

# Decolonisation, Globalisation

Language-in-Education  
Policy and Practice

Edited by  
Angel M.Y. Lin and Peter W. Martin

**NEW PERSPECTIVES**  
ON  
**LANGUAGE & EDUCATION**

# Decolonisation Globalisation Language In Education Policy And

**M. Prinsloo, C. Stroud**



## **Decolonisation Globalisation Language In Education Policy And:**

*Decolonisation, Globalisation* Angel Lin, Peter Martin, 2005-07-04 This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts The volume is suitable for postgraduate students researchers and educators in a range of areas *Educating for Language and Literacy Diversity* M. Prinsloo, C. Stroud, 2014-11-12 Educators and researchers in variety of locations increasingly encounter linguistically and socio culturally diverse groups of students in their classrooms and lecture halls This book examines everyday forms of talk and writing in relation to standardised forms and schooling expectations to suggest ways forward in educational discourse *Global Perspectives on Language Education Policies* JoAnn (Jodi) Crandall, Kathleen M. Bailey, 2018-02-01 Presenting research on language policy and planning with a special focus on educational contexts in which English plays a role this book brings readers up to date on the latest developments in research theory and practice in a rapidly changing field The diversity of authors research settings and related topics offers a sample of empirical studies across multiple language teaching and university contexts The fifth volume in the Global Research on Teaching and Learning English series it features access to both new and previously unpublished research in chapters written by TIRF Doctoral Dissertation Grant awardees and invited chapters by respected scholars in the field *Decolonisation, Globalisation* Angel Lin, Peter W. Martin, 2005 This volume brings together scholars from around the world to juxtapose the voices of classroom participants alongside the voices of ruling elites with the aim of critically linking language policy issues with classroom practice in a range of contexts The volume is suitable for postgraduate students researchers and educators in a range of areas *Language As Commodity* Rani Rubdy, Peter Tan, 2008-09-21 Throughout human history languages have been in competition with each other As the world becomes more globalized this trend increases It affects the decision making of those in positions of power and determines macro language policies and planning Often decisions about language or dialects or language variety are related to usefulness defined in terms of their pragmatic and commercial currency or their value as symbols of socio cultural identity Languages can be modes of entry into coveted social hierarchies or strongholds of religious historical technological and political power bases Languages are seen now as commodities that carry different values in an era of globalization This volume engages with language policies and positions in relation to the roles and functions these languages adopt It examines the value of languages defined in terms of the power they have in the global marketplace as much as within the complex matrices of the local socio politics These valuations strongly underpin the various motivations that influence policy making decisions and in turn these motivations create the tensions that characterize many language related issues tensions that arise when languages become commodified *Language Education Programs* Zia Tajeddin, Carol Griffiths, 2023-09-19 This book delves into the realm of effective language education programs examining them from both macro and micro policy making

perspectives It unravels the distinguishing features of exemplary language programs and explores how these programs are implemented in diverse international contexts The book comprehensively explores various facets of language education programs encompassing well crafted language education policies robust curriculum and syllabus design impactful teaching materials effective approaches to English for specific purposes ESP English as a medium of instruction EMI content and language integrated learning CLIL and English as a Lingua Franca ELF informed instruction The book also delves into fruitful school institute university partnerships the judicious use of technology strategies for teacher recruitment and professional development as well as efficient policies for learner assessment among other topics of significance The contributions within this book are firmly grounded in data incorporating findings from empirical studies The insights provided draw upon valuable data obtained from a range of diverse contexts in which effective language education programs have been implemented

**Language Planning for Medium of Instruction in Asia** M. Hamid, Hoa Nguyen, Richard Baldauf, 2015-10-16 This volume investigates the policy and practice of medium of instruction at different levels of education in Asian polities including Bangladesh Hong Kong India Indonesia Japan Malaysia the Maldives Nepal Timor Leste and Vietnam The chapters provide an informed understanding of the context process actors goals and outcomes of medium of instruction policies from a language policy and planning perspective The volume has an emphasis on the exploration of medium of instruction in action which brings into focus the perspectives of micro policy enactors including teachers students and parents in the local context generating crucial empirical insights This critical analysis of the goals outcomes and experiences of this trend in global language in education will be of interest to language and education students researchers practicing teachers executives in academia and language studies and to education policymaking authorities in Asia and other parts of the world The volume updates existing research on medium of instruction and takes the field forward in a fast changing world as English medium instruction policies are globalised This book was originally published as a special issue of *Current Issues in Language Planning*

*An Introduction to Sociolinguistics* Ronald Wardhaugh, Janet M. Fuller, 2021-04-21 AN INTRODUCTION TO SOCIOLINGUISTICS The new eighth edition of *An Introduction to Sociolinguistics* brings this valuable bestselling textbook up to date with the latest in sociolinguistic research and pedagogy providing a broad overview of the study of language in social context with accessible coverage of major concepts theories methods issues and debates within the field This leading text helps students develop a critical perspective on language in society as they explore the complex connections between societal norms and language use The eighth edition contains new and updated coverage of such topics as the societal aspects of African American Vernacular English AAVE multilingual societies and discourse gender and sexuality ideologies and language attitudes and the social meanings of linguistic forms Organized in four sections this text first covers traditional language issues such as the distinction between languages and dialects identification of regional and social variation within languages and the role of context in language use and interpretation Subsequent chapters cover

