Challenges for Language Education and Policy

Part One focuses on the challenges that second language education has to face, both those more general, dealing with language policy issues, and those more specific, concerned with instructional options in the language classroom. Part Two focuses on how these challenges might best be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning.

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Global Perspectives on Language Education Policies

Dominant English, Pluralist Challenges

Studies in Honor of Krystyna Droździał-Szelest

English Language Education Policy in the Middle East and North Africa

Springer

This volume offers insights on English language education policies in Middle Eastern and North African countries, through state-of-the-art reports giving clear assessments of current policies and future trends, each expertly drafted by a specialist. Each chapter contains a general description of English education policies in the respective countries, and then expands on how the local English education policies play out in practice in the education system at all levels, in the curriculum, in teaching, and in teacher training. Essays cover issues such as the balance between English and the acquisition of the national language or the Arabic language, as well as political, cultural, economic and technical elements that strengthen or weaken the learning of English. This volume is essential reading for researchers, policy makers, and teacher trainers for its invaluable insights in the role of each of the stakeholders in the implementation of policies.

Global Perspectives on Language Education Policies

Global Research on Teaching and Learning English

Springer Science & Business Media

This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can be met in the implementation of policies. It examines decisions made on the selection of the national language, the medium of instruction in educational systems, the varying changes in language policy for the field of science and technology and the maintenance and sustenance of minority languages. Challenges for Language Education and Policy

Making Space for People

Springer

This book offers new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think "out of the box" and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses. Challenges for Language Education and Policy

Making Space for People Routledge

Addressing a wide range of issues in applied linguistics, sociolinguistics, and multilingualism, this volume focuses on language users, the "people." Making creative connections between existing scholarship in language policy and contemporary theory and research in other social sciences, authors from around the world offer new critical perspectives for analyzing language phenomena and language theories, suggesting new meeting points among language users and language policy makers, norms, and traditions in diverse cultural, geographical, and historical contexts. Identifying and expanding on previously neglected aspects of language studies, the book is inspired by the work of Elana Shohamy, whose critical view and innovative work on a broad spectrum of key topics in applied linguistics has influenced many scholars in the field to think "out of the box" and to reconsider some basic commonly held understandings, specifically with regard to the impact of language and languaging on individual language users rather than on the masses. Challenges for Language Education and Policy

Language Policy Challenges in Multi-Ethnic Malaysia

Springer

This book encompasses language and cultural policy challenges that many other multi-ethnic nations currently have to address. The people of Malaysia constitute a diverse ethnic, linguistic and cultural population and one of the continuing challenges is the development and establishment of the Malaysian people's ethnic, national and global cultural identities. This challenge is evident in the journey of language and cultural policy from the post-independence period to the 21st century; a period of over 50 years. This book highlights political, socio-cultural, economic and knowledge economy factors as they impact on decisions made by the government with regard to language policy in the various educational systems. It examines decisions made on the selection of the national language, the medium of instruction in educational systems, the varying changes in language policy for the field of science and technology and the maintenance and sustenance of minority languages. Challenges for Language Education and Policy

Language Policy Dominant English, Pluralist Challenges

John Benjamins Publishing

This work on language policy covers such topics as: language policy agendas; language policy-making in Britain in the 1990s; language policy in the USA; the case of Australia; developments in Canada; and social justice in the work of ESL teachers. Challenges for Language Education and Policy

