

BOOK REVIEWS

THOMAS RICENTO (ed.). *An Introduction to Language Policy: Theory and Method* (Language and Social Change 1). Oxford: Blackwell Publishing, 2006. 371 pp. Pb (1405114983) £19.99.

Reviewed by ROBERT MCCOLL MILLAR

There is little doubt that language policy and language planning have become considerable concerns to a wide range of individuals and groups: speakers of languages (particularly languages which are not the language of a particular state), educationalists, governments, non-government organisations and businesses, as well as to scholars from many disciplines (and theoretical and methodological backgrounds). This volume is to be welcomed, therefore, since it provides some of these affected individuals and groups – in particular those with some background in basic social sciences theory and methodology – with a generally inviting introduction to many of the questions raised by the field.

Admirably edited by Thomas Ricento, the book is divided into three parts: 'Theoretical perspectives in language policy', 'Methodological perspectives in language policy' and 'Topical perspectives in language policy'. In order to address these broad issues, Ricento has assembled an impressive list of scholars to write short essays on their particular specializations. Each essay is followed by a small number of questions or points to ponder on the issues raised by the essay, along with a short annotated bibliography – which generally give the reader useful advice in what to look for in a particular work. This is accompanied by a longer bibliography of works cited.

After a brief introduction (by Ricento), Ricento provides the first essay on 'Language policy: Theory and practice – An introduction'. He covers a great deal of ground in a very short space. As well as providing a prelude for much of the discussion to follow, he particularly emphasises the ways in which groups and individuals interact to produce the linguistic ecology of a region or polity. In 'Frameworks and models in language policy and planning', Nancy H. Hornberger sets out some of the central positions of the disciplines involved. This essay is among the most overtly didactic of the collection, in the best possible sense, leading the reader apparently effortlessly through a range of views. James W. Tollefson contributes 'Critical theory in language policy', admirably defining what he means by 'critical', before presenting a brief discussion of the many ways in which various forms of critical theory – deriving from, among others, Gramsci and Foucault – can be employed in our analysis of both language policy theory and

Academic Literacy And The Languages Of Change

Kim Potowski



Academic Literacy And The Languages Of Change:

Academic Literacy and the Languages of Change Lucia Thesen, Ermien van Pletzen, 2006-05-16 This book is an analysis of student literacy in an academic setting and how this has changed due to political economic and social factors The contributors who are all engaged in academic literacy work at a South African university use the theoretical tradition of New Literacy Studies as developed by theorists such as James Gee Brian Street and Gnnther Kress and apply this to a case study of one university in the changing context of South Africa Academic Literacy and the Languages of Change will be of interest to postgraduates and academics researching sociolinguistics or language and education **Sociolinguistics and**

Language Education Nancy H. Hornberger, Sandra McKay, 2010 This book provides an up to date overview of sociolinguistics including topics of nationalism and popular culture style and identity creole languages critical language awareness multimodal literacies classroom discourse ideologies and power across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization **The Routledge Handbook of English for Academic Purposes** Ken Hyland, Philip Shaw, 2016-01-29 The Routledge Handbook of English for Academic Purposes provides an accessible authoritative and comprehensive introduction to English for Academic Purposes EAP covering the main theories concepts contexts and applications of this fast growing area of applied linguistics Forty four chapters are organised into eight sections covering Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world each chapter focuses on a different area of EAP and provides a state of the art review of the key ideas and concepts Illustrative case studies are included wherever possible setting out in an accessible way the pitfalls challenges and opportunities of research or practice in that area Suggestions for further reading are included with each chapter The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English Applied Linguistics and TESOL **Sociolinguistics of Writing** Theresa

Lillis, 2013-03-11 Brings the study of writing to the heart of sociolinguistic inquiry This book puts writing at the centre of sociolinguistic inquiry drawing on a range of academic fields including New Literacy Studies semiotics genre studies stylistics and new rhetoric The key question the book explores is what do we mean by writing in the 21 century Using examples from across a range of contexts the book argues that writing involving both old and new technologies is a pervasive and complex communicative feature of contemporary life The book is organised around the following areas The multimodal nature of writing The verbal dimension to writing Writing as everyday practice Writing as a differentiated semiotic and social resource Writing as the inscription of identity A range of analytic tools for analysing writing as text and practice are illustrated including genre register discourse and metaphor as well as notions which emphasise the mobile potential of writing such as genre chains networks literacy brokers and text trajectories This book seeks to redress the neglect of writing

