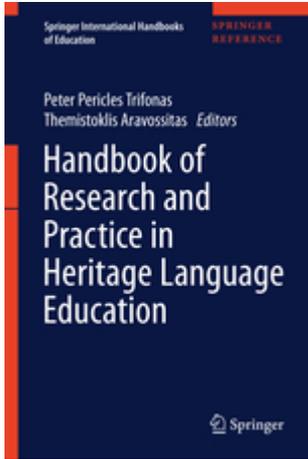


## 継承語教育に関するタイムリーな国際ハンドブック

世界的な背景における社会言語学、異文化間言語教育について論じます。

教育の機会均等や社会的正義の理論的原理との関係で言語教育を考察します。

言語教育、応用言語学、学習と教育、教育社会学、教育行政関係者に広くお薦めいたします。



## 1. 継承語教育ハンドブック

### Handbook of Research and Practice in Heritage Language Education

(Springer International Handbooks of Education)

Edited by **P. P. Trifonas**, OISE/University of Toronto, Toronto, ON,  
Canada; and **T. Aravossitas**, CERES/ University of Toronto Munk  
School of Global Affairs, Toronto, ON, Canada

2017年9月出版 844ページ ハードカバー ¥71,410

Published by Springer ISBN 9783319446929

This volume covers the multidimensional and international field of Heritage Language Education, including concepts, practices, and the correlation between culture and language from the perspectives of pedagogy and research. Heritage Language Learning is a new dimension in both the linguistic and pedagogic sciences, and is linked to processes of identity negotiation and cultural inheritance. It is a distinct pedagogical and curricular domain that is not exhausted within the domains of bilingualism and second or foreign language education. A heritage language is not a second or foreign language, it is the vehicle whereby cultural memory is transmitted over time, across distances, communities, and generations. Heritage languages play an important role ensuring the balance between coherence and pluralism in contemporary societies that have come to realize that diversity is an advantage for social, cultural, and economic reasons. The volume includes topics like First Nation indigenous languages, languages in diaspora, immigrant and minority languages, and contributions from North, central and South America, Europe, Africa, Asia, and Australia. It addresses the social, linguistic, and cultural issues in educational contexts in a new way by taking up questions of globalization, difference, community, identity, democracy, ethics, politics, technology, language rights and cultