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**Global Englishes and Language Difference
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This annotated bibliography is intended to provide WPAs with an overview of scholarship and debate on two related issues: 1) the global spread and, consequently, differentiation of English into world Englishes; and 2) more general perspectives on language difference. Insofar as there is growing linguistic heterogeneity both among the population of students enrolling in composition curricula and among the readers, including faculty, for whom these students write, it's imperative that composition curricula and composition teaching and courses be designed to acknowledge and make productive use of this changed linguistic landscape.

This is not to obscure the diversity of Englishes spoken and written within those regions Braj Kachru has dubbed the "Inner Circle" of World Englishes (U.S., Canada, the United Kingdom, Australia, New Zealand) nor of the diversity of other languages spoken and written within that realm. Difference (variation) and change have always been the paradoxical constant of languages. But recent shifts in geopolitical relations have made the diversity, competition, and interpenetration among languages and language varieties more undeniable and produced a broad range of scholarship that, while intersecting with scholarship on the diversity of Englishes within the "Inner Circle," also provides different contexts for considering variation and changes to Englishes, the politics of language, and pedagogical responses to language difference.

This bibliography is thus intended to complement bibliographies on diversity in English language practices within the Anglo-American sphere and bibliographies on second-language writing (see Saenkum and Matsuda's *Second Language Writing and Writing Program Administration: WPA-CompPile Research Bibliography, No. 4*). Insofar as this bibliography addresses recent developments in language practices and politics, it draws especially on work in applied linguistics. Much of this scholarship focuses on spoken language, though writing also comes under consideration. It is nonetheless germane to WPA's concerns insofar as writing mediates spoken language.

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We have divided our bibliography into four sections.

[Section 1](#): English and Englishes, presents works describing the global spread and differentiation of English(es) and debate on these.

[Section 2](#): Models of Language Relations and Differences, includes scholarship on ways of conceiving the relations between languages and their defining boundaries.

[Section 3](#): Writing Program Engagements, includes works addressing past and current efforts to respond to language differences in the design of writing programs and curricula.

[Section 4](#): Pedagogies of Language Difference, includes works exploring specific pedagogical strategies for addressing language difference.

It is our hope that, together, the works included in these four sections will provide WPAs with a useful guide to the language environment locally and globally and arguments for intervening appropriately in their work as program directors and curriculum designers. WPAs increasingly confront the reality—in the writing of students, faculty, and the larger public realm—of a variety of Englishes, the fluctuating character of these, their interpenetration with other languages, and radical challenges to tenets of monolingualist ideological beliefs in the stability, internal uniformity, and discrete character of languages. In confronting this reality, WPAs can explore the potential these challenges offer to enliven and enrich the work their programs accomplish by drawing on the diversity of Englishes and other languages that students bring, and that writing programs can help to develop.

Section 1: English and Englishes

Bamgbose, Ayo

Torn between the norms: Innovations in world Englishes

World Englishes 17.1 (1998), 1- 14

In response to the Quirk-Kachru debate, Bamgbose analyzes the “continued use of native norms as a point of reference” (1) in understanding innovations in world Englishes. He discusses factors often used to “measure” innovation (including dispersal and number of speakers using the innovation). The native standard continues to be the target model for ESL and EFL teaching because in English language research, non-native accents are described in reference to native norms and never “for what they are” (9). ELT suffers when textbooks do not account for local variation and when teachers are hired based on their status as native speakers rather than on the level of training they have had in teaching ESL or EFL.

KEYWORDS: world-Englishes, norm, innovation, standards, measurement, ESL, EFL, textbook, local, variation

Bamgbose, Ayo

World Englishes and globalization

World Englishes 20.3 (2001), 357-364

Argues that though most people agree that globalization is an irresistible force in many ways, and that with it, English has become the dominant language of world trade, we “need to recognize that English alone is not enough in the global setting” (359). Argues that there is an exploitation of “the concept of globalization” (360) by English Language Teaching (ELT), in which native English speakers attempt to create jobs for themselves by reviving ideas of “linguistic imperialism” (360). He makes suggestions as to how the International Association of World Englishes (IAWE) could better meet the challenges of globalization. These suggestions include using World Englishes to promote local concerns, expanding IAWE’s activities to include a wider range of English using regions, and instituting fellowships for outstanding world English scholars.

KEYWORDS: world-Englishes, globalization, language dominance, ESL, linguistic imperialism, International Association of World Englishes, local, scholarship, fellowship

Bex, Tony; Richard J. Watts

Standard English: The widening debate

London: Routledge (1999)

Presents various issues of language standardization and language ideologies of relevance to language laborers outside Britain and to all educators interested in complex questions of language. Contributors to this volume investigate historical constructions of the Standard English debate, describe its persistence to contemporary times, and even resist dominant notions of correctness. Stretching this debate’s dimensions beyond the UK, the authors present differences in conceptions of Standard English and perspectives towards its function and the prestige it carries in various international contexts.

KEYWORDS: language standardization, ideology, SWE, international, world-Englishes

Bruthiaux, Paul

Squaring the circles: Issues in modeling English worldwide

International Journal of Applied Linguistics 13.2 (2003), 159-178

Problematizes Kachru’s concentric-circle model of world Englishes. Drawing from sociolinguistics, Bruthiaux argues that we need to move away from a “nation-based model which draws on specific historical events” (161) because this model ignores “variation within locales (160). A new model is needed—one that avoids “labeling

varieties of English on the basis of largely non-linguistic factors” in favor of “coherent communities of speakers” (174).

KEYWORDS: world-Englishes, Kachru, circles, sociolinguistics, national, historical, local, community

Brutt-Griffler, Janet

World English: A study of its development

Clevedon, England: Multilingual Matters (2002)

Providing sociolinguistic and historical perspectives on the spread of the English language, Brutt-Griffler emphasizes the agentive roles of speech communities rather than ideology or imperialism in the processes of language spread and language change. In opposition to discourses of linguistic imperialism and anti-colonialism struggle, she attributes the accelerating emergence and proliferation of World Englishes to the agency and activism of non-native English speaking communities. As a result of her investigation of the agency of these speech communities previously viewed as “passive recipients of language policy” (x), argues that “World English is not simply through speakers of other languages but by them” (ix; original emphasis).

KEYWORDS: world-Englishes, globalization, history, agentive, speech community, ideology, imperialism, non-native, agency

Crystal, David

English as a global language

Cambridge, England: Cambridge University Press (2003)

Through an exploration of the historical spread, current status, and potential of English, Crystal provides a detailed account of the rise of English as a global language of communication. Also describes author’s projection of the future of the English language as a global accessible language on the Internet, in diplomacy and international communications, etc.