in the field of sociolinguistics by introducing readers to the nature and consequences of what it means to do writing in a globalised world *Professional Academic writing in Global Context* Theresa Lillis, Mary Jane Curry, 2010-04-30 Academic Writing in a Global Context addresses the issue of the pressure on academics worldwide to produce their work in English in scholarly publishing and why the growth of the use of academic English matters Drawing on an eight year text ethnographic study of the experiences of fifty scholars working in Europe this book discusses these questions at both a macro and micro level through discussions of knowledge evaluation systems on all levels and analysis of the progress of a text towards publication In addition to this case studies of individual scholars in their local institutions and countries are used to illustrate experiences of using English in the academic world Academic Writing in a Global Context examines the impact of the growing dominance of English on academic writing for publication globally The authors explore the ways in which the global status attributed to English is impacting on the lives and practices of multilingual scholars working in contexts where English is not the official language of communication and throws into relief the politics surrounding academic publishing This book will be of interest to postgraduates and professionals in the fields of World Englishes language and globalization and English Language Teaching *Social Theory for English for Academic Purposes* Alex Ding, Michelle Evans, 2022-07-28 This book written by pioneering architects of original social theory in educational linguistic fields as well as expert practitioners systematically exposes the sociological commitments of mainstream ideas and theories in English for Academic Purposes EAP commitments which are very often not fully examined by the discipline but nonetheless shape practitioners ideas and their praxis The initial chapters outline what social theory is the normative critical descriptive social and generative purposes it serves the scope and limits of social theory and tracing the major historical traditions and recent currents This mapping of social theory is followed by a detailed argument that makes the case for the centrality of social theory for EAP practitioners and praxis and the need to develop a sociological imagination to enhance knowledge and agency of practitioners The contributions reveal the sociological foundations and commitments that underpin established theories in EAP such as genre theories systemic functional linguistics and academic literacies Each of these three major research streams in EAP is subject to critical analysis linking each of these streams to the sociological commitments that underpin them Finally the book explores the social theories and approaches that have yet to make a full or significant impact on EAP research and practice but would enable practitioners and researchers to understand educational contexts texts structures culture s knowledge production and producers and social agents with greater sociological clarity and sophistication Topics covered include social realism legitimization code theory critical realism ethnography feminism and Bourdieusian concepts for EAP The overarching aim of this volume is to position social theory much more centrally to frameworks and conceptions of the unstable and contested knowledge base for EAP practitioners and to promote a sociological imagination among and for EAP practitioners

Working with Academic Literacies Theresa Lillis, Kathy Harrington, 2015-11-04 The editors and contributors to this

collection explore what it means to adopt an academic literacies approach in policy and pedagogy Transformative practice is illustrated through case studies and critical commentaries from teacher researchers working in a range of higher education contexts from undergraduate to postgraduate levels across disciplines and spanning geopolitical regions including Australia Brazil Canada Catalu a Finland France Ireland Portugal South Africa the United Kingdom and the United States

Relanguaging Language from a South African Township School Lara-Stephanie Krause-Alzaidi,2021-12-20 Using data from a long term ethnographic study of English language classrooms in a South African township this book highlights linguistic expertise in a setting where it is not usually expected or sought Rather than being peripheral and unskilled South African township teachers and learners emerge as skilled re languagers central to the workings of South African education and to our understanding of how language classrooms work This book foregrounds the heterogeneity flexibility and creativity of day to day language practices that African urban spaces are known for and conceptualises language teaching not as a progression from one fixed language to another but as a circular sorting process between linguistic heterogeneity languaging and homogeneity a standard language Negotiating Learning and Identity in Higher Education Bongi Bangeni,Rochelle Kapp,2017-09-21 While access to higher education has increased globally student retention has become a major challenge This book analyses various aspects of the learning pathways of black students from a range of disciplinary backgrounds at a relatively elite English medium historically white South African university The students are part of a generation of young black people who have grown up in the new South Africa and are gaining access to higher education in unprecedented numbers Based on two longitudinal case studies *Negotiating Learning and Identity in Higher Education* makes a contribution to the debates about how to facilitate access and graduation of working class students The longitudinal perspective enabled the students participating in the research to reflect on their transition to university and the stumbling blocks they encountered in their senior years The contributors show that the school to university transition is not linear or universal Students had to negotiate multiple transitions at various times and both resist and absorb institutional disciplinary and home discourses The book describes and analyses the students ambivalence as they straddle often conflicting discourses within their disciplines within the institution between home and the institution and as they occupy multiple subject positions that are related to the boundaries of place and time Each chapter also describes the ways in which the institution supports and or hinders students progress explores the implications of its findings for models of support and addresses the issue of what constitutes meaningful access to institutional and disciplinary discourses Writing Centres in Higher Education Sherran Clarence,2017-10-11 This collection of essays reflects on the ways in which writing centres in South Africa are working in and across disciplines Institutional constraints and challenges that arise from these collaborations are addressed and opportunities for transforming teaching and learning spaces are explored The chapters speak to the global move in higher education to reconsider how knowledge is made who makes it and how support and development opportunities for students

and lecturers should be created and sustained across the disciplines This volume contributes to the body of knowledge in the growing field of the scholarship of teaching and learning in higher education in South Africa It builds on the work of the first collection of such essays *Changing Spaces Writing Centres and Access to Higher Education* Eds A Archer and R Richards 2011 SUN PReSS to understand why working within the disciplines is so critical for writing development in a South African context

The Routledge Companion to English Studies Constant Leung, Brian V Street, 2014-03-14 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions The Routledge Companion to English Studies provides an authoritative overview of the subject area Taking into account the changing conceptualisations of English this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state of the art contributions made by the established scholars of the field The Routledge Companion to English Studies provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of social ethnographic and global perspectives on pedagogical issues This collection of thirty four newly commissioned articles provides a comprehensive and up to date picture of the dynamic and diverse field of English Studies and will be an invaluable text for advanced students and researchers in this area

Promoting the Educational Success of Children and Youth Learning English National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Children, Youth, and Families, Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research, 2017-09-25 Educating dual language learners DLLs and English learners ELs effectively is a national challenge with consequences both for individuals and for American society Despite their linguistic cognitive and social potential many ELs who account for more than 9 percent of enrollment in grades K 12 in U S schools are struggling to meet the requirements for academic success and their prospects for success in postsecondary education and in the workforce are jeopardized as a result Promoting the Educational Success of Children and Youth Learning English Promising Futures examines how evidence based on research relevant to the development of DLLs ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes This report makes recommendations for policy practice and research and data collection focused on addressing the challenges in caring for and educating DLLs ELs from birth to grade 12

Southern African Linguistics and Applied Language Studies , 2009

Language Planning from Practice to Theory Robert B. Kaplan, Richard B. Baldauf, 1997-01-01 Language Planning from Practice to Theory examines and reviews the field of language policy and planning In the first section of the book

language policy and planning definitions current practices goals and ways of thinking are discussed as a foundation for understanding current practice in the discipline The central elements of language policy and planning practice are then described from two perspectives In the second section the methodology for collecting language planning data is outlined and the key cross societal issues of language in education planning literacy and economics in language planning are discussed In the third section case studies related to language and power bilingualism and status and specific purpose issues in language planning are covered The final two chapters draw together the critical issues and problems which have arisen from current practice and which must be considered in building a theory of the discipline A reference appendix to language planning in national situations is included The book provides the only up to date overview and review of the field of language policy and planning and challenges language planners to think more critically about their discipline Since language will be planned there is a need to consider how it will be done

What English Language Teachers Need to Know Volume II Denise E. Murray, MaryAnn Christison, 2010-10-04 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher s role in the larger professional sphere of English language education Volume II covers the three main facets of teaching planning instructing and assessing The focus throughout is on outcomes that is student learning The texts work for teachers across different contexts countries where English is the dominant language one of the official languages or taught as a foreign language different levels elementary primary secondary college or university or adult education and different learning purposes general English workplace English English for academic purposes or English for specific purposes

Using ESL Students' First Language to Promote College Success Andrea Parmegiani, 2019-01-15 Emerging from a critical analysis of the global power of English and how it relates to academic literacy and culturally responsive pedagogy this book presents translanguaging strategies for using ESL students mother tongue as a resource for academic literacy acquisition and college success Parmegiani offers a strong counterpoint to the English only movement in the United States Grounded in a case study of a learning community linking Spanish and English academic writing courses he demonstrates that a mother tongue based pedagogical intervention and the strategic use of minority home languages can promote English language acquisition and academic success