Making Space for People

Set in Malaysia, this...
challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom, both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction. Finally, Part Three is devoted to challenges involved in second and foreign language teacher education, the quality of which to a large extent determines the outcomes of second language education in any educational context. English Language Education in a Global World Practices, Issues and Challenges With English becoming the world's foremost lingua franca, the pressure to improve English language education (ELE) has been steadily increasing. Consequently, the nature of ELE has changed drastically in the last decade. This has not only brought about a number of changes in the way English is taught and learnt, but it has also led to various innovative practices around the world. As a result, this edited book aims to shed light on the new theoretical and methodological developments in the field of ELE as well as the major issues and difficulties faced by practitioners in different parts of the globe. One very important variable that the book takes into account is the role that English already plays in a particular society so that this may affect the views that teachers and students hold of the language. This in turn can significantly influence the way English is taught and learnt in given political, economic and socio-cultural settings. The purpose of this book is therefore to provide a comprehensive overview of the pedagogical methods, policies and problems that underlie English language education in ten different regions across the world, including: the USA, Canada, the UK; Australia, New Zealand, India, Singapore, Japan, China and Hong Kong. In doing so, the different chapters in the book emphasize the importance of responding to linguistic and other forms of diversity in order to develop English language education in a globalized world. This book will be useful for teachers and students of English language, for English language curriculum and materials developers, and for those involved in educational policy-making and language acquisition research. Written by experts in the field, the range of content covered in the book’s chapters will also help policy-makers, researchers and practitioners develop effective English language education practices and policies, and propose solutions to emerging issues in English language teaching and learning in different environments around the world. The newly-developed arguments and concerns pertaining to English language education will serve as future reference for professionals interested in this area of expertise. Critical Issues in Teaching English and Language Education International Research Perspectives Springer Nature This edited book brings together a collection of research-based chapters that address a variety of topics related to the teaching of English in different contexts around the world. The chapters are informed by a critical approach to research, employing a variety of research methods to question and problematize taken-for-granted definitions and practices in areas such as classroom pedagogy, testing, curriculum, language policy, the position of English as a medium of instruction, educational management, teacher education, materials and evaluation. This book addresses a major gap in theoretical and research literature in the area of teaching English, and it will be of interest to trainee and practising teachers, research students and scholars of EFL and TESOL, and researchers in applied linguistics. Language Education in a Changing World Challenges and Opportunities Multilingual Matters This book considers the importance of language education in a rapidly changing world. The authors look at language education from different perspectives: the teaching and learning of foreign or second languages; the role of literacy, oracy and language across the curriculum; the part played by different stakeholders in educational policy; and the current state of language teacher education and the ways in which language is addressed in the education of teachers of all subjects. Drawing on their extensive experience of language education, and on case studies and data from around the world, the authors consider how a different approach to language in education might help students to develop the language awareness and linguistic and communicative competences they need in order to participate fully and confidently in our increasingly diverse societies. The Multilingual Turn in Languages Education Opportunities and Challenges Multilingual Matters This book addresses the ways in which languages education around the world has changed in recent years to recognise and reflect the increasing phenomenon of societal multilingualism. It examines the implications for research, theory, policy and practice. English Language Education Policy in Asia Springer This volume offers comprehensive 'state-of-the-art' overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends. Starting with a description of the English education policies in the respective countries, the contributors then delve into the 'nuts and bolts' of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English. Language Learning in Anglophone Countries Challenges, Practices, Ways Forward Springer Nature This edited book focuses on the state of language learning in Anglophone countries and brings together international research from a wide range of educational settings. Taking a contextual perspective on the language learning crisis currently facing Anglophone countries, the authors examine systemic challenges, real-world practices, and broader cultural trends that have an impact on the uptake of modern foreign languages in different Anglophone settings. This book will be of interest to scholars working in applied linguistics and language education, particularly those with a focus on educational policy and Global English. Negotiating Language Education Policies Educators as Policymakers Routledge Bridging the divide between policy and practice, this book explores how educators interpret, negotiate, resist, and (re)create language policies in schools, focusing on their central role in this complex and dynamic process. Early Language Learning Policy in the 21st Century An International Perspective Springer Nature This volume analyses the policymaking processes involved in the development of language education policies in different countries. It provides an overview of the various factors that influence the development of language education policies and their implementation. The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and Oceania; and finally, early German teaching and learning in France and the UK. Teacher Agency and Policy Response in English Language Teaching Routledge The role of English in the global arena has prompted official language-in-education policy makers to adopt language education policies to enable their citizens to be proficient in English and to access knowledge. Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals, motivations,
features and pedagogies. While much of the research cited in English language planning policy has focused on macro level language policy and planning, there is an increasing interest in micro planning, in particular teacher agency in policy response. Individual teacher agency is a multifaceted amalgam, not only of teachers’ individual histories, professional training, personal values and instructional beliefs, but also of how these interact with local interpretations and appropriations of policy. Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels. Chapters in the book include: English language teaching in China: teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum: teacher agency in response to global mobility challenge Teacher agency, the native/nonnative dichotomy, and “English Classes in English” in Japanese high Schools Teacher-designed high stakes English language testing: washback and impact This book will appeal to researcher across all sectors of education, in particular key stakeholders in curriculum and language planning. Those interested in the latest development of English language teaching will also find this book a valuable resource. Language Education and the Challenges of Globalisation