KEYWORDS: global, world-Englishes, history, future, internet, diplomacy, international communication

Gupta, Anthea Fraser

Realism and imagination in the teaching of English

World Englishes 20.3 (2001), 365-381

Discusses the sliding of terminology in discussions of world Englishes and sets out a definition of standard English (“loose consensus of good practice” (367)). Argues that “too often real data from Singapore, or India, or Nigeria, etc... is compared to a theoretical ideal of Standard British or American English” (369 original emphasis?), using multiple examples from newspapers to demonstrate this point. Further argues that while Kachru’s two inner circles have a “realist” view of English, the outer-circle countries have not yet accepted a “polycentric” model.

KEYWORDS: world-Englishes, SWE, circles, Kachru, polycentric, model, realism, imagination

Higgins, Christine

‘Ownership’ of English in the outer circle: An alternative to the NS/NNS dichotomy

TESOL Quarterly 37.4 (2003), 615-644

Investigates how the degree of ownership of English, defined in terms of either legitimacy or indigenization, among outer-circle speakers compares to that of native English speakers. Presents a comparative analysis of the situated linguistic identities of speakers of outer-circle varieties of English to those of inner-circle speakers that examines three conversational aspects: receptor, interpreter, and judge footing. The results of this study of language users’ and learners’ orientations towards English norms indicated within-group differences but similarities across inner and outer circle group in degree of ownership. As a result of similarities in the indicators of authority over English displayed among members of both groups, Higgins questions existing divisions between inner and outer circles.

KEYWORDS: native-nonnative, dichotomy, ownership, ESL, Kachru, circles, ownership, world-Englishes, legitimacy, identity, footing, norm, ownership, indigenization

Kachru, Braj B.

Liberation linguistics and the Quirk concern

English Today 25.7 (1991), 3-13

Responding to Randolph Quirk’s two articles, Kachru argues that the ideological underpinning of Quirk’s position is “deficit linguistics” (4). He makes point-by-point arguments against Quirk’s assertions: the idea that teachers be in constant touch with the native language is not practicable; institutionalization of a language is not a conscious process but one that takes place over time; ESL and EFL are distinct pedagogical enterprises. Kachru outlines linguistic, sociolinguistic, and educational realities of multilingual societies that Quirk fails to consider because he perceives the topic from a monolingual perspective.

KEYWORDS: ideology, institutionalization, multilingual, monolingual, Randolph Quirk, ESL, EFL, multilingual, social

Kachru, Braj B.

The alchemy of English: The spread, functions and models of non-native Englishes

Urbana, IL: University of Illinois Press (1990)

Language, power, linguistic and cultural adaptation Concerned with English in non-native contexts during the post-colonial period, this book examines the sociolinguistic consequences of the rapid spread of English as the language of power, authority, and elitism. In light of the accelerating change in the sociolinguistic context of English, it explores the linguistic and cultural adaptation of English, especially in the non-Western world, in order to maintain its international power in educational, professional, legal, and administrative systems.

KEYWORDS: ESL, world-Englishes, international, intercultural, institute, language, power, authority, cultural, adaptation

Kachru, Braj B.

The other tongue: English across cultures

Urbana, IL: University of Illinois Press (1992). Second edition.

Provides a deeper understanding of the “forms and functions” of English within varying sociolinguistic and cross-cultural contexts (6). In light of the vast spread of English and its adoption across cultural and linguistic boundaries, explores a variety of meaningful questions pertaining to the linguistic and contextual parameters shaping English and other tongues across cultures, thereby addressing many of the vital language concerns of students, teachers and researchers. Among other pursuits, Kachru seeks to answer questions concerning new English-based codes of communication resulting from communicative strategies of code-mixing and code-switching.

KEYWORDS: ESL, international, social, intercultural, world-Englishes, cross-cultural, boundary, code-switching, code-mixing

Kachru, Braj B.

World Englishes

Annual Review of Anthropology 30.1 (2001), 527-550

First exposition of Kachru's theory of the three concentric circles of the English language as it has spread around the world. The inner circle consists of English spoken and written in countries such as England, Ireland, USA, Canada, Australia, New Zealand, and South Africa. This circle provides the norms or standards. The outer circle consists of countries where English is not the mother tongue, but where it serves as an official language within government, the academy, and other institutions--most of India, Francophone Canada, Pakistan, the Philippines, Tanzania, Kenya, and elsewhere. Finally, there is an 'expanding' circle where English is active as a lingua franca for business, science, and academia, including Russia, China, Europe outside the United Kingdom, Indonesia, South America, and so on. Kachru argues that the outer circle is developing its own standards for English use, whereas the expanding circle largely is dependent on the inner circle for its norms.

KEYWORDS: world-Englishes, review-of-research, circles, migration, norm, standardization, change, lingua franca

Nero, Shondel J.

Dialects, Englishes, creoles, and education

Mahwah, NJ: Erlbaum (2006)

Migration, linguistic diversity, teaching In light of the rapid spread and variation of English across the globe, growing waves of human migration both locally and globally, and increased educational access, Nero's book explores the politics, challenges, promises, and strategies of dealing with linguistic diversity when teaching students in the U.S. and other countries with various underprivileged varieties of English.

KEYWORDS: world-Englishes, dialect, creole, pedagogy, curriculum, migration, abroad, diversity

Norton, Bonnie

Language, identity, and the ownership of English

TESOL Quarterly 31.3 (1997), 409-429

Exploring the interrelationship between language learning, classroom teaching, and identity, Norton presents the similarities and differences between the various ways in which scholars working in this area have addressed and framed questions about language and identity in relation to their specific discipline, research traditions and practices, and research project aims. In light of this era of globalization and the rapid expansion of English worldwide, she addresses questions and concerns about the ownership of English in relation to linguistic and socio-cultural history and argues that English belongs to all, not just some, of the people who speak it and use it.

KEYWORDS: identity, pedagogy, ESL, acquisition, review-of-research, research-method, research-agenda, globalization, world-Englishes, social, cultural, ownership

Parakrama, Arjuna

De-hegemonizing language standards: Learning from (post)colonial Englishes about “English”

London: MacMillan (1995)

Through a careful examination of the “discriminatory nature” yet “necessity” of language standards, Parakrama argues for an “active broadening of the standard in a way to include the greatest variety possible,” thereby leading to the expansion of “the ‘acceptable’ bounds of general linguistic tolerance” (xiii). Analyses of written and oral English discourse in the Sri Lankan context in both colonial and present demonstrate ways to strategically and systematically work towards a more inclusive standard. By showing the powerful and creative ways in which Sri Lankans employ so-called “uneducated” and otherwise non-standard uses of English, Parakrama attempts to legitimize these varieties and thus de-hegemonize language standards.

KEYWORDS: world-Englishes, postcolonial, hegemony, Sri Lanka, standardization, discrimination, variety, Sri Lanka, inclusion, tolerance, non-standard, dehegemonization

Pennycook, Alastair

Global English and transcultural flows

London: Routledge (2007)

Chapter 2, "Other Englishes," examines the connections between globalization and English, specifically ways that English can be used outside of “the detrimental effects” it holds for “education systems, other languages and cultures” (18). Suggests a model that reconciles two views of globalization: one emphasizing historical continuity, the other emphasizing a radical break with the past.

KEYWORDS: hip hop, transgressive, performance, performativity, vernacular, authenticity, language fluidity, globalization, historical, continuity, discontinuity

Pennycook, Alastair

The cultural politics of English as an international language

London: Longman (1994)

Argues that discussions of “intelligibility, standards or varieties” have tended to “become the only issues of debate and have thus obscured other questions” (11). Further, the “dominant discourse on EIL...considers this spread [of English] to be generally natural,

neutral and beneficial” (35). Instead, Pennycook asks us to consider the “worldliness of English,” which refers to “the material existence of English in the world” (36) and its position “as constitutive of worldly affairs” (36). Gives particular attention to the effect of these beliefs on English Language Teaching.

KEYWORDS: ESL, international, cultural, political, world-Englishes, standardization

Quirk, Randolph

Language varieties and standard language

English Today 21 (1990), 3-11

Discusses a report by the Dept. of Education and Science in London, exploring its application outside of Great Britain. Taking issue with the confusion of types of linguistic variety (lumping “legal English” and “South Asian English,” for instance), Quirk offers a taxonomy that divides varieties of English first based on whether they are use- or user-related. Quirk argues that teachers have moved too far from the idea of a Standard English in favor of recognizing students’ home languages and suggests this tendency is even more problematic when students’ home language is not a variety of English. He concludes by exploring the implications of the abandonment of SE in ESL teaching.

KEYWORDS: language variety, taxonomy, SWE, ESL, pedagogy, mother-tongue

Rubdy, Rani; Mario Saraceni

English in the world: Global rules, global roles

London: Continuum (2006)

The authors in this collection present a multiplicity of theoretical perspectives on the rules and roles of English as a global language to examine various facets of the timely debate on norms and the choice of a suitable model for the teaching of English: Standard English; World Englishes; and EIL/ELF, including possible pedagogical implications and solutions.

KEYWORDS: world-Englishes, global, model, pedagogy, SWE

Seidlhofer, Barbara

Habeas corpus and divide et impera: ‘Global English’ and applied linguistics

In Miller, Kristyan Spelman; Paul Thompson (Eds.), *Unity and diversity in language use*;
London: Continuum (2002), 198-217

Argues for a new view on Global English based on the author's positioning as a European non-native speaker of English. Kachru's circle model has an inherent flaw in that the Inner and Outer circles are imagined (as their names suggest) as fixed, while the Expanding circle is fluid. Suggests that little work is being done in the field that is both strongly grounded in theory and empirical research and argues for study the common features of ELF through a computerized databank. Briefly discusses the pedagogical implications of her theories throughout, though not explicitly the implications for writing instruction.

KEYWORDS: global, world-Englishes, circles, Kachru, fluidity, research-agenda, databank, applied linguistics, lingua franca

Swales, John. M.

English as Tyrannosaurus Rex

World Englishes 16.3 (1997), 373–382

The increasing domination of English as the world's leading medium of international professional communication has begun to impact English for Academic Purposes programs. Specifically, questions arise as to whether English is impinging on the territory of registers of academic language other than English. Reviews several of the resulting ideological challenges to EAP. Although not all of these challenges are accepted as well-founded, the paper argues that resistance to the “triumphalism” of English is also a responsibility of EAP teachers (376). This resistance can be encouraged by further research into the academic registers of languages other than English, by support for local-language scholarly publications, and by using the current controversies as consciousness-raising exercises in EAP classes for international graduate students.

KEYWORDS: world-Englishes, colonialization, power, international, communication, EAP, register, ideology, teacher-resistance, local, mother-tongue, scholarly-publishing, metaconsciousnes

Timmis, Ivor

Native-speaker norms and international English: A classroom view

ELT Journal 56.2 (2002), 240-249

Reports on a survey of 600 students and teachers of English on the issue of conforming to native-speaker norms. Findings suggest that there are key differences in the ways that students and teachers view this issue. For instance, teachers have a tendency to view “‘accented intelligibility’ as the most desirable outcome” (243) vs. a near-native conformity. While both teachers and students show a preference for native-speaker norms in terms of grammar, a number of students could not identify non-formal spoken English grammar and expressed a preference not to learn this type of grammar. Teachers, on the

other hand, indicated that informal spoken grammar should be taught. Suggests that “teachers are moving away from native-speaker norms faster than students are” (248).

KEYWORDS: classroom, teacher-opinion, student-opinion, data, native-nonnative, norm, standardization, survey, intelligibility, grammar, register

Widdowson, Henry G.

The ownership of English

TESOL Quarterly 28.2 (1994), 377-389

Explores the questions “What is standard English?” and “Who are the custodians of standard English?” Widdowson’s central argument is that if English is to be an international language, “it must be diverse” because [standard English] is only international to the extent that it is not their [native speakers’] language” (385). In instruction that emphasizes “authenticity,” native-speaker teachers are privileged; if instead the emphasis is on “contexts of learning, and consider[ing] how the language is to be specially designed to engage the student’s reality” (387), nonnative-speaker teachers have an advantage.

KEYWORDS: ESL, ownership, intellectual property, plagiarism, SWE, international, world-Englishes, mother-tongue, authenticity, pedagogy, native-nonnative

Section 2: Models of Language Relations and Differences

Alptekin, Cem

Towards intercultural communicative competence

ELT Journal 56.1 (2002), 57-64

Argues that “communicative competence, with its standardized native speaker norms, is as utopian as the notion of the idealized native speaker-listener” (59) and “fails to reflect the lingua franca status of English” (60). As a result, the concept of communicative competence “circumscribes learner and teacher autonomy” (61) by emphasizing the notion of authenticity. A new model of communicative competence is needed to account “for learning and using an international language in cross-cultural settings” (63). Alptekin suggests such a model, emphasizing the importance of incorporating local language and culture into pedagogy. This model is one of “global appropriacy and local appropriation”, utilizing “materials and activities [which] involve local and international contexts” of communication in English to equip EIL learners with not only the ability to communicate, but also “with an awareness of difference, and with strategies for coping with difference” (63).

KEYWORDS: communicative competence, standardization, norm, idealization, lingua franca, local, model, global, appropriate, international, difference, pedagogy

Bernabé, Jean; Patrick Chamoiseau; Raphaël Confiant

Éloge de la créolité

Paris: Gallimard (1989)

Based on a critical analysis centered around issues of identity, language, and policymaking, authors promote the notion of “creoleness” which encompasses intercultural relations and hybridization and applies to various regions worldwide. In response to perceived shortcomings of the négritude movement, the authors embrace créolité or creoleness as an “annihilation of fake universality, of monolingualism” and in place of diversité [diversity], diversalité, a neologism that grasps the linguistic and cultural heterogeneity of a hybridized world, and more specifically the French Caribbean region from which the authors hail.

KEYWORDS: creoleness, creolity, creolite, hybridization, monolingualism, diversity, diversality, creole, Caribbean, language policy

Bhatt, Rakesh M.

In other words: Language, mixing, identity representations, and Third Space

Journal of Socio-linguistics 12.2 (2008), 177-200

Argues that “The use of Hindi in Indian English newspapers creates a discursive space...where two systems of identity representation converge and are co-modified” (178) in relation to “global-local tensions” and “dialogically constituted identities” (178). A survey of English language newspapers and their use of Hindi is presented to support the argument that code-switching “presents a new socio-ideological consciousness,” “reflects a new way to negotiate” global and local, and “offers a new linguistic diacritic for class-based expressions of cultural identity” (196).

KEYWORDS: Hindi-English, code-mixing, third space, global-local, identity, code-switching, text-analysis

Bruch, Patrick; Richard Marback

The hope and the legacy: The past, present, and future of “Students' Right to Their Own Language”

Cresskill, NJ: Hampton Press (2005)

Historicizes and theorizes central disciplinary debates over various issues of racial identity, social justice, language rights, and language education underlying the 1974 landmark “Students’ Right to Their Own Language” resolution. Traces major past and future developments in composition theory and research that have directly emerged in response to the resolution and the various concerns it has raised.

KEYWORDS: ‘Students’ Right to Their Own Language’, student-rights, language policy, history, language-rights, SWE, dialect, nonstandard, AAVE, bidialectal, pedagogy

Candelier, Michel; Gina Ioannitou; Danielle Omer; Marie-Thérèse Vasseur

Conscience du plurilinguisme: Pratiques, représentations et interventions

Rennes, France: Presses Universitaires de Rennes (2008)

The combination of forces of globalization and accelerated cross-linguistic and cross-cultural contact as a result of growing human migration have transformed language practices worldwide. The language of the academy no longer matches the languages of the public sphere, thereby further complicating various pedagogical decisions in educational settings and spheres of hegemonic monolingualism. This book captures the linguistic realities and needs of the modern world through analyzing how individual language users develop their linguistic awareness based on their own language practices and representations of languages. Moving from research to intervention, Candelier et al. also propose new pedagogical approaches to educators and teacher trainers that take into account exploding linguistic and cultural diversity.

KEYWORDS: globalization, cross-cultural, multilingualism, migration, praxis, monolingualism, hegemony, academy, case-study, language-awareness, pedagogy, change

Council of Europe/Conseil de l’Europe

Common European framework of reference for languages: Learning, teaching, assessment

Cambridge: Cambridge University Press (2001)

Issued in thirty-five different languages, the CEFR “provides a common basis for the elaboration of language syllabi, curriculum guidelines, examinations, textbooks, etc., across Europe” (1). It is based on a “plurilingual” approach to language learning, which holds that languages are not discrete, idealized entities and that language users negotiate meaning using diverse linguistic repertoires.

KEYWORDS: Common European Framework of References, CEFR, pedagogy, syllabus, curriculum, guidelines, testing, multilingualism, diversity, linguistic repertoire, L2, acquisition, negotiation

Gal, Susan; Judith T. Irvine

The boundaries of languages and disciplines: How ideologies construct difference

Social Research 62.4 (1995), 967-1001

Criticizing the dominant “one culture, one language” presupposition underlying the work of many linguists, Gal and Irvine argue that language boundaries are not natural or neatly marked phenomena but result from social perceptions, representations, and rationalizations. In order to contribute to our understanding of the inextricable ties among the social, anthropological, and linguistic, language ideology does not only affect scholarship on language, but plays a part in the demarcations between disciplines.

KEYWORDS: monolingualism, language boundary, representation, social, rationalization, disciplinary boundary, ideology

Heller, Monica; Marilyn Martin-Jones (Eds.)

Voices of authority: Education and linguistic difference

Westport, CT: Ablex (2001)

This collection explores the workings of linguistic domination in various educational and historical sites in a multiplicity of multilingual settings. Research documented provides a basis for in-depth explorations of the role of education in the “production and reproduction of cultural identity and social inequality” (26).

KEYWORDS: multilingualism, language difference, pedagogy, language dominance

Heller, Monica

Code-switching and the politics of language

In Milroy, Leslie; Pieter Muysken (Eds.), *One speaker, two languages: Cross-disciplinary perspectives on code-switching*; Cambridge, England: Cambridge University Press (1995), 158-174

Heller argues that “code-switching has to be seen as an interactional moment whose significance can only become apparent when likened to other instances of language use” (164). Draws on Gumperz and Bourdieu to explain that linguistic resources “are not equitably distributed in society” (166). Code-switching must “draw on resources which are somewhere separate” (169). Relationships between Canadian Anglophone and Francophone speakers are used as an example case, illustrating that code-switching must be understood in the larger social context of the relationship between these languages, not at the individual level alone.

KEYWORDS: code-switching, interactive, language resource, Canada, Anglophone, Francophone, social, contextual

Horner, Bruce; Min-Zhan Lu; Paul Kei Matsuda

Cross-language relations in composition

Carbondale, IL: Southern Illinois University Press (2010)

Resisting a conventional view of language as the reification of language into a fixed set of nonnegotiable language standards, Horner et al. encourage new conversations about language difference in the writing classroom that reject the English Only model. Chapters address ongoing changes in sociolinguistic realities that confront twenty-first century writing teachers and scholars and acknowledge the need for a “radical revision of composition” in order to embrace its “multilingual nature” in our teaching, program administration, and research (3).

KEYWORDS: reification, language standardization, difference, English Only, pedagogy, multilingualism, research-agenda, curriculum, change, monolingualism

Horner, Bruce; John Trimbur

English Only and U.S. college composition

College Composition and Communication 53.4 (2002), 594-630

Horner and Trimbur identify various gaps in composition’s disciplinary histories that pertain to the “history and cultural logic of a tacit English-Only policy” in composition that is built upon the modernist ideology of “one nation, one language” and which shapes U.S. writing instruction, research, and program administration (595). They argue that what has been left out of composition’s disciplinary histories is the reinforcement of a tacit language policy of unidirectional monolingualism achieved through replacing the bilingual curriculum of classical education.

