Kendall A. King · Yi-Ju Lai
Stephen May *Editors*

Research Methods in Language and Education
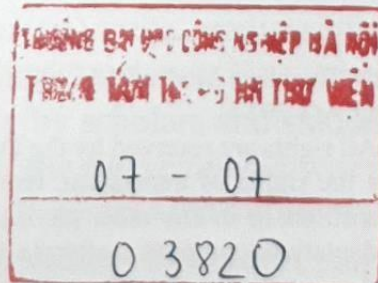
Third Edition

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With 10 Figures and 1 Table

Springer

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 third 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 first edition's eight volumes came from every continent and from over 40 countries. This perhaps explains the subsequent impact and reach of that first 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 second 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 second 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 second 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 third 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 second 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 second 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 second 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 indispensible 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 third 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 Kramsch, 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 third edition of the *Encyclopedia* is a mix of existing volume editors from the previous edition (Cenoz, Duff, King, Shohamy, Street, Van Deusen-Scholl), new principal volume editors (García, Kim, Lin, McCarty, Thorne, Wortham), and new coeditors (Lai, Or). As principal editor of *Language Policy and Political Issues in Education*, Teresa McCarty brings to the volume her long-standing 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. 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 goodwill 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 third 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.

The University of Auckland   Stephen May
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Volume Editors' Introduction to "Research Methods in Language and Education"

Introduction

Research methods in language education have blossomed, diversified, and matured in the decades between the first edition of the *Encyclopedia of Language and Education*, published in 1997, and this third edition. This maturation is evident in the development of increasingly sophisticated theoretical approaches as well as the adoption and refinement of specialized data collection and analysis techniques, both of which are described in this volume in great detail in its 39 timely chapters, organized into four sections.

Evident in this volume, but also apparent more broadly throughout the *Encyclopedia* as well as across the field, are the ways the study of language and education has benefited from sustained and serious discussions of research methodology (e.g., Blom and Unsworth 2010; Gass 2015; Mackey and Gass 2012; Polio 2014). A dominant, although not always productive strand in many discussions of methodology has been the debate about quantitative vs. qualitative methods, sometimes characterized as a division between more cognitive and more social approaches to studying language and education in general and second language (L2) learning in particular (King and Mackey 2016). Indeed, a great deal of ink has been spent on the relative merits and limitations of supposedly dichotomous paradigms and their respective approaches and methods, a tension which characterized many social science fields and applied linguistics throughout the 1990s (e.g., Beretta et al. 1994; Firth and Wagner 1997; van Lier 1994) as well as more recently (e.g., Gregg 2006; Watson-Gegeo 2004).

As the field increasingly grapples with methodologically sophisticated ways in an attempt to address a growing number of urgent, real-world problems in language education, we are pleased to note that contemporary conversations now take a more open, productive, and conciliatory tenor on both sides (see King and Mackey 2016, for extended discussion). Researchers of all stripes have come to (near) agreement that there is "no single, monolithic social-cognitive gap in L2 learning and teaching research" (Hulstijn et al. 2014, p. 414). As DeKeyser (2014) argued in *Studies in Second Language Acquisition,* "the quantitative-qualitative distinction does not belong here at all. Counter-examples abound of the cognitive equals quantitative

and social equals qualitative equations" (p. 366). This more open, collaborative, cross-fertilization approach is evident in the chapters of this volume as well.

Echoing a parallel perspective, albeit from a slightly different vantage point, the distinction between the so-called "micro" (that is, individual) and "macro" (group) language and education processes has been widely discussed and in more recent years, critiqued. Like the first edition, coedited by Nancy H. Hornberger and David Corson (1997), and the second edition (King 2008), this volume of the *Encyclopedia* is organized into four sections following Hornberger's (1989) quadrant typology (see also McKay and Hornberger 1996).[1] Within this typology, the two axes are defined by micro/macro-linguistic and micro/macro-social levels of analysis, yielding four quadrants. These axes reflect research in language and education that emphasizes the linguistic, the social, and perspectives running the gamut from macro- to micro-levels of analysis. With respect to social context, for example, one might be concerned with the (macro) national level (e.g., state language policy), the (micro) face-to-face interactional level, or with the level of domains or communities of practice, which bridge macro to micro. With respect to linguistic issues, questions might revolve around learners' choice of one language or another (so-called macro), use of a particular phonological variant (so-called micro), or around the intermediary levels of discourse, which bridge macro to micro (McKay and Hornberger 1996).