Sociolinguistic Issues Cambridge Scholars Publishing This book, by an international group of scholars, focuses on a number of sociolinguistic issues, some of them complex and controversial, linked to language education in the age of globalisation. It examines these in different contexts of immigration and super-diversity, in the light of new mobilities and new conceptualisations of changing social realities and language communities. The various investigations presented in the volume are often united and interconnected in their approaches to these key areas of focus, although each peer-edited chapter brings its own relevance to the work as a whole, and each reflects the complexities and practices of the particular contexts and speech communities examined. The insights presented provide a useful way of looking at the current state of the art of language education across the different levels of schooling and also within the various contexts analysed. Because of the increasing interest in language education as a result of both the growing number of migrant children in schools and the globalisation associated with the rapid spread of English, the volume will be of interest to a wide international readership, including scholars and students of sociolinguistics and language education.

Family Language Policies in a Multilingual World Opportunities, Challenges, and Consequences Taylor & Francis Through case studies from around the world, this book illustrates the opportunities and challenges facing families negotiating the issues of language maintenance and language learning in the home. Every family living in a bi/multilingual environment faces the question of what language(s) to speak with their children and must make a decision, consciously or otherwise, about these issues. Exploring links between language policy in the home and wider society in a range of diverse settings, the contributors utilize various research tools, including interviews, questionnaires, observations, and archival document analysis, to explore linguistic ideologies and practices of family members in the home, illuminating how these are shaped by macro-level societal processes.

Connecting Policy and Practice Challenges for Teaching and Learning in Schools and Universities Psychology Press This volume delivers a selection of papers presented at an international teaching conference on issues of theory and practice. These key topics will be of interest to novice and veteran teachers, policy makers and all education professionals. The Challenges of Implementing the New Language Education Policy in South Africa Rethinking Languages Education Directions, Challenges and Innovations Routledge Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory, applied linguistics and education. The contributors interrogate innovative and recent thinking and broach controversies about the theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty-first-century classrooms. Crucially, Rethinking Languages Education explores established understandings about language, culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change, and the politics of language, culture and identity. Rethinking Languages Education focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts. The response to these questions is multi-layered, and takes into account the complex interactions between policy, curriculum and practice, as well as their contention and implementation. In doing so, this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages, TESOL and EAL/L education. It includes diverse discussions around practice, and addresses issues of the dominance of hight Languages programs for ‘minority’ and ‘heritage’ languages, as well as discussing controversies about the current provision of English and Languages programs around the world. Challenges and Opportunities in Language Education The Contributions of the European Centre for Modern Languages 2000-2003 Council of Europe Language Policies in Education Critical Issues Routledge “This new edition of takes a fresh look at enduring questions at the heart of fundamental debates about the role of schools in society, the links between education and employment, and conflicts between linguistic minorities and “mainstream” populations” -- Policy and Practice Challenges for Equality in Education IGI Global Well-educated populations are important aspects of any contemporary society, as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases. Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources, opportunities, and treatment, which ensures success for every person. Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups. Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy, practice, resource access, and distribution. As such, this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities. The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education-related matters. This book is ideal for sociologists, administrators, instructors, policymakers, data scientists, community leaders, practitioners, stakeholders, researchers, academicians, and students interested in educational equality and the unique challenges being faced worldwide. English Language Teaching and Teacher Education in East Asia Global Challenges and Local Responses Cambridge University Press This book uncovers the challenges posed by globalization to Asian jurisdictions in English language teaching and teacher education.