KEYWORDS: language, FYC, USA, sociolinguistics, language policy, curriculum, globalization, internationalization, history, English Only, language policy, pedagogy, monolingualism

Horner, Bruce; Min-Zhan Lu; John Trimbur; Jacqueline Jones Royster

Language difference in writing: Toward a translingual approach

College English 73.3 (2011), 299-317

In keeping with new sociolinguistic realities and with a new demography of English, Horner et al. advance a “translingual” approach to language difference in writing that

challenges its treatment as something to be resolved and eradicated or a problem to be overcome. Instead, the authors pose language differences as epistemological “resources.” This entails a fundamental shift in focus toward “deliberative inquiry” (300) about “what the writers are doing with the language and why” (301). A translingual approach invites “more, not less” work on, within, and across English(es) and other languages, thereby encouraging conscious and critical explorations of the heterogeneity of language, genre, disciplines, cultures, and meanings in scenes of reading and writing.

KEYWORDS: dialect, language-rights, difference, translingual, rhetorical-analysis, ‘Students’ Right to Their Own Language’, CCCC, policy, fluency, proficiency, competence, ESL, bilingual, bibliography, multilingual, pedagogy, internationalization, globalization

House, Juliane

English as a lingua franca: A threat to multilingualism?

Journal of Sociolinguistics 07.4 (2003), 556-578

Challenges dominant assumptions about the threatening role of English to heritage languages and societal multilingualism. Through dissociating “languages for communication” from “languages for identification,” House brings forward a new conception and research paradigm for English as a lingua franca which more adequately captures the role of English worldwide.

KEYWORDS: monolingualism, multilingualism, world-Englishes, lingua franca, model, research-agenda

Khubchandani, Lachman M.

A plurilingual ethos: A peep into the sociology of language

Indian Journal of Applied Linguistics 24.1 (1998), 5-37

Examining societal bilingualism and plurilingualism in India and Pakistan, Khubchandani draws special attention to the “fuzziness” of language boundaries in such plurilingual settings, the “fluidity” of linguistic identities, and the “complementarity of inter-group and intra-group communication” (19). Under this framework, he argues that a nuanced understanding of linguistic pluralism in multilingual societies largely depends on views of language as a living entity that “remains in perpetual flux along with the usage just as the reality keeps changing” (33).

KEYWORDS: bilingualism, multilingualism, India, Pakistan, language boundary, fluidity, circles, Kachru

Leung, Constant; Roxy Harris; Ben Rampton

The idealised native speaker, reified ethnicities, and classroom realities

TESOL Quarterly 31.3 (1997), 543–575

Problematizes TESOL practices that reinforce monolingual language ideologies that propagate a one-to-one correspondence between language and ethnicity in contemporary multilingual schools. Focusing instead on the shifting relationship among social identity, ethnicity, and language use, Leung et al. explore ways in which TESOL professionals and practitioners can develop more emically (insider-based) sensitive responses to linguistic and social difference in their classroom pedagogies and assessment practices.

KEYWORDS: ESL, monolingualism, ideology, ethnicity, emic-etic, insider, difference, pedagogy, evaluation

Lo Bianco, Joseph

Multiliteracies and multilingualism

In Cope, Bill; Mary Kalantzis (Eds.), *Multi-literacies: Literacy learning and the design of social futures*; London: Routledge (2000), 92-105

Explores the Multiliteracies Project, which emerged as a “pluralistic” educational response to changes in economic, social and technological spheres which heavily impacted literacy practices and meaning-making processes. Lo Bianco argues for making spaces for global language and cultural diversity within a pedagogy of Multiliteracies.

KEYWORDS: literacy, multiliteracy, diversity, multilingual, Multiliteracies Project, change, cultural, diversity

Makoni, Sifree; Alastair Pennycook (Eds.)

Disinventing and reconstituting languages

Bristol, England: Multi-lingual Matters (2006)

This co-edited volume calls for a fundamental rethinking of language and its interrelationship with issues of society, culture, and politics. Challenges current conceptions about the nature of language and the role of English in the World. In addition to providing a description of the socio-political contexts behind some formulations and understandings of language and the nature of language boundaries, the volume provides a more nuanced understanding of the way actual language users communicate and shape language at local levels and of the possible pedagogical implications of Makoni and Pennycook’s suggested language disinvention and reconstitution process.

KEYWORDS: language, reconceptualization, social, cultural, political, world-Englishes, local, pedagogy, change

Milroy, James

Language ideologies and the consequences of standardization

Journal of Sociolinguistics 05.4 (2001), 530–555

Explores to what extent the work of linguists has been impacted by and contributed to the propagation of the standard language ideology. By contrasting standard language cultures to non-standardized language situations in which language boundaries are more fluid and undeterminable, Milroy argues that the process of legitimization is now being widely broadened to include traditionally underprivileged and stigmatized varieties.

KEYWORDS: language standardization, scholarship, linguistics, ideology, legitimization, stigmatized

Pratt, Mary Louise

Linguistic utopias

In Fabb, Nigel; Derek Attridge; Alan Durant; Colin MacCabe (Eds.), *The linguistics of writing: Arguments between language and literature*; New York: Methuen; Manchester, England: Manchester University Press (1987), 48-66

Pratt argues that several linguists imagine and define communities as “a unified and homogenous world as shared patrimony” (50). Relationships between these imagined communities are often one-way streets, such as the teacher-pupil relationship, almost always defined by the teacher. Uses Benedict Anderson’s formulation of imagined communities to reveal the limitations of a “linguistics of community” founded on standard descriptive approaches to language. As a corrective, she posits a linguistics of contact, “a linguistics that decenter[s] community, that place[s] at its center the operation of language across lines of social difference, a linguistics that focused on modes and zones of contact between dominant and dominated groups...” (60).

KEYWORDS: linguistics, language-study, composing, authorship, literature, cultural, social, utopian, contact-zone, classroom, teacher-student, cross-cultural, domination

Silverstein, Michael

Monoglot ‘standard’ in America: Standardization and metaphors of linguistic hegemony

In Brennis, Donald; Ronald K.S. Macaulay (Eds.), *The matrix of language: Contemporary linguistic anthropology*; Boulder, CO: Westview Press (1996), 284-306

Silverstein argues that we “live in a society with a culture of monoglot standardization” (284). Describing the process of standardization as linguists think of it, he considers three “cultural construction[s] of language as a problem” (291), but pays special attention to referential displacement, i.e. “the ‘obfuscations’ of truthful reality evidenced in social dialects” (292). Concludes that “since monoglot Standard is a cultural emblem in our society, it is not a linguistic problem as such that we are dealing with” (301). Rather, the impulse to language standardization in the U.S. (as seen in the English-only movement and the commoditization of Standard English in relationship to alternative forms of language use) references an aggressively hegemonic cultural program based on the maintenance of socio-economic hierarchies in the face of increasing cultural and linguistic pluralism.

