Book Review – Educational Linguistics in Practice: Applying the Local Globally and the Global Locally

Revisão Literária – Linguística Educacional na Prática: Aplicação de uma Globalização Local e a Localização Global

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Resumo

Educational Linguistics in Practice: Applying the Local Globally and the Global Locally é um livro dedicado ao saber e ao conhecimento da professora Nancy Hornberger em homenagem ao seu 60 aniversário. O livro está dividido em três partes subdivididos em nove capítulos, bem como uma pequena nota geral do tema a ser tratado que introduz cada seção antes dos capítulos. Há um prefácio, uma introdução e, em seguida, um posfácio incluído no presente livro. A conexão intelectual dos autores com a homenageada é de se destacar e fica clara a familiaridade com a qual eles tratam cada temática individualmente.

Palavras-chave: Educação Bilíngue; Bilinguísmo; Linguística; Sociolinguística.

Abstract

Educational Linguistics in Practice: Applying the Local Globally and the Global Locally is an edited volume dedicated to Nancy Hornberger and her scholarship in honor of her 60th birthday. The book consists of three sections and nine chapters, and a thematic overview is also provided in each section right before the chapters. There is a foreword, an introduction, and then an afterword included in the volume. The author information page right after the contents and the foreword by Mike Grover and Colin Baker clearly show the volume authors’ familiarity with Nancy Hornberger’s scholarship. This connection is more evident as we closely read each individual chapter.

Keywords: Bilingual Education, Bilingualism, Educational Linguistics, and Socio Linguistic.
1 Introduction

Educational Linguistics in Practice: Applying the Local Globally and the Global Locally is an edited volume dedicated to Nancy Hornberger and her scholarship in honor of her 60th birthday. The book consists of three sections and nine chapters, and a thematic overview is also provided in each section right before the chapters. There are a foreword, an introduction, and then an afterword included in the volume. The author information page right after the contents, and the foreword by Mike Grover and Colin Baker clearly show the volume authors’ familiarity with Nancy Hornberger’s scholarship. This connection is more evident as we closely read each individual chapter.

There are three central themes deriving from the work of Nancy Hornberger which constitute the three main sections of the book: 1) bilingual education and bilingualism, 2) the continua of biliteracy, 3) policy and planning for linguistic diversity in education. In each section, first the theme is overviewed by a senior scholar and then the original papers on the theme follow.

Section I, Bilingual Education and Bilingualism, overviewed by Marilyn Martin-Jones, summarizes Hornberger’s work on educational linguistics and additive bilingualism in the classroom and beyond. She starts with the memories of reading Hornberger’s work initially, and continues with a close description of her seminal research in Peru in Quechua and Spanish-speaking communities. Here, we are provided with various theoretical and methodological perspectives that Hornberger incorporated in her work, called sociolinguistically-informed approaches. We are also introduced to Hornberger’s contributions to the field, such as the ‘onion metaphor,’ exploration of ‘biliteracy,’ and ‘the Continua model.’ We will see that the authors of the following sections and chapters frequently refer to these concepts as well. This overview connects Hornberger’s work to the research across the world, and shows how local research has had a global impact in the fields of bilingual education and language policy.

Chapter 1 by Varghese investigates the tensions within the field of language teacher education. Here the author first provides a background review of the Language Teacher Education (LTE) and Language Teacher Identity (LTI) studies, and then introduces four aspects of Hornberger’s continua of literacy model: the media, contexts, development, and content of biliteracy. Varghese then discusses three dilemmas of bilingual educators explored by these four aspects. The chapter illustrates the critical points of Hornberger’s work through this discussion of the global/local, language/content, and language/culture/identity dilemmas.

In Chapter 2, Varsh analyzes language use in Indian films and code switching among Hindi, Urdu, and English to explain display of identity through language. In doing so, the author expands Hornberger’s definition of biliteracy and uses the markedness model as methodology. These theoretical and methodological approaches render it possible for the author to pinpoint important themes of terrorism, nationalism, and Westernization in this chapter. One of the interesting conclusions is that English appears as a part of the identity of upper-class Indians rather than as a colonial imposition.