Language Education Policy: The Arab Minority in Israel Springer Science & Business Media The Israeli
Challenges For Language Education And Policy

27-09-2022

reality points to a number of deep divisions among the population (such as between Sephardi-Askenazi, Orthodox-secular, men-women, Arab-Jew), most of which, in our opinion, are progressively decreasing as time passes. The Arab-Jewish divide is the deepest of all, and there is still no solution. In spite of its intensity, it did not enjoy a centrality whether in public debates or in academia. This subject has only come on the agenda after sharp tensions between Arabs and Jews. In this book we will explore in more detail some aspects of the Arab-Jewish divide, which raise fundamental questions regarding the place of the Arabs and Arab language education in the Jewish State. More specifically, the aim of this book is to describe and analyze language education in the Arab society in Israel from the establishment of the state in 1948 until today. For this purpose, internal processes, which are embedded within the Arab population itself were examined, such as the socio-economic condition of the population, the diglossic situation in the Arabic language, and the wide use of Hebrew among Arabic speakers. Furthermore, the book also deals with external processes such as the policy of control and inspection of the Ministry of Education over the Arab education system in general and on language education in particular, the dominance of Hebrew, and the definition and perception of Israel as a Jewish State. The influence of both internal and external processes on language education and learning achievements will also be extensively discussed. A comprehensive examination was made of Arabic, Hebrew and English, as well as the teaching of French in a number of community schools. The target group for this book are people who are concerned with sociolinguistics, language education, and language policy and planning. This book will be also of special interest to Arab language teachers and policy-makers in Israel.

Codelswitching in the Classroom Critical Perspectives on Teaching, Learning, Policy, and Ideology Routledge Bringing together sociolinguistic, linguistic, and educational perspectives, this cutting-edge overview of codeswitching examines language mixing in teaching and learning in bilingual classrooms. As interest in pedagogical applications of bilingual language mixing increases, so too does a need for a thorough discussion of the topic. This volume serves that need by providing an original and wide-ranging discussion of theoretical, pedagogical, and policy-related issues and obstacles in classroom settings—the pedagogical consequences of codeswitching for teaching and learning of language and content in one-way and two-way bilingual classrooms. Part I provides an introduction to (socio)linguistic and pedagogical contributions to scholarship in the field, both historical and contemporary. Part II focuses on codeswitching in teaching and learning, and addresses a range of pedagogical challenges to language mixing in a variety of contexts, such as literacy and mathematics instruction. Part III looks at language ideology and language policy to explore how students navigate educational spaces and negotiate their identities in the face of competing language ideologies and assumptions. This volume breaks new ground and serves as an important contribution on codeswitching for scholars, researchers, and teacher educators of language education, multilingualism, and applied linguistics. International Perspectives on Teaching English in Difficult Circumstances Contexts, Challenges and Possibilities Springer This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of ‘difficult circumstances’ in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

English Language Teaching and Teacher Education in East Asia Global Challenges and Local Responses Cambridge University Press The spread of English is so much an integral part of globalization that it has become an essential global literacy skill. In Asia, this poses immense challenges to governments and English language teaching and teacher education professions as they attempt to meet this demand from students for a high level of English proficiency. This volume examines English language education policies across ten Asian jurisdictions, the corresponding teacher education policies, and how these policies affect teachers and teacher educators. Each chapter covers a different jurisdiction, and is written by a scholar engaged in the implementation of government policies on English language and teacher education, providing the reader with insiders’ perspectives. It gives a fascinating glimpse into the remarkable similarities in the challenges posed to these countries and the critical issues that have emerged from the local responses despite their markedly different socioeconomic, political, cultural and historical backgrounds. English Language Teaching Policy and Practice Across the European Union Springer Nature This book provides an overview of current trends and practices in English Language Teaching (ELT) across the European Union. It offers insights into key ELT issues which are at the forefront of twenty-first-century classrooms. It discusses theoretical and empirical work based on topics such as linguistic imperialism, English as a Medium of Instruction, contrastive language analysis, and the interplay between English and the use of countries respective native languages. It also explores the challenges of English Language Teaching under different circumstances such as, while using different technological platforms, working with different learner groups (those with Special Educational Needs) and revising traditional practices in grammar and vocabulary teaching. Throughout the book, the link between policy, theory and practice is explicitly highlighted and exemplified. The book is of interest to ELT instructors, course designers, language teachers and teacher trainers, and students enrolled in pre-service English training courses.