KEYWORDS: monolingualism, standardization, linguistic, constructivist, cultural, obfuscation, USA, English Only, pluralism, diversity, hegemony

Zarate, Geneviève; Danielle Lévy; Claire Kramsch

Précis du plurilinguisme et du pluriculturalisme

Paris: Editions des Archives Contemporaines (2008)

Concerned with the role of language in societies and educational systems, this collection brings together theoretical and practical views on the teaching of languages and cultures from 90 faculty and teachers representing 68 different institutions from around the world. It accounts for the complex relationships among language, culture, and identity within a conceptual framework of plurality of languages and cultures across spatio-temporal frames.

KEYWORDS: pedagogy, theory-practice, multilingualism, multiculturalism, cultural, identity

Section 3: Writing Program Engagements

Auerbach, Elsa Roberts

Reexamining English Only in the ESL classroom

TESOL Quarterly 27.1 (1993), 9-32.

Argues against English-only models of ESL instruction, both because they are pedagogically ineffective and because they perpetuate injustice in “broader society.” She explores the ideological foundation, historical roots, and “commonsense assumptions” of English-only instruction, then presents a list of evidence that argues against the efficacy of English-only. Further, she presents evidence in favor of using students’ native language in the ESL classroom. She suggests that we should “rethink and expand the

roles of native-English-speaking ESL teachers and . . . expand the range of options and uses for the native language in initial literacy and ESL instruction” (29).

KEYWORDS: ESL, English Only, pedagogy, monolingualism, mother-tongue, ideology

Costino, Kimberly A.; Sunny Hyon

‘A class for students like me’: Reconsidering relationships among identity labels, residency status, and students’ preferences for mainstream or multilingual composition

Journal of Second Language Writing 16.2 (2007), 63-81

The authors interview nine students “of varying residency statuses” enrolled in “either a mainstream or a multilingual section of basic writing” (63) and a subsequent FYC course. They find that students associated their “identity label”—that is, the term used to describe their language status—“primarily in relation to strong or weak language ability” (63) rather than residency status and that there was not a pattern for which residency group affiliated with particular labels. In particular, while students understood some terms—including “native English speaker,” “bilingual” and “multilingual” as indicative of strong language ability, participants varied in their interpretation of the term “English as a second language speaker”; some understood the term to suggest strong language ability while others perceived the term to represent a deficiency. The students do express preference for their section because the students are “like” them. From this research, the authors conclude that directed self-placement practices would be helpful in finding the best “fit” for students.

KEYWORDS: ESL, mainstreaming, identity, residency, student-preference, native-nonnative, self-placement, labeling, multilingual

Harklau, Linda; Kay M. Losey; Meryl Siegal

Generation 1.5 meets college composition: Issues in the teaching of writing to U.S. educated learners of ESL

New York: Routledge (1999)

Addresses various questions and concerns pertaining to the teaching of college writing to linguistically diverse student populations residing and graduating from US institutions at three different levels: students, classrooms, and programs. Contributors employ various research methods to investigate the backgrounds and experiences of the Generation 1.5 populations, classroom practices in response to their needs, and various programmatic and placement issues.

KEYWORDS: Generation 1.5, bilingual, immigration, pedagogy, ESL, generational, contingent literacy

Hesford, Wendy; Edgar Singleton; Ivonne M. García

Laboring to globalize a first-year writing program

In Donna Strickland; Jeanne Gunner (Eds.), *The writing program interrupted: Making space for critical discourse*; Portsmouth, NH: Boynton/Cook Heinemann (2009), 113-125

Calls for reconfiguring labor in writing program administration to better respond to the globalization of linguistic and cultural diversity. Based on an analysis of the results of a multicultural initiative in their own program, the authors argue that it is crucial for U.S. WPAs to develop a more global outlook through designing writing curricula with a more transnational and translingual focus, one that values and incorporates the diverse experiences of “multicultural, multilingual, and international” GTA’s and GTA’s of color (124) into the writing curriculum and into institutional cultures for a greater understanding of differences within “economic, cultural, political and pedagogical spheres” (125).

KEYWORDS: WPA, labor, globalization, diversity, transnational, multilingual, international, TA-training, cultural diversity, difference

Matsuda, Paul

Composition studies and ESL writing: A disciplinary division of labor

College Composition and Communication 50.4 (1999), 699-721

By shedding light on the absence of second language writing in influential histories of composition studies, Matsuda pinpoints gaps in the construction of the historical context of U.S. composition. This “disciplinary division of labor” between ESL studies and mainstream composition studies, Matsuda argues, goes all the way back to the 1940s and 1960s as a result of the establishment of TESOL programs and the professionalization of composition studies, leading to fewer writing teachers and composition specialists giving attention to ESL issues. Calls for moving beyond this division of labor through considering second-language writing “an integral part of both composition studies and second-language studies” in order to better meet the needs and characteristics of the growing numbers of second language writers in composition classrooms.

KEYWORDS: composition-studies, English-profession, ESL, history, 1941-1966, pedagogy, change, disciplinary, WPA

Matsuda, Paul Kei; Maria Fruit; Tamara Lee Burton Lamm (Eds.)

Bridging the disciplinary divide: Integrating a second-language perspective into writing programs

Writing Program Administration 30.1-2 (2006)

Special journal issue in which Matsuda et al. encourage the integration of second language writing issues into the “institutional and discursive practices” (13) of writing program administration and illustrate how this might be practically accomplished. Friedrich, for instance, helps WPAs distinguish between the distinct needs of three groups often singled out as in need of special instruction; resident ESL students, international ESL students, and monolingual basic writers. Preto-Bay and Hansen argue that WPAs should develop writing programs that take a rhetorical, rather than expressivist, approach to writing, and both Preto-Bay and Hansen and Shuck argue for improvements in teacher training. Preto-Bay and Hansen emphasize that teacher training should include instruction in sociolinguistics, discourse strategies, and language awareness, while Shuck argues for improved orientation courses for new faculty regarding ESL concerns. Shuck also argues that we need to make English language learners “less ‘marked’ in terms of administration and teaching” by “creating placement processes that account for linguistic diversity” (69). Matsuda et al. call for increased interdisciplinary collaboration between the field of second language writing and writing program administration.

