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Aneta Pavlenko (Ed.) et al.

**MULTILINGUALISM,
SECOND LANGUAGE
LEARNING, AND
GENDER**

LANGUAGE, POWER AND SOCIAL PROCESS [LPPSP]

Multilingualism Second Language Learning And Gender

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Multilingualism Second Language Learning And Gender:

Multilingualism, Second Language Learning, and Gender Aneta Pavlenko,2001 Annotation The goal of this collection of essays is to transcend the Anglocentric monolingual bias which has characterized much of the field of language and gender studies by creating a new field combining multilingualism second language learning SLL and gender The focus of the new field is the relationship between gender ideology power and linguistic practices in bi and multilingual communities The 11 contributing authors include scholars from the fields of linguistics language teaching and acquisition teacher education communication and sociology and equity studies from the UK the U S Canada and Australia Annotation

copyrighted by Book News Inc Portland OR **Multilingualism, Second Language Learning, and Gender** Aneta Pavlenko,Adrian Blackledge,Ingrid Piller,Marya Teutsch-Dwyer,2011-04-20 This volume presents a comprehensive introduction to the study of second language learning multilingualism and gender An impressive array of papers situated within a feminist poststructuralist framework demonstrates how this framework allows for a deeper understanding of second language learning a number of language contact phenomena intercultural communication and critical language pedagogy The volume has wide appeal to students and scholars in the fields of language and gender sociolinguistics SLA anthropology and language education

Language Learning, Gender and Desire Kimie Takahashi,2013-01-22 For many Japanese women the English language has never been just another school subject For them English is the tool of identity transformation and the means of obtaining what they passionately desire mobility the West and its masculinity Language Learning Gender and Desire explores Japanese women s passion for learning English and how they negotiate identity and desire in the terrain of racial sexual and linguistic politics Drawing on ethnographic data and popular media texts the book offers new insights into the multidirectionality of desire and power in the context of second language learning

Gender Construction and Negotiation in the Chinese EFL Classroom Huajing Zhao,2011-05-25 This book is developed from an ethnographic case study which investigated Chinese adolescents construction of their gender identity and the way it is negotiated in the course of learning English as a foreign language EFL from a sociolinguistic sociocultural and sociopsychological point of view It documented the unseen connections between the micro level of the students face to face verbal interactions and the macro level of the role of learning EFL that can play in students construction and negotiation of their gender identity The book aims to help both teachers and students to develop a more comprehensive view of English learning as a means to social and educational development On the whole the study showed that second language learning pedagogy which integrates CLT can be used as an important tool to open up opportunities for the improvement of gender awareness in cultures where gender and sex are not linguistically differentiated It demonstrated that the EFL class can be used as a means of opening up a space where adolescents can become aware of gender and play around with this awareness It can be educationally valuable with regard to making students and teachers think about a number of social and intercultural

issues alongside cross linguistic issues The fieldwork of the research showed that interventions directed at attracting students attention to gender roles and the way they behaved in interactions in English highlight an educational function of the place of EFL in the curriculum which is so far unrecognised in China *Sociolinguistics: The sociolinguistics of multilingualism* Nikolas Coupland, Adam Jaworski, 2009 This title is a new collection in Routledge's Critical Concepts in Linguistics series In six volumes it provides a critical synthesis of the key ideas findings methods and approaches that make up the interdisciplinary field of sociolinguistics It includes both classic texts and contemporary state of the art research with a bias towards the latter The editors aver that the collection will stand as an articulation of the New Sociolinguistics as it is emerging through a sustained reflexive reassessment of the field which is now ongoing set against a core of classic texts

Multilingualism, Education and Social Integration Pol Cuvelier, Theo Du Plessis, Lut Teck, 2003 This is a title for educationists language planners and managers in education researchers and students preparing for a career in education Language in education policy is probably one of the most contested issues in multilingual countries 《多语种教育政策与实践》, 2007 *Language Learning and Teaching as Social Inter-action* Z. Hua, 2007-07-31 This book presents the latest research by leading scholars on language learning from a socio interactional and socio cultural perspective

The Acquisition of Sociolinguistic Competence in a Study Abroad Context Vera Regan, Martin Howard, Isabelle Lemée, 2009 Drawing on cross sectional and longitudinal analyses of a range of sociolinguistic variables in L2 French this volume explores the relationship between study abroad and the acquisition of sociolinguistic variation patterns by the advanced second language learner

Language and Gender in the Mediterranean Region Moha Ennaji, 2008 *Conversational Interaction in Second Language Acquisition* Alison Mackey, 2007-10-04 Conversational Interaction in Second Language Acquisition A Series of Empirical Studies Oxford applied linguistics *Pragmatics*, 2008 **Discourse and Power in a Multilingual World** Adrian Blackledge, 2009 The focus of this volume is on discourse linking race riots in England in 2001 with the Nationality Immigration and Asylum Act 2002 which extended legislation to test the English language proficiency of British citizenship applicants