The Cambridge Handbook of Language Policy This is the first Handbook to deal with language policy as a whole and is a complete ‘state-of-the-field’ survey, covering language practices, beliefs about language varieties, and methods and agencies for language management. It will be welcomed by students, researchers and language professionals in linguistics, education and politics. The Oxford Handbook of Language Policy and Planning Oxford University Press This Handbook provides a state-of-the-art account of research in language policy and planning (LPP). Through a critical examination of LPP, the Handbook offers new direction for a field in theoretical and methodological turmoil as a result of the socio-economic, institutional, and discursive processes of change taking place under the conditions of Late Modernity. Late Modernity refers to the widespread processes of late capitalism leading to the selective privatization of services (including education), the information revolution associated with rapidly changing statuses and functions of languages, the weakening of the institutions of nation-states (along with the strengthening of non-state actors), and the fragmentation of overlapping and competing identities associated with new complexities of language-identity relations and new forms of multilingual language use. As an academic discipline in the social
sciences, LPP is fraught with tensions between these processes of change and the still-powerful ideological framework of modern nationalism. It is an exciting and energizing time for LPP research. This Handbook propels the field forward, offering a dialogue between the two major historical trends in LPP associated with the processes of Modernity and Late Modernity: the focus on continuity behind the institutional policies of the modern nation-state, and the attention to local processes of uncertainty and instability across different settings resulting from processes of change. The Handbook takes great strides toward overcoming the long-standing division between "top-down" and "bottom-up" analysis in LPP research, setting the stage for theoretical and methodological innovation. Part I defines alternative theoretical and conceptual frameworks in LPP, emphasizing developments since the ethnocentric turn, including: ethnography in LPP; historical-discursive approaches; ethics, normative theorizing, and transdisciplinary methods; and the renewed focus on socio-economic class. Part II examines LPP against the backdrop of influential ideas about language shaped by the institutions of the nation-state, with close attention to the social position of minority languages and specific communities facing profound language policy challenges. Part III investigates the turmoil and tensions that currently characterize LPP research under conditions of Late Modernity. Finally, Part IV presents an integrative summary and directions for future LPP research.