KEYWORDS: WPA, ESL, international, integration, diversity

Rodby, Judith

Appropriating literacy: Writing and reading in English as a second language

Portsmouth, NH: Boynton/Cook Heinemann (1992)

Rodby first reviews theoretical perspectives on ESL literacy and the question “what does it mean to write and read in a second language” in Part I. She describes the dominant cognitive and individualist frameworks by which language and literacy are often understood. Rodby then argues for a dialectical theory and practice of ESL as social practice, drawing on narratives of individuals’ experience with ESL literacy and its teaching.

KEYWORDS: ESL, literacy, read-write, acquisition, appropriation, L1-L2, cognitivist, individualist, social, praxis

Tardy, Christine

Enacting and transforming local language policies

College Composition and Communication 62.4 (2011), 634-661

Examines language practices, language beliefs, and language management within the context of a FYW program of a private university in a major metropolitan area with a considerable number of immigrants and international students. Acknowledges that local perspectives provide compositionists with a closer look at the interrelationship between language policies, pedagogical practices, and the local language situation. Based on the results of her study, Tardy stresses not only the significance of the process of constantly

revisiting and revising language policy statements in institutions of higher education in general and writing programs in particular, but also the importance of enacting such changes in a bottom-up fashion, i.e. based on a reciprocal and collaborative relation between writing program administrators and writing teachers.

KEYWORDS: language policy, FYC, international, ESL, pedagogy, activism, change, curriculum, bottom-up, local, program

Section 4: Pedagogies of Language Difference

Agnihotri, Rama Kant

Towards a pedagogical paradigm rooted in multilinguality

International Multilingual Research Journal 01.2 (2007), 79-88

Argues that if social justice is our goal, “multilinguality will have to become a basis for all future curriculum” (80), as this is the key way to combat the stigmatization of varieties of languages. Briefly addresses the withdrawal of the state from welfare functions in the poorest countries and its the effects of this withdrawal on literacy practices. Further argues that while every child will need to learn English, English will “survive and thrive only in the company of other languages” (84).

KEYWORDS: social justice, multilingualism, curriculum, pedagogy, model, stigmatization, world-Englishes, monolingualism

Bean, Janet; Maryann Cucchiara; Robert Eddy; Peter Elbow; Rhonda Grego; Rich Haswell; Patricia Irvine; Eileen Kennedy; Ellie Kutz; Al Lehner; Paul Kei Matsuda

Should we invite students to write in home languages? Complicating the yes/no debate

Composition Studies 31.1 (2003), 25-42

Examines various complications to and promises of encouraging the process of composing in non-mainstream home languages in the writing classroom, and brings to our attention that such invitations for composing in students’ home languages can be experienced differently by individuals depending on the interaction among intertwined political, cultural, linguistic, and economic variables.

KEYWORDS: L1-L2, mother-tongue, pedagogy, ESL, bilingual, debate, dialect, home, objective, audience, stigmatization, political, SWE, standardized, voice, teacher-student, trust, fluency, revising

Becket, Diana

Uses of background experience in a preparatory reading and writing class: An analysis of native and non-native speakers of English

Journal of Basic Writing 24.2 (2005), 53-71

This case study of a preparatory class (the first in a three course reading and writing sequence) compares three native English speakers' and three native Punjabi speakers' perceptions of their previous education in English. Details a case study of six students—three native English speakers and three native Punjabi speakers—who are asked about their perceptions of their previous education in English and the preparatory class that is the site of the study. Finds that the native Punjabi speakers come to college with a more positive perception of themselves as writers than the native English speakers in the study, and that “the writing needs of Generation 1.5 students can be met in classes where they use the same texts and assignments as native speakers” (68). Findings generally suggest more similarities than differences in terms of how the students cope with college assignments.

KEYWORDS: basic, native-nonnative, ESL, read-write, background, ethnographic, early-start, reader-background, case-study, Generation 1.5

Canagarajah, A. Suresh

Multilingual writers and the academic community: Towards a critical relationship

Journal of English for Academic Purposes 01.1 (2002), 29-44

Explores the ways some dominant models in ESOL academic writing “conceive of the relationship between multilingual students and disciplinary communities” (32). The pedagogies discussed are English for Academic Purposes, contrastive rhetoric, social process, transculturation, and contact zone. Each is identified and critiqued in terms of how the concept of boundaries are dealt with. Concludes with the assertion that despite the limitations observed, each school “contributes diverse tools and pedagogical practices to help practice academic writing with greater effectiveness” (42).

KEYWORDS: EAP, critical pedagogy, ESL, multilingual, academic, communicative competence, constructivism, situated, community

Canagarajah, A. Suresh

The place of world Englishes in composition: Pluralization continued

College Composition and Communication 57.4 (2006), 586-619

Argues for various benefits of creating pedagogical and textual spaces for pluralizing composition and accommodating emergent World Englishes into the composition classroom and for viewing nonconventional characteristics of the writing of multilingual writers not as “unwitting error[s]” but rather as signs of “an active choice motivated by important cultural and ideological considerations” (609) and marks of “rhetorical independence and critical thinking” (611). In light of postmodern globalization, rather than forcing multilingual writers to merely “join” one specific discourse community, Canagarajah asks teachers to invite students to continue “shuttling” (593) between discourses and engaging with the process of “code-meshing” in academic writing.

KEYWORDS: ESL, pedagogy, classroom, international, world Englishes, world-Englishes, academic, discourse, ‘code meshing’, code-mixing, multilingual, pedagogy, pluralization

Elbow, Peter

Inviting the mother tongue: Beyond ‘mistakes,’ ‘bad English,’ and ‘wrong language’

JAC: Journal of Advanced Composition 19.2 (1999), 359-388

Explores various ways in which the writing classroom can be transformed into a “safer” and more “comfortable” space for all forms of language use, including nonmainstream dialects of English that are commonly perceived as “wrong” and more prestigious Standard written English productions.

KEYWORDS: mother-tongue, L1-L2, error, acquisition, SWE, security, sanctuary, classroom, stigmatization

Ellis, Viv; Carol Fox; Brian Street

Rethinking English in schools: Towards a new and constructive stage

London: Continuum (2007)

Presents English as a school subject that requires reshaping “reconsideration and renewal” (1). Drawing on diverse perspectives, including literacy studies, applied linguistics, postcolonial histories, literary studies, rhetoric and composition, contributors call on acknowledging the intellectual “problem of English” in schools “that can be actively worked on rather than [seen as] a set of routines [and givens] that just painfully work on [students]” (5). Part of the task of “rethinking English in schools” involves relocating English in light of new technological and communicative developments, transcending the binary between English and other languages, and collaborating with both students and fellow practitioners on discussions and actions for in-depth understandings of various issues on language, learning, and literacy (12-14).

KEYWORDS: literacy-study, applied linguistics, postcolonial-theory, literary-studies, technology, monolingualism

Kirkpatrick, Andy

World Englishes: Implications for international communication and English language teaching

Cambridge, England: Cambridge University Press (2007)

Describes the linguistic and socio-cultural characteristics of a selection of varieties of World Englishes for an audience of English language teachers and teacher-training professionals and explores the direct pedagogical implications of these for the teaching and learning of English in particular contexts worldwide.

KEYWORDS: world-Englishes, social, cultural, diversity, pedagogy, change, ESL, abroad

Kramsch, Claire

The privilege of the intercultural speaker

In Byram, Michael; Michael Fleming (Eds.), *Language learning in intercultural perspective*; Cambridge, England: Cambridge University Press, 16-31

Considers reasons for the “erosion of the native speaker norm” (26). These include the revival of heritage languages and a general tendency among immigrants to ignore the beliefs that underpin native speaker language use, such as the “notion of one native speaker, one language, one national culture” (26). In light of this shift, argues for a pedagogy “oriented toward intercultural speakers” (27). Suggests that native-speaker oriented pedagogies tend to see students as what they are not (yet), while an intercultural pedagogy would focus on encouraging students to examine how they respond to particular phrasings and grammar issues.

KEYWORDS: multilingualism, intercultural, mother-tongue, pedagogy, diversity, grammar, style

Lu, Min-Zhan

Living-English work

College English 68.6 (2006), 605-618

Argues the need to become living-English users of English in order to combat English-only policies. Challenges students to investigate the gaps in their own reading-writing-thinking practices by investigating the rhetorical moves of writers who are challenging the assumptions, beliefs, and values of “English-only” policies and the ways the

“standard” can be used. This involves challenging ourselves to find examples of such rhetorical moves and innovative uses of language in the work of literary as well as non-literary writers that will help us especially in understanding how U.S. composition participates in a system that is founded on the “logic of fast capitalism” (616).

KEYWORDS: English Only, metaconsciousness, language-awareness, pedagogy, standardization, writer-strategy, innovation, fast capitalism

Lu, Min-Zhan

Professing multiculturalism

College Composition and Communication 45.4 (1994), 442-458

Describes a pedagogy encouraging multilingual students to critically examine their production of unidiomatic English by considering writers’ motivations. Lu contends that such examinations lead to a revision process that is more responsive to the social positions and ideological perspectives of readers and writers while simultaneously being attentive to academic discourse conventions.

KEYWORDS: multiculturalism, pedagogy, style, error, ghettoization, political, contact-zone, idiosyncratic, ideology

McKay, Sandra L.

Teaching English as an international language: Rethinking goals and approaches

Oxford, England: Oxford University Press (2002)

Provides a broad overview of various issues pertaining to adoption of English as an International Language (EIL): the reasons, factors, and dangers behind the continued spread of English worldwide and its changing demographics. McKay also summarizes and critiques prevalent language pedagogies for teaching EIL, arguing that often these ignore the language and teaching resources and cultures of the locations where English is being learned in favor of a standardized English and Western cultural expectations for schooling.

KEYWORDS: English as an international language (EIL), world-Englishes, demographics, pedagogy, standardization, SWE, Western, cultural

Pennycook, Alastair

English as a language always in translation

European Journal of English Studies 12.1 (2008), 33-47

Argues that English language pedagogy has often “overlooked...the ways in which English always needs to be seen in the context of other languages” (33). Instead, we should view language competence as the ability to translate and critically reflect on meanings. Translation has been turned into a “pariah” by 20th century ELT; Current models of ELT—ELF and world Englishes, for example—fail to adequately deal with the idea of English as a language in translation because they “focus on English in its own presence” (40).

KEYWORDS: world-Englishes, contextual, translation, communicative competence, L1-L2, mother-tongue, pedagogy, insularity, traffic, semantic, ESL

Strevens, Peter

Teaching English as an international language: From principle to practice

Oxford, England: Pergamon Press (1980)

Links the principles and practice of teaching English as a foreign language through an analysis of the causes and conditions of failure and success in language learning and the various variables influencing language achievement. In addition to dealing with the range of needs and purposes that English serves as an international language, Strevens’ book addresses the advantages and prerequisites claimed for English for specific purposes (ESP), particularly in relation to the teaching and learning of science and technical, technological, and scientific English.

KEYWORDS: world-Englishes, pedagogy, global, ESP, acquisition, learning-theory, international, science-writing, theory-practice

Young, Vershawn; Aja Y. Martinez

Code-meshing as world English: Pedagogy, policy, performance

Urbana, IL: National Council of Teachers of English (2011)

This collection brings together a range of perspectives on code-meshing as a valuable “way to promote linguistic democracy of English and to increase the acquisition and egalitarian, effective use of English in school, in government, in public, ...at home”, and elsewhere (xx). Contributors address various concerns about how and why code-meshing can be taught in schools and what kind of “programmatically and curricular changes” in the teaching of writing need to be enacted in order to shift into this new model of code-meshing, which is more in keeping with the changing trends in a globalized society and an era of increased diversity.

KEYWORDS: code-mixing, acquisition, egalitarian, communication competence, pedagogy, model, globalization, diversity, code-switching

Zamel, Vivian

Toward a model of transculturation

TESOL Quarterly 31.2 (1997), 341-352

Observing that “taking into account students’ linguistic and cultural background” often “leads to a deterministic stance and deficit orientation” in ELT, Zamel asks readers to consider what is missed “when we adopt a world view that sees languages... as determinant of an individual’s identity” (344-345), and encourages a pedagogy that allows students to “reflect on their learning and writing and reading experiences” as a way to challenge reader expectations.

KEYWORDS: ESL, L2, transculturation, deficit-model, identity, self-reflection, challenge, reader-expectation, pedagogy, change

Zamel, Vivian; Ruth Spack

Teaching multilingual learners across the curriculum: Beyond the ESL classroom and back again

Journal of Basic Writing 25.2 (2006), 126-152

The authors begin with the premise that, given faculty discomfort with teaching ESOL students, we should explore what teachers “need to know, and what they can do, in order to facilitate the learning of multilingual students” (128). They interview and survey many students, conduct longitudinal studies of ESOL students, and conduct faculty surveys. They suggest that teachers need to know the process of language acquisition, including the “contextualized, embedded nature of this process” (137), as well as the importance of writing to this process. Further, faculty attitudes—recognizing ESOL students as valuable contributors to the work in the course—often help determine students’ success or failure in a course.

KEYWORDS: multilingual, acquisition, ESL, teacher-knowledge, review-of-research, student-opinion, longitudinal, data, survey, faculty-opinion