Creese starts Chapter 3 by providing an introductory background to Hornberger’s work, emphasizing her expertise in ethnography and her ecological perspective. One of the important points the chapter makes is laying a clear difference between data versus data source in ethnography. Creese’s chapter highlights Hornberger’s use of anthropological vignettes and considers her use of field notes an analytical process for investigating multilingual education.
The overview for Section II, Continua of Biliteracy, is provided by Briant Street. Here, Street traces major developments in the study of literacy and theoretical and methodological approaches in New Literacy Studies (NLS) for a combination of literacy with social justice. The overview introduces and offers a distinction between few concepts such as an autonomous model versus an ideological model of literacy, literacy event versus literacy practices, dominant literacies versus non-dominant literacies. Street concludes drawing parallels between Hornberger’s work (especially the Continua model) and NLS, and suggests future development of these approaches.

In this section, Chapter 4 by Skilton-Sylvester revisits the continua of biliteracy (mainly continua of biliterate content) to analyze language policies in Arizona that push an ignorance of the value of biliterate content in educational contexts. For instance, this chapter strikingly shows that the ban in ethnic studies in Arizona not only influences the students’ success in school but also limits their vision of themselves as active future citizens. The chapter illustrates how “this model envisions forms of citizenship and participation—what Hornberger calls voice and agency” (p. 77).

In Chapter 5, Gordon investigates Laotian refugee women’s literacy practices by using continua of context and content, through the case of Ouma, a principal participant in Gordon’s research. Pointing to the present era of high-stakes testing, Gordon invites researchers “to investigate the ways in which standardized testing and workplace expectations shift educational practices toward more decontextualized, macro and monolingual ends of the continuum” (p. 93).

In Chapter 6, the last chapter of Section II in the book, Cahnmann-Taylor focuses on empiricism of biliteracy and suggests adding it to the continua as its fifth dimension. The author offers an aesthetic interpretation of biliteracy education in the Southeast and the US at large by sharing poetic renderings of biliteracy research.

Section III starts with an overview of the language policy and planning (LPP) by McCarty who focuses on Ricento and Hornberger’s ‘onion metaphor.’ While presenting the past, present and future of this metaphor, McCarty discusses important concepts like the ecological models of LPP, overt and covert language policies, and the ethnography of language policy. She also presents eight certainties of Hornberger’s work, and concludes the overview by imagining multilingual schools as the utmost certainty just like Hornberger has also imagined in a discussion in García et. al.’s (2006) Imagining Multilingual Schools.

Chapter 7 by Johnson is on Hornberger’s concept of ‘implementational and ideological space’ in bilingual educational policy. Johnson reveals that education professionals can creatively foster multilingualism even in restrictive policy situations as observed in the School District of Philadelphia.

Coronel-Molina in Chapter 8 introduces a historical overview of language policy and planning in Peru, with an emphasis on the gaps between top-down and bottom-up perspectives.

The author clearly shows that, in order to face the challenges of 21st century, indigenous people should learn Spanish and another language without leaving their native languages (i.e. Quechua). The last chapter by Wang takes an ecological LPP perspective and provides an overview of teaching Chinese in the US both as a heritage and a foreign language. The author employs the Ecological Language Education Matrix for Planning, Policy and Practice, and suggests that the matrix would also help other less commonly taught languages to examine their own ecological systems.
The afterword by Ruiz concludes the book by reflecting on the chapters included. The cookbook metaphor is used as an allusion to “the onion metaphor” and to describe the accumulation of Hornberger’ work by her students and colleagues. Ruiz also mentions Hornberger’s influence on his own LPP orientation models of ‘language-as-problem,’ ‘language-as-resource,’ and ‘language-as-right.’

All in all, Educational Linguistics in Practice: Applying the Local Globally and the Global Locally is an interesting, informative, and reader-friendly volume. It provides important insights in the field by delving into the details of global and local cases in each of the three sections. Throughout the book, we constantly reflect on present issues as we are faced with fundamental questions such as “Can schools be agents for language and cultural maintenance and revitalization?” (xxiv), “What are the best educational approaches for children from linguistic minorities (Indigenous and immigrant)?” (p. 59), “How are relationships among different languages reflected in policy documents?” (p. 168).

The book has a well-organized and unified structure, and the chapters are presented coherently. The fact that the book shows the effects of Nancy Hornberger’s work in the field of educational linguistics draws attention immediately and informs the reader well about this significant scholar. This is a volume well worth the effort of “cooking” on the part of the editing team, and of “enjoying” on the part of the audience. I highly recommend this volume to students, professors and researchers within institutes of higher education not only in applied or educational linguistics departments but also in other sociologically and anthropologically-oriented ones. The book is also a timely resource for language professionals since it provides a large array of perspectives and frameworks for bilingual education and research.

References


Informações dos autores