

Encyclopedia of  
Language and Education  
*Series Editor: Stephen May*

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Steven L. Thorne  
Stephen May *Editors*

# Language, Education and Technology

*Third Edition*

 Springer

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Editors

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Third Edition

With 11 Figures and 3 Tables

 Springer

*Editors*

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## Editor in Chief's Introduction to the "Encyclopedia of Language and Education"

This is one of ten volumes of the *Encyclopedia of Language and Education* published by Springer. The *Encyclopedia* – now in this, its 3rd edition – is undoubtedly the benchmark reference text in its field. It was first published in 1997 under the general editorship of the late David Corson and comprised eight volumes, each focused on a single, substantive topic in language and education. These included: language policy and political issues in education, literacy, oral discourse and education, second language education, bilingual education, knowledge about language, language testing and assessment, and research methods in language and education.

In his introductory remarks, David made the case for the timeliness of an overarching, state-of-the-art review of the language and education field. He argued that the publication of the *Encyclopedia* reflected both the internationalism and interdisciplinarity of those engaged in the academic analysis of language and education, confirmed the maturity and cohesion of the field, and highlighted the significance of the questions addressed within its remit. Contributors across the 1st edition's eight volumes came from every continent and from over 40 countries. This perhaps explains the subsequent impact and reach of that 1st edition – although no one (except, perhaps, the publisher!) quite predicted its extent. The *Encyclopedia* was awarded a Choice Outstanding Academic Title award by the American Library Association and was read widely by scholars and students alike around the globe.

In 2008, the 2nd edition of the *Encyclopedia* was published under the general editorship of Nancy Hornberger. It grew to ten volumes as Nancy continued to build upon the reach and influence of the *Encyclopedia*. A particular priority in the 2nd edition was the continued expansion of contributing scholars from contexts outside of English-speaking and/or developed contexts, as well as the more effective thematic integration of their regional concerns across the *Encyclopedia* as a whole. The 2nd edition also foregrounded key developments in the language and education field over the previous decade, introducing two new volumes on language socialization and language ecology.

This 3rd edition continues both the legacy and significance of the previous editions of the *Encyclopedia*. A further decade on, it consolidates, reflects, and expands (upon) the key issues in the field of language education. As with its predecessors, it overviews in substantive contributions of approximately 5000 words each, the historical development, current developments and challenges, and future directions, of a wide range of topics in language and education. The

geographical focus and location of its authors, all chosen as experts in their respective topic areas, also continues to expand, as the *Encyclopedia* aims to provide the most representative international overview of the field to date.

To this end, some additional changes have been made. The emergence over the last decade of "superdiversity" as a topic of major concern in sociolinguistics, applied linguistics, and language education is now a major thread across all volumes – exploring the implications for language and education of rapidly changing processes of migration and transmigration in this late capitalist, globalized world. This interest in superdiversity foregrounds the burgeoning and rapidly complexifying uses of language(s), along with their concomitant deconstruction and (re)modification, across the globe, particularly (but not exclusively) in large urban environments. The allied emergence of multilingualism as an essential area of study – challenging the long-held normative ascendancy of monolingualism in relation to language acquisition, use, teaching, and learning – is similarly highlighted throughout all ten volumes, as are their pedagogical consequences (most notably, perhaps, in relation to translanguaging). This "multilingual turn" is reflected, in particular, in changes in title to two existing volumes: *Bilingual and Multilingual Education* and *Language Awareness, Bilingualism and Multilingualism* (previously, *Bilingual Education* and *Language Awareness*, respectively).

As for the composition of the volumes, while ten volumes remain overall, the *Language Ecology* volume in the 2nd edition was not included in the current edition, although many of its chapter contributions have been reincorporated and/or reworked across other volumes, particularly in light of the more recent developments in superdiversity and multilingualism, as just outlined. (And, of course, the important contribution of the *Language Ecology* volume, with Angela Creese and the late Peter Martin as principal editors, remains available as part of the 2nd edition.) Instead, this current edition has included a new volume on *Language, Education and Technology*, with Steven Thorne as principal editor. While widely discussed across the various volumes in the 2nd edition, the prominence and rapidity of developments over the last decade in academic discussions that address technology, new media, virtual environments, and multimodality, along with their wider social and educational implications, simply demanded a dedicated volume.

And speaking of multimodality, a new, essential feature of the current edition of the *Encyclopedia* is its multiplatform format. You can access individual chapters from any volume electronically, you can read individual volumes electronically and/or in print, and, of course, for libraries, the ten volumes of the *Encyclopedia* still constitute an indispensable overarching electronic and/or print resource.

As you might expect, bringing together ten volumes and over 325 individual chapter contributions has been a monumental task, which began for me at least in 2013 when, at Nancy Hornberger's invitation, Springer first approached me about the editor-in-chief role. All that has been accomplished since would simply not have occurred, however, without support from a range of key sources. First, to Nancy Hornberger, who, having somehow convinced me to take on the role, graciously agreed to be consulting editor for the 3rd edition of the *Encyclopedia*, providing advice, guidance, and review support throughout.