Topics in Language and Culture for Teachers Steven Brown, Jodi Eisterhold, 2004 Topics in Language and Culture for Teachers is an introductory language and culture text designed for today's future teachers anthropologists and applied linguists The book explores from a variety of perspectives the interrelationships between language and culture that have the most significant implications for the classroom and for the global community Among the topics introduced are first language acquisition dialects sign language non verbal communication and pragmatics Each chapter is structured so that students will read about a topic answer comprehension questions consider relevant teaching scenarios gather and analyze data in further reading and pursue projects that require out of class research The book also encourages the use of films to provide deeper cultural understanding and context for various issues Three appendixes the family tree of languages language structure resources for further research and professional development and a glossary are included

Bilingualism: A

Social Approach M. Heller, 2007-04-29 Arguing against a common sense view of bilingualism as the co existence of two linguistic systems this volume develops a critical perspective which approaches bilingualism as a wide variety of sets of sociolinguistic practices connected to the construction of social difference and of social inequality under specific historical conditions Discursive Practice in Language Learning and Teaching Richard Young, 2009-03-16 Discursive Practice is a theory of the linguistic and socio cultural characteristics of recurring episodes of face to face interaction episodes that have social and cultural significance to a community of speakers This book examines the discursive practice approach to language in interaction explicating the consequences of grounding language use and language learning in a view of social realities as discursively constructed of meanings as negotiated through interaction of the context bound nature of discourse and of discourse as social action The book also addresses how participants abilities in a specific discursive practice may be learned taught and assessed

Gender and Sexual Identities in Transition José Santaemilia, Patricia Bou, 2008 The aim of this volume is to offer an international panorama of gendered and sexualised experiences with new and original data collected from a variety of cultural settings and sociopolitical contexts We look at many parts of the world Japan Sweden Poland Cyprus Spain US Australia Canada Hungary with different assumptions and expectations often revealing various research practices and traditions Gendered or sexualized discourses are unstable constructions in permanent transition in a perpetual struggle to gain social legitimacy and to counter the workings of opposite discourses They constitute privileged vantage points from which one can observe and judge power relationships New identities are created and reproduced refused and challenged This volume explores among other issues the perpetuation of hegemonic masculinity in Evangelical universities the pharmaceutical industry TM s promotion of biometaphors involving a shopping strategy which revolves around compulsory heterosexuality the perpetuation of Greek Cypriot men TM s sexual superiority over women the Catholic Church s attempt to impose a restrictive view of religion and of sexual ethics the consolidation of American TV shopping channels as a setting where middle class femininity and consumption are linked stereotypically the negotiation of gender and sex related norms in groups of British Bangladeshi girls Even heterosexuality as the unmarked form of sexual identity and the primary site for the reproduction of gender difference needs to reassert its normative and prescriptive status maybe through the silent workings of tradition By suggesting the concept of transition we resist seeing the idea of identity as a fixed and definitive category Gender and sexual identities are never at rest One is never finished developing into a woman or a man or any other gender sexual identity Contributors include Joan Pujolar Andrea Simon Maeda Allyson Jule Stina Ericsson Agnieszka Kie kiewicz Janowiak Joanna Pawelczyk N 3ra Schleicher Elli Doukanari Pilar Garc c s Conejos Lidia Tanaka Jos c Santaemilia and Pia Pichler Narratives of Learning and Teaching EFL Paula Kalaja, Vera Lúcia Menezes de Oliveira e Paiva, Ana Maria F. Barcelos, 2008-08-20 Narratives of Learning and Teaching EFL can thus function as a source of ideas and also as a tool kit BOOK JACKET **Language in Action** Riikka Alanen, Sari Pöyhönen, 2007 The Russian psychologist L S

Vygotsky 1896 1934 has been one of the central figures in the recent shift from the cognitive to the social and the cultural in educational and psychological research A N Leontiev TM s 1903 1979 activity theory has had a similar impact in the West A A Leontiev TM s 1936 2004 psycholinguistic theories have also started to attract increasing attention The ideas of these scholars have also made their mark on second and foreign language learning research outside Russia However there is no one widely accepted monolithic Vygotskian or Leontievian theory Furthermore the nature and role of language in action and activity remain open for debate This edited volume presents 19 chapters bringing together different views from a number of disciplines for a critical analysis and reappraisal of the relationship between language and action The topics range from theoretical and methodological issues related to sociocultural and activity theoretical views of language to empirical research reports on classroom interaction identity language assessment teacher education and second and foreign language learning The overall aim of *Language in Action Vygotsky and Leontievian Legacy Today* is to shed light on the nature of human action and activity and the role that language has in mediating and shaping what we think do and learn At the same time the book serves as a showcase of different socially oriented approaches to the study of what we as human beings are and what we do with language *Authority, Gender and Language* Emmy Jungwon Min,2009

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