controversy new trends in language testing and evaluation and the role of different learning environments In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic Ocean

Language Policies and (Dis)Citizenship Vaidehi Ramanathan, 2013-08-02 This volume explores the concept of citizenship and argues that it should be understood both as a process of becoming and the ability to participate fully rather than as a status that can be inherited acquired or achieved From a courtroom in Bulawayo to a nursery in Birmingham the authors use local contexts to foreground how the vulnerable particularly those from minority language backgrounds continue to be excluded whilst offering a powerful demonstration of the potential for change offered by individual agency resistance and struggle In addressing questions such as under what local conditions does dis citizenship happen what role do language policies and pedagogic practices play and what kinds of margins and borders keep humans from fully participating The chapters in this volume shift the debate away from visas and passports to more uncertain and contested spaces of interpretation

Indigenous Language Acquisition, Maintenance, and Loss and Current Language Policies Okamura, Toru, Kai, Masumi, 2020-08-28 The world s linguistic map has changed in recent years due to the vast disappearance of indigenous languages Many factors affect the alteration of languages in various areas of the world including governmental policies education and colonization As indigenous languages continue to be affected by modern influences there is a need for research on the current state of native linguistics that remain across the globe Indigenous Language Acquisition Maintenance and Loss and Current Language Policies is a collection of innovative research on the diverse policies influences and frameworks of indigenous languages in various regions of the world It discusses the maintenance attrition or loss of the indigenous languages language status in the society language policies and the grammatical characteristics of the indigenous language that people maintained and spoke This book is ideally designed for anthropologists language professionals linguists cultural researchers geographers educators government officials policymakers academicians and students

Language, Ideology and Education Xiao Lan Curdt-Christiansen, Csilla Weninger, 2015-03-27 This book examines the role textbooks play in the teaching of dominant and non dominant first and foreign languages in a range of cultural contexts worldwide Each chapter addresses important issues related to what constitutes legitimate knowledge the politics of learning materials global cultural awareness competing ideologies and the development of multilingual literacies Language Ideology and Education The Politics of Textbooks in Language Education comprehensively surveys theoretical perspectives and methodological issues in the critical examination

of language textbooks In particular it looks at The Cultural Politics of Language Textbooks in the Era of Globalization The Politics of Instructional Materials for English for Young Learners Ideological Tensions and Contradictions in Lower Primary English Teaching Materials in Singapore Creating a Multilingual multicultural Space in Japanese EFL A Critical Analysis of Discursive Practices within a New Language Education Policy The book is primarily addressed to those who teach and research in the areas of Foreign Language Education TESOL Applied Linguistics Language Policy Critical Pedagogy and Textual Cultures Although the book is focused on textbook and materials analysis rather than evaluation most chapters discuss implications for curriculum design and materials development and therefore will be relevant to scholars working in those fields

Communication and Language Analysis in the Public Sphere Hart, Roderick P.,2014-01-31 Although language is certainly individualized most people conform to linguistic norms because of their surroundings Over time particular words and phrases are popularized by the media social trends or world events and with emergence of internet technologies the communication between all types of people is much easier Communication and Language Analysis in the Public Sphere explores the influence of the World Wide Web on the relationships between ordinary citizens and the ability to communicate with politicians celebrities and the media As some words may gain popularity worldwide and others may begin to define a specific discipline This book is essential for linguistics researchers scholars and professionals interested in determining these patterns and how they affect groups and individuals

International Handbook of English Language Teaching Jim Cummins,Chris Davison,2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF

Language and Identity J. Joseph,2004-05-28 Offering a uniquely broad based overview of the role of language choice in the construction of national ethnic and religious identity this textbook examines a wide range of specific cases from various parts of the world in order to arrive at some general principles concerning the links between language and identity It will benefit students and researchers in a wide range of fields where identity is an important issue and who

currently lack a single source to turn to for an overview of sociolinguistics **Language Policy** D. Johnson, 2013-07-29 A detailed overview of the theories concepts research methods and findings in the field of language policy is provided here in one accessible source The author proposes new methodological theoretical and conceptual directions and offers guidance for doing language policy research **The Handbook of Second Language Acquisition** Catherine J. Doughty, Michael H. Long, 2008-04-15 The Handbook of Second Language Acquisition presents an integrated discussion of key and sometimes controversial issues in second language acquisition research Discusses the biological and cognitive underpinnings of SLA mechanisms processes and constraints on SLA the level of ultimate attainment research methods and the status of SLA as a cognitive science Includes contributions from twenty seven of the world's leading scholars Provides an invaluable resource for all students and scholars of human cognition including those in linguistics psychology applied linguistics ESL foreign languages and cognitive science **Language-in-education Policies** Anthony J. Liddicoat, 2013-04-08 This book examines the ideological underpinnings of language in education policies that explicitly focus on adding a new language to the learners existing repertoire It examines policies for foreign languages immigrant languages indigenous languages and external language spread Each of these contexts provides for different possible relationships between the language learner and the target language group and shows how in different polities different understandings influence how policy is designed The book develops a theoretical account of language policies as discursive constructions of ideological positions and explicates how ideologies are developed through an examination of case studies from a range of countries Each chapter in this book takes the form of a series of three in depth case studies in which policies relating to a particular area of language in education policy are examined Each case examines the language of policy texts from a critical perspective to deconstruct how intercultural relationships are projected

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