

# Educational Linguistics in Practice

## **BILINGUAL EDUCATION & BILINGUALISM**

*Series Editors: Colin Baker (Bangor University, Wales, UK) and Nancy H. Hornberger (University of Pennsylvania, USA)*

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# **Educational Linguistics in Practice**

**Applying the Local Globally and  
the Global Locally**

Edited by

Francis M. Hult and Kendall A. King

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*For Nancy H. Hornberger  
on the occasion of her sixtieth birthday*



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**Marilyn Martin-Jones** is Emeritus Professor at the University of Birmingham and the former founder-Director of the MOSAIC Centre for Research on Multilingualism. Over the last 30 years, she has been involved in research in bilingual and multilingual contexts in England and in Wales.

She has a particular interest in the ways in which language and literacy practices contribute to the construction of identities, in local life worlds and institutional contexts and the ways in which such practices are bound up with local and global relations of power. These themes are reflected in her publications: e.g. *Multilingual Literacy Practices: Reading and Writing Different Worlds* (with Kathryn Jones, John Benjamins, 2000); *Voices of Authority: Education and Linguistic Difference* (with Monica Heller, Ablex, 2001) and *Multilingualism: Global and Local* (Routledge, forthcoming).

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**Richard Ruiz** received degrees in French Literature at Harvard College and in Anthropology and Philosophy of Education at Stanford University. He was faculty member in Educational Policy Studies at the University of Wisconsin-Madison before joining the College of Education at the University of Arizona, where he is currently a professor in Language, Reading and Culture. He works in language planning and education in many contexts in the US and internationally. In 2009, he was appointed Director of the Summer Language Planning Institute in Aruba for the purpose of facilitating the study and implementation of models for introducing Papiamentu into Aruban schools.

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**Shuhan Wang** is Deputy Director of the National Foreign Language Center (NFLC), University of Maryland. From 2006 to 2009 Shuhan served as the Executive Director for Chinese Language Initiatives at the Asia Society, and from 1998 to 2006 she was Education Associate for World Languages and International Education for the Delaware Department of Education. Currently, the NFLC administers the STARTALK Project, a multiyear federally funded initiative that promotes the study and teaching of critical languages such as Arabic, Chinese, Hindi, Persian, Russian, Swahili, Turkish and Urdu in the United States. As Co-Principal Investigator, Shuhan and the STARTALK team are leading the effort to enhance foreign language capacity. Her research interests include world language and heritage language education, curriculum and material design, teacher education and development, and language planning and policy. Shuhan received her PhD in Educational Linguistics from the Graduate School of Education, University of Pennsylvania.

# Foreword

MIKE GROVER AND COLIN BAKER

I first met Nancy Hornberger in the mid-eighties at a Sociolinguistics Symposium in Cardiff. At that time Multilingual Matters was a relatively new publisher on the scene but was already establishing a reputation as being a friend for researchers in bilingualism, minority language studies and related subjects. We had a very small list of existing titles, but it was sufficient to attract Nancy to our stand and thus began a long and happy relationship that grew over time into the close contacts that currently exist between the publisher, its editors and authors.

Right from that first meeting we both realised that we shared a mutual interest in languages in a minority situation. For Nancy it was the Native languages of South America; for me, and my family, it was the situation of trying to maintain a second language that was far from common in the surrounding area.

Over the years we were to meet at more and more conferences, and during this time Nancy's academic reputation grew by leaps and bounds. When the book series *Bilingual Education and Bilingualism*, initiated by Multilingual Matters in 1994 with Colin Baker as its editor, needed an additional editor to take up some of the work load and broaden its scope in North America, Nancy was the obvious choice. She took up the reins in 1996 and has worked tirelessly with Colin to promote the series ever since.

Now roughly a quarter of a century after that first meeting, in no small part due to Nancy's encouragement, Marjukka and I can claim some sort of success in producing three separate multilingual entities. Our sons, Tommi and Sami, are not only bilingual but get much fun and satisfaction from learning yet more languages. It is on the professional front, however, where Nancy has helped us the most. Multilingual Matters, our third baby, now grown up and under Tommi's leadership, continues to be a major outlet for both theoretical and practical books on all aspects