As Hornberger observed in her introduction to the first edition of this volume (Hornberger and Corson 1997), an important assumption of this typology is that perspectives that bridge micro- to macro-understandings, as well as societal and linguistic analyses, are crucial to understanding most language and education processes. Put differently, in order to gain a complete picture of, for instance, language learning in immersion classrooms, we need not only so-called "macro-level" understanding of the development of supporting national and local language education policy but also fine-grained, so-called "micro-level" analyses of teacher–student and student–student interactional patterns in this context. Another example: in order to fully understand the classroom role of minority language varieties such as African-American English in the USA, we need not only micro-linguistic level, variationist analysis of how different English varieties are employed in classroom contexts, but also broader, macro-language-and-societal level analyses of language contact over time, including language ideologies and policies.

The importance of these connections across so-called "micro" and "macro" processes has been taken up by numerous scholars over the last decade. One line of work has critiqued this "micro"/"macro" distinction. Warriner (2012), for

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[1]While the numbering of the quadrants 2 and 3 varies across Hornberger and Corson (1989) and King (2008), the notion of four broad areas of scholarship is consistent: macro-social and macro-linguistic; macro-social and micro-linguistic; micro-social and macro-linguistic; and micro-linguistic and micro-social. The typology usefully highlights varied levels of analytical focus with respect to the context examined (e.g., a piece of text or discourse, a speech event, small group conversation, classroom, community, society, and nation) and language features studied (e.g., one phoneme vs. choice of language).

instance, argued that these "terms are often used as if their meanings are self-evident and also as if the relationship between them is well-theorized and well understood" (p. 173). She notes that there is relatively "little awareness that the terms themselves profoundly shape what counts as data (and knowledge), how such data are analyzed, and what the consequences might be for theorizing and investigating language, learning, and identity" (p. 173).

Others have sought to develop theoretical and methodological tools to bridge what is increasingly seen as a problematic and unproductive dichotomy between micro and macro. Some analysts have suggested reframing this distinction with the classic constructs of "agency" and "structure." The notion of "agency" provides a means to account for change over time and the emergence of new or unexpected behaviors; in turn, consideration of "structure" captures the powerful constraints at work in all language learning contexts. However, as Wortham (2012) notes, this reframing does not satisfactorily resolve the core problem of "where exactly does such structure reside?" (p. 130). Indeed, "just as microanalysts too often explain their core insight about emergence with reference to one homogeneous factor like 'agency' or interactional creativity, however, macroanalysts too often explain their core insight about constraint with reference to 'structure'" (p. 130). As Wortham and others have noted, "a narrow focus on micro or macro, agency or structure will thus fail to explain many phenomena" within both the anthropology of education as well as second language (L2) learning (p. 131).

In response to this challenge, a number of alternatives have been proposed and/or applied to the field of language and education, including "practice theory" (Ortner 2006), "timescale" approaches (Lemke 2002), and nexus analysis (Scollon and Scollon 2004), many of which are addressed in this present volume. Warriner (2012), building on Hornberger's suggestion (1989), notes that these two sets of factors – micro and macro – cannot be taken as opposites but rather argues that it is more "productive to think of them collectively as a set of mutually beneficial resources" (p. 173). A related approach has been suggested by Lemke (2000), who argues that human semiotic processes are characterized by interdependence among processes at widely varying timescales (cf. Archer 1995; Layder 1997). Collins (2012) adopts this approach in his analysis of family and school language learning among Indigenous Mexican immigrants in New York. His close, ethnographically informed description highlights the ways in which processes happening at a global scale (e.g., migration, increasing stratification of economic and social capital) constrain local events (e.g., use of Spanish in public spaces and signs), often reproducing and intensifying inequality. As Wortham (2012) notes, this work "does not posit 'macro' scales as naturally and eternally central to all social processes. Instead, [Collins] relates large-scale processes to the more local scales that they are mediated through" (p. 135). As detailed below, while the basic organizational structure of this volume remains intact across the three editions, these insights are reflected both in updates to original chapters and in the inclusion of new chapters.

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