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Nancy H. Hornberger is professor of education and director of educational linguistics at the University of Pennsylvania, USA. Last three-time Fulbright Senior Specialist, to Paraguay, New Zealand, and South Africa respectively, Hornberger teaches, lectures and advises on multilingualism and education worldwide and has written or edited over two dozen books, including most recently *Can schools save native languages? Politics and practice on four continents* (Palgrave Macmillan 2008), and the ten-volume *Encyclopedia of Language and Education* (Springer 2008). Sandra McKay is professor emeritus of English at San Francisco State University. Her books include *Teaching English as an international language: Rethinking Goals and Approaches* (2002, OUP) and *Sociolinguistics and Language Teaching* (edited by Nancy Hornberger, 1996, CUP). Her newest book is *International English in its Sociolinguistic Context: Towards a Socially Sensitive Pedagogy* (with Wendy Bokhorst-Heng, 2008, Frances Taylor). She has received Fulbright Grants, academic specialists awards and worked extensively in international teacher training in Asia, Africa, South America and Europe. Sociolinguistics and Language Teaching This text provides an introduction to the field of sociolinguistics for other and foreign language teachers. Chapters cover the basic areas of sociolinguistics, including regional and social variations in dialects, languages and genders, World English, and intercultural communication. Each chapter has been specially written for this collection by an individual who has done extensive research on the subject being explored. This is the first introductory text that explicitly addresses the pedagogical implications of current theory and research in sociolinguistics. The book will also be of interest to all teachers with students from linguistically different backgrounds. '... as companion volumes in the Cambridge Applied Linguistics series, it is readable without over-simplifying detailed arguments...' One of the aspects I particularly like in this book are the frequent and explicit references to students and their teachers in specific situations. This ensures the availability of information to both the academic and the classroom teacher, for whom much of the information will be of great benefit. VATME Newsletter No. 71, 1997 Usage data cannot currently be displayed. Hornberger Nancy H.: Nancy H. Hornberger is professor of education and chair of educational linguistics at the University of Pennsylvania, USA. She is a three-time recipient of the Fulbright Senior Specialist Award, which has taken her to Paraguay, New Zealand and South Africa respectively, and she teaches, lectures and advises on multilingualism and education worldwide. Her research include pedagogical linguistics and sociolinguistics, educational ethnography and anthropology, bilingualism and bilingualism, multilingualism and language education policy, Domestic education and language revitalisation. She has written or edited over two dozen books, including *Sociolinguistics and Language Education* (Multilingual Matters, 2010). McKay Sandra Lee: Sandra McKay is professor emeritus of English at San Francisco State University. Her books include *Teaching English as an international language: Rethinking Goals and Approaches* (2002, OUP) and *Sociolinguistics and Language Teaching* (edited by Nancy Hornberger, 1996, CUP). Her newest book is *International English in its Sociolinguistic Context: Towards a Socially Sensitive Pedagogy* (with Wendy Bokhorst-Heng, 2008, Frances Taylor). She has received Fulbright Grants, academic specialists awards and worked extensively in international teacher training in Asia, Africa, South America and Europe. Nancy H. 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She has received Fulbright Grants, academic specialists awards and worked extensively in international teacher training in Asia, Africa, South America and Europe. Start your review of *Sociolinguistics and Language Teaching* This book makes me want myself away... This book, aimed at experienced and beginner language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the further development of the field and its relevance to language education around the world. Topics covered are nationalism and popular culture, style and identity, Creole languages, critical language awareness, gender and ethnicity, multimodal literacy, classroom discourse and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in any context of perspective highlights the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open spaces for awareness and acceptance of - and access to - the widest possible communicative repertoire for students. The very size and richness of this volume makes it ideal for several shorter self-designed explorations. So every reader can get in through the chapter of greatest interest at the moment (for me the first time it was language policy and planning in the language and society section). Then follow

your own links to Language and Ideology, Variety, Literacy, Identity and Interaction. It belongs in all our personal libraries. Courtney B. Cazden, Harvard Graduate School of Education, USA To those of us who came of age with McKay and Hornberger's Sociolinguistics and Language Teaching (1995), this recently edited volume is a gift – a gift that allows us to share our fascination with the social, cultural, and political aspects of language teaching with our teachers, while updating our own knowledge of sociolinguistics. Yasuko Kanno, CITE, Temple University, USA Sociolinguistics and language education gather the most authoritative voices in the field to explore the intersections of language and education in contexts around the world. At a time of unprecedented population mobility and cross-cultural contact, policymakers and teachers are looking for ways to adapt 20th-century assumptions about the static nature of structures such as language, culture, power, identity and communication to the dynamic and diverse realities of 21st century schools and societies. The editors have done an excellent job of creating a resource that is comprehensive in its articulation of the complexity of social interactions in a globalized world but at the same time accessible, lucid, engaging and thought-provoking. Jim Cummins, OISE, University of Toronto, Canada. What makes this book stand out is that it elobly combines sociolinguistics with language training in the same volume... It is undoubtedly that each chapter has been written by some of the most influential people in the field from around the world, who have done extensive research on the subject explored... This volume makes a major contribution to our understanding of the view of language education in relation to the complex and diverse social and linguistic contexts today... This book is rich in materials, has useful bibliographies, and is both interesting and thought-provoking. It is readable without over-simplifying detailed arguments. One of the strengths of this book is the frequent and explicit reference to students and their teachers in specific situations... The editors have done an excellent job of creating a resource that is comprehensive in its articulation of the complexity of social interactions in a globalized yet simultaneously accessible, lucid, and engaging. All in all, the book should find its place in third-cycle courses in applied linguistics, sociolinguistics, language and education, language and diversity, and bilingual education. It is also an appropriate introduction to research for both teacher and novice researchers. Alexandre Dufaur, Department of Linguistics, Florida Atlantic University LINGUIST List 22.46 Nancy H. Hornberger is professor of education and director of educational linguistics at the University of Pennsylvania, USA. Last three-time Fulbright Senior Specialist, to Paraguay, New Zealand, and South Africa respectively, Hornberger teaches, lectures and advises on multilingualism and education worldwide and has written or edited over two dozen books, including most recently Can schools save native languages? Politics and practice on four continents (Palgrave Macmillan 2008), and the ten-volume Encyclopedia of Language and Education (Springer 2008). Sandra McKay is professor emeritus of English at San Francisco State University. Her books include Teaching English as an international language: Rethinking Goals and Approaches (2002, OUP) and Sociolinguistics and Language Teaching (edited by Nancy Hornberger, 1996, CUP). 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Samy Alim Pidgins and Creoles - Jeff Siegel Language LANGUAGE AND LITERACY Cross-Cultural Perspectives on Writing: Contrastive Rhetoric - Ryuko Kubota Sociolinguistics, Language teaching and new literacy studies - Brian Street and Constant Leung Multimodal Literacy in Language Classrooms - Viniti Vaish and Phillip A. Towndrow Language and Identity Language and Identity - Bonny Norton Gender Identities in Language Education - Christina Higgins Language and Ethnicity - Angela Reyes Language Socialization - Patricia A. Duff LANGUAGE AND INTERACTION Language and Culture - Gabriele Kasper and Makoto Omori Conversation Analysis - Jack Sidnell Classroom Discourse Analysis : A focus on communicative repertoires - Betsy Rymes LANGUAGE AND EDUCATION and Education: A Limpopo Lens - Nancy H. Hornberger Postgraduate, Research/Professional, Undergraduate, Text « Back

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