The international and interdisciplinary strengths of the *Encyclopedia* continue to be foregrounded in the wider topic and review expertise of its editorial advisory board, with several members having had direct associations with previous editions of the *Encyclopedia* in various capacities. My thanks to Suresh Canagarajah, William Cope, Viv Edwards, Rainer Enrique Hamel, Eli Hinkel, Francis Hult, Nkonko Kamwangamalu, Gregory Kamwendo, Claire Kramersch, Constant Leung, Li Wei, Luis Enrique Lopez, Marilyn Martin-Jones, Bonny Norton, Tope Omoniyi, Alastair Pennycook, Bernard Spolsky, Lionel Wee, and Jane Zuengler for their academic and collegial support here.

The role of volume editor is, of course, a central one in shaping, updating, revising and, in some cases, resituating specific topic areas. The 3rd edition of the *Encyclopedia* is a mix of existing volume editors from the previous edition (Cenoz, Duff, King, Shohamy, Street, and Van Deusen-Scholl), new principal volume editors (García, Kim, Lin, McCarty, and Thorne, Wortham), and new coeditors (Lai and Or). As principal editor of *Language Policy and Political Issues in Education*, Teresa McCarty brings to the volume her longstanding interests in language policy, language education, and linguistic anthropology, arising from her work in Native American language education and Indigenous education internationally. For *Literacies and Language Education*, Brian Street brings a background in social and cultural anthropology, and critical literacy, drawing on his work in Britain, Iran, and around the globe. As principal editors of *Discourse and Education*, Stanton Wortham has research expertise in discourse analysis, linguistic anthropology, identity and learning, narrative self-construction, and the new Latino diaspora, while Deoksoon Kim's research has focused on language learning and literacy education, and instructional technology in second language learning and teacher education. For *Second and Foreign Language Education*, Nelleke Van Deusen-Scholl has academic interests in linguistics and sociolinguistics and has worked primarily in the Netherlands and the United States. As principal editors of *Bilingual and Multilingual Education*, Ofelia García and Angel Lin bring to the volume their internationally recognized expertise in bilingual and multilingual education, including their pioneering contributions to translanguaging, along with their own work in North America and Southeast Asia. Jasone Cenoz and Durk Gorter, principal editors of *Language Awareness, Bilingualism and Multilingualism*, bring to their volume their international expertise in language awareness, bilingual and multilingual education, linguistic landscape, and translanguaging, along with their work in the Basque Country and the Netherlands. The principal editor of *Language Testing and Assessment*, Elana Shohamy, is an applied linguist with interests in critical language policy, language testing and measurement, and linguistic landscape research, with her own work focused primarily on Israel and the United States. For *Language Socialization*, Patricia Duff has interests in applied linguistics and sociolinguistics and has worked primarily in North America, East Asia, and Central Europe. For *Language, Education and Technology*, Steven Thorne's research interests include second language acquisition, new media and online gaming environments, and theoretical and empirical investigations of language, interactivity, and

development, with his work focused primarily in the United States and Europe. And for *Research Methods in Language and Education*, principal editor, Kendall King, has research interests in sociolinguistics and educational linguistics, particularly with respect to Indigenous language education, with work in Ecuador, Sweden, and the United States. Finally, as editor-in-chief, I bring my interdisciplinary background in the sociology of language, sociolinguistics, applied linguistics, and educational linguistics, with particular interests in language policy, Indigenous language education, and bilingual education, along with my own work in New Zealand, North America, and the UK/Europe.

In addition to the above, my thanks go to Yi-Ju Lai, coeditor with Kendall King, and Iair Or, coeditor with Elana Shohamy. Also, to Lincoln Dam, who as editorial assistant was an essential support to me as editor-in-chief and who worked closely with volume editors and Springer staff throughout the process to ensure both its timeliness and its smooth functioning (at least, to the degree possible, given the complexities involved in this multiyear project). And, of course, my thanks too to the approximately 400 chapter contributors, who have provided the substantive content across the ten volumes of the *Encyclopedia* and who hail from every continent in the world and from over 50 countries.

What this all indicates is that the *Encyclopedia* is, without doubt, not only a major academic endeavor, dependent on the academic expertise and good will of all its contributors, but also still demonstrably at the cutting edge of developments in the field of language and education. It is an essential reference for every university and college library around the world that serves a faculty or school of education and is an important allied reference for those working in applied linguistics and sociolinguistics. The *Encyclopedia* also continues to aim to speak to a prospective readership that is avowedly multinational and to do so as unambiguously as possible. Its ten volumes highlight its comprehensiveness, while the individual volumes provide the discrete, in-depth analysis necessary for exploring specific topic areas. These state-of-the art volumes also thus offer highly authoritative course textbooks in the areas suggested by their titles.

This 3rd edition of the *Encyclopedia of Language and Education* continues to showcase the central role of language as both vehicle and mediator of educational processes, along with the pedagogical implications therein. This is all the more important, given the rapid demographic and technological changes we face in this increasingly globalized world and, inevitably, by extension, in education. But the cutting edge contributions within this *Encyclopedia* also, crucially, always situate these developments within their historical context, providing a necessary *diachronic* analytical framework with which to examine *critically* the language and education field. Maintaining this sense of historicity and critical reflexivity, while embracing the latest developments in our field, is indeed precisely what sets this *Encyclopedia* apart.

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