Perspectives on Translation and Interpretation in Cameroon N. Chia, C. Suh, 2009-08-15 Perspectives on Translation and Interpretation in Cameroon is the first volume of a book series of the Advanced School of Translators and Interpreters ASTI of the University of Buea It opens a window into the wide dynamic and interesting area of translation and interpretation in a multilingual Cameroon that had on the eve of independence and unification opted for official bilingualism in French and English The book comprises contributions from scholars of translation in the broad area of translation comprising the

concept of translation and its pedagogy the history of translation and the state of the art of translation as a discipline profession and practice The book also focuses on acquisition of translation competences through training and chronicles the history of translation in Cameroon through the contributions of both Cameroonian and European actors from the German through the French and English colonial periods to the postcolonial present in their minutia Rich original and comprehensive the book is a timely and invaluable contribution to the growing community of translators and interpreters in Africa and globally *Agendas for Language Learning Research* Lourdes Ortega, Alister Cumming, Nick C. Ellis, 2013-03-18 *Currents in Language Learning* provides programmatic state of the art overviews of current issues in the language sciences and their applications in first second and bi multilingual language acquisition in naturalistic and tutored contexts Draws on interdisciplinary perspectives from linguistics psychology education anthropology sociology cognitive science and neuroscience Brings together a team of leading linguists to explore current issues Develops research agendas in areas including progress and relevance in second language acquisition usage based linguistics age effects in language learning second language pragmatics vocabulary knowledge transfer of learning in second language instruction language literacy and culture academic language development in schools practice theory and evolutionary perspectives on language **The**

Peer-Effect: Non-Traditional Models of Instruction in Spanish as a Heritage Language Lina M.

Reznicek-Parrado, 2023-07-31 *The Peer Effect Non Traditional Models of Instruction in Spanish as a Heritage Language* guides an important pedagogical conversation on the relevance of heritage language and literacy practices as resources for instruction framing heritage teaching and learning as a social justice issue Presenting ethnographic and discourse analyses of a heritage peer tutoring program at a university in California this book focuses on the ways in which the dynamic translanguaging practices that Spanish heritage language SHL peer tutors mobilize in a non classroom student led collaborative academic space directly respond to the literacy demands of academic language development Based on the in depth analysis of peer tutors translingual practices the book advances scholarship in SHL pedagogy providing concrete classroom based examples techniques and activities that nurture equitable pedagogies for heritage student belonging while challenging the deficit discourse that has traditionally governed the dialogue around literacy instruction for multilingual students This versatile volume is designed for educators researchers practitioners and students in the fields of heritage language pedagogy bilingual education educational linguistics and literacy studies for multilingual students **The**

Routledge Handbook of Spanish as a Heritage Language Kim Potowski, 2018-05-11 *The Routledge Handbook of Spanish as a Heritage Language* brings together contributions from leading linguists educators and Latino Studies scholars involved in teaching and working with Spanish heritage language speakers This state of the art overview covers a range of topics within five broad areas Spanish in U S public life Spanish heritage language use and systems educational contexts Latino studies perspectives and Spanish outside the U S *The Routledge Handbook of Spanish as a Heritage Language* addresses for

the first time the linguistic educational and social aspects of heritage Spanish speakers in one volume making it an indispensable reference for anyone working with Spanish as a heritage language

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Table of Contents Academic Literacy And The Languages Of Change

1. Understanding the eBook Academic Literacy And The Languages Of Change
 - The Rise of Digital Reading Academic Literacy And The Languages Of Change
 - Advantages of eBooks Over Traditional Books
2. Identifying Academic Literacy And The Languages Of Change
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Academic Literacy And The Languages Of Change
 - User-Friendly Interface
4. Exploring eBook Recommendations from Academic Literacy And The Languages Of Change
 - Personalized Recommendations
 - Academic Literacy And The Languages Of Change User Reviews and Ratings
 - Academic Literacy And The Languages Of Change and Bestseller Lists

5. Accessing Academic Literacy And The Languages Of Change Free and Paid eBooks
 - Academic Literacy And The Languages Of Change Public Domain eBooks
 - Academic Literacy And The Languages Of Change eBook Subscription Services
 - Academic Literacy And The Languages Of Change Budget-Friendly Options
6. Navigating Academic Literacy And The Languages Of Change eBook Formats
 - ePub, PDF, MOBI, and More
 - Academic Literacy And The Languages Of Change Compatibility with Devices
 - Academic Literacy And The Languages Of Change Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Academic Literacy And The Languages Of Change
 - Highlighting and Note-Taking Academic Literacy And The Languages Of Change
 - Interactive Elements Academic Literacy And The Languages Of Change
8. Staying Engaged with Academic Literacy And The Languages Of Change
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Academic Literacy And The Languages Of Change
9. Balancing eBooks and Physical Books Academic Literacy And The Languages Of Change
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Academic Literacy And The Languages Of Change
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Academic Literacy And The Languages Of Change
 - Setting Reading Goals Academic Literacy And The Languages Of Change
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Academic Literacy And The Languages Of Change
 - Fact-Checking eBook Content of Academic Literacy And The Languages Of Change
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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