approaches to research in sociolinguistics variationist sociolinguistics ethnography and discourse analytic research and address both macro and micro sociolinguistic aspects of multilingualism in national transnational global and digital contexts The concluding section of the text looks at language in relation to gender and sexuality education and language planning and policy issues Featuring examples from a variety of languages and cultures that illustrate topics such as social and regional dialects multilingualism and the linguistic construction of identity this text provides perspectives on both new and foundational research in sociolinguistics and linguistic anthropology An Introduction to Sociolinguistics Eighth Edition remains the ideal textbook for upper level undergraduate and graduate course in sociolinguistics language and society linguistic anthropology applied and theoretical linguistics and education The new edition has also been updated to support classroom application with a range of effective pedagogical tools including end of chapter written exercises and an instructor website as well as materials to support further learning such as reading suggestions research ideas and an updated companion student website containing a searchable glossary a review guide additional exercises and examples and links to online resources

Urban Schools and English Language Education in Late Modern China Miguel Pérez-Milans, 2013-07-24 Shortlisted for the 2014 BAAL Book Prize This book explores the meaning of modernization in contemporary Chinese education It examines the implications of the implementation of reforms in English language education for experimental urban schools in the People's Republic of China Pérez Milans sheds light on how national linguistic and cultural ideologies linked to modernization are being institutionally reproduced legitimated and interpersonally negotiated through everyday practice in the current context of Chinese educational reforms He places special emphasis on those reforms regarding English language education with respect to the economic processes of globalization that are shaping and being shaped by the contemporary Chinese nation state In particular the book analyzes the processes of institutional categorization of the good experimental school the good student and the appropriate knowledge that emerge from the daily discursive organization of those schools with special attention to the related contradictions uncertainties and dilemmas Thus it provides an account of the ongoing cultural processes of change faced by contemporary Chinese educational institutions under conditions of late modernity Winner of The University of Hong Kong's Faculty Early Career Research Output Award for outstanding book publication by the Faculty of Education

Decolonizing Foreign Language Education Donaldo Macedo, 2019-01-10 Decolonizing Foreign Language Education interrogates current foreign language and second language education approaches that prioritize white western thought Edited by acclaimed critical theorist and linguist Donaldo Macedo this volume includes cutting edge work by a select group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non standard language varieties through the reification of colonial languages Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as

important a tool for FL ESL EFL educators as literature or linguistic theory      **Sociolinguistics: The sociolinguistics of multilingualism** Nikolas Coupland, Adam Jaworski, 2009 This title is a new collection in Routledge's Critical Concepts in Linguistics series In six volumes it provides a critical synthesis of the key ideas findings methods and approaches that make up the interdisciplinary field of sociolinguistics It includes both classic texts and contemporary state of the art research with a bias towards the latter The editors aver that the collection will stand as an articulation of the New Sociolinguistics as it is emerging through a sustained reflexive reassessment of the field which is now ongoing set against a core of classic texts

**Determinants and Consequences of Language-in-education Policies** Christelle Garrouste-Norelius, 2007

**Bilingual Education in the 21st Century** Ofelia García, 2009 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      *Internationalizing Teaching, Localizing English* Paul Robert McPherron, 2008      English in Denmark Peter Harder, 2009 Volume 9 takes up the questions national sociolinguistic strategic economic and educational which arise in relation to the increasing use of English alongside national or vernacular languages focusing on its use as the language of instruction in Danish Universities Inevitably this also makes globalisation a theme of this issue The dilemmas of the universities however have a special character within this wider issue partly because they are in the frontline of globalisation processes and partly because they are regarded as having new and enhanced social significance in the post industrial society In addition to the academic articles in this issue there is a series of position statements written by some of the major participants in the Danish debate on language policy in the universities They were invited to state in about 500 words their essential views on the theme Their contributions give some of the flavour of the argument that has been going on with increasing intensity in Denmark for the past ten years      *Linguistics and Language Behavior Abstracts*, 2009      *English as a Local Language* Christina Higgins, 2009 When analyzed in multilingual contexts English is often treated as an entity that is separable from its linguistic environment It is often the case however that multilinguals use English in hybrid and transcultural ways This book explores how multilingual East Africans make use of English as a local resource in their everyday practices by examining a range of domains including workplace conversation

beauty pageants hip hop and advertising Drawing on the Bakhtinian concept of multivocality the author uses discourse analysis and ethnographic approaches to demonstrate the range of linguistic and cultural hybridity found across these domains and to consider the constraints on hybridity in each context By focusing on the cultural and linguistic bricolage in which English is often found the book illustrates how multilinguals respond to the tension between local identification and dominant conceptualizations of English as a language for global communication

**Travel Notes from the New Literacy Studies** Kate Pahl, Jennifer Rowsell, 2006 This book joins two important fields that of literacy and multimodality with a focus on local and global literacies Chapters include work on media popular culture and literacy weblogs global and local crossings in and out of educational settings in such locations as the US the UK South Africa Australia and Canada Policy as Practice

Stephen Backman, 2009 Social Context and Fluency in L2 Learners Lynda Pritchard Newcombe, 2007 The focus in this book is on learners experiences using Welsh outside class but the issues discussed have implications for a wide range of other situations where the population is bilingual or multilingual and interaction takes place in a language of wider communication

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