**Multilingual Education Yearbook 2020**

**Teacher Education and Multilingual Contexts Springer Nature** This book focuses on the challenges of teaching in diversely multilingual classrooms, discussing how these challenges and complexities interact in the preparation of teachers (language & content areas) in and for multilingual settings, and how they impact on educational processes, developments, and outcomes. Teacher education in multilingual contexts is a key topic and occupies an important position in efforts to improve educational outcomes and quality for all stakeholders. It is seen as essential for competitive participation in global economic activity and for providing opportunities to enjoy the benefits of increased prosperity. Teacher education is generally expected to address both the demand for multilingualism and the challenges of teaching in diversely multilingual classrooms, which are important foci at policy and institutional levels. For example, the demand for quality outcomes is manifested in state-administered standards and performance cultures that regulate entry and practices, and poses ethical and pedagogic dilemmas for teachers. This book presents high-quality empirical research on education in multilingual societies, highlighting findings that, in addition to providing descriptions of language learning, development, and use in language contact and multilingual contexts, will help shape future language education policy and practices in multilingual societies. Lessons in Educational Equality Successful Approaches to Intractable Problems Around the World OUP USA All children and youth deserve the opportunity to improve their life chances by acquiring the skills that will help them thrive in the future. As the world lags far behind the Millennium Development and Education for All goals, swift, targeted, and effective action is needed to improve both access and quality in education. Adult Language Education and Migration Challenging agendas in policy and practice Routledge Adult Language Education and Migration: Challenging Agendas in Policy and Practice provides a lively and critical examination of policy and practice in language education for adult migrants around the world, showing how opportunities for learning the language of a new country both shape and are shaped by policy moves. Language policies for migrants are often controversial and hotly contested, but at the same time innovative teaching practices are emerging in response to the language learning needs of today's mobile populations. This book: analyses and challenges language education policies relating to adult migrants in nine countries; provides a comparative study with separate chapters on policy and practice in each country; focuses on Australia, Canada, Spain (Catalonia), Finland, France, Ireland, the Netherlands, the UK and the US. Adult Language Education and Migration is essential reading for practitioners, students and researchers working in the area of language education in migration contexts. Language Policy and Language Acquisition Planning Springer in the sociopolitics of language, sometimes yesterday's solution is tomorrow's problem. This volume examines the evolving nature of language acquisition planning through a collection of papers that consider how decisions about language learning and teaching are mediated by a confluence of psychological, ideological, and historical forces. The first two parts of the volume feature empirical studies of formal and informal education across the lifespan and around the globe. Case studies map the agents, resources, and attitudes needed for creating moments and spaces for language learning that may, at times, collide with wider beliefs and policies that privilege some languages over others. The third part of the volume is devoted to conceptual contributions that take up theoretical issues related to epistemological and conceptual challenges for language acquisition planning. These contributions reflect on the full spectrum of social and cognitive factors that intersect with the planning of language teaching and learning including ethnic and racial power relations, historically situated political systems, language ideologies, community language socialization, relationships among stakeholders in communities and schools, interpersonal interaction, and intrapersonal development. In all, the volume demonstrates the multifaceted and socially situated nature of language acquisition planning. The Routledge Handbook of Arabic Linguistics Routledge The Routledge Handbook of Arabic Linguistics introduces readers to the major facets of research on Arabic and of the linguistic situation in the Arabic-speaking world. The edited collection includes chapters from prominent experts on various fields of Arabic linguistics. The contributors provide overviews of the state of the art in their field and specifically focus on ideas and issues. Not simply an overview of the field, this handbook explores subjects in great depth and from multiple perspectives. In addition to the traditional areas of Arabic linguistics, the handbook covers computational approaches to Arabic, Arabic in the diaspora, neurolinguistic approaches to Arabic, and Arabic as a global language. The Routledge Handbook of Arabic Linguistics is a much-needed resource for researchers on Arabic and comparative linguistics, syntax, morphology, computational linguistics, psycholinguistics, sociolinguistics, and applied linguistics, and also for undergraduate and graduate students studying Arabic or linguistics. At the Crossroads: Challenges of Foreign Language Learning Springer This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners. Focusing on the cognitive, affective and socio-cultural perspectives, the papers included provide important insights into the individual's experiences in second language acquisition. This work also addresses social interactions and cultural background, shedding new light on their role in the context in L2 learning processes. It is a valuable resource for anyone interested in understanding the challenges of foreign-language (FL) learning and teaching. Language Policy, Ideology and Educational Practices in a Globalised World Selected papers from the PLIDAM 2014 Conference on "Policy and ideology in language teaching and learning: actors and discourses" Archives contemporaines
basis of this collection of selected doubly-blind peer-reviewed articles, which have been put together following the 2014 PLIDAM conference on “Policies and Ideologies in Language Teaching: Actors and discourses”. The chapters collected in this volume revolve around the topic of globalization, which we understand to be a blend of ideas covered by at least four meanings: (1) internationalization, in reference to the growing interdependence and transactions between countries; (2) liberalization, which has to do with the forming of an ‘open’ and ‘borderless’ world economy; (3) universalization of certain phenomena around the world; and (4) westernization, with an emphasis on the influence of Western values (gender equality, freedom of speech and other ideas inspired by the West) over the rest of the world. The four broad themes that the chapters are organised into are (I) Policies in Language Teaching and Learning; (II) Language Policy, Ideology and Minority Languages; (III) Language Teaching and Learning across Cultures; (IV) Language Teaching and Learning with Technology. Contributing to the knowledge, discussion and debate about the impact that globalization has had on languages, policies and education in a wide variety of contexts, we hope that this book will be useful and informative to language researchers, policy makers and anyone with an interest in the intersecting field between languages, policies and education. Survival and Development of Language Communities Prospects and Challenges Multilingual Matters Too small to be big, but also too big to be really small, medium-sized language communities (MSLCs) face their own challenges in a rapidly globalising world where multilingualism and mobility seem to be eroding the old securities that the monolingual nation states provided. The questions to be answered are numerous: What are the main areas in which the position of these languages is actually threatened? How do these societies manage their diversity (both old and new)? Has state machinery really become as irrelevant in terms of language policy as their portrayals often suggest? This book explores the responses to these and other challenges by seven relatively successful MSLCs, so that their lessons can be applied more generally to other languages striving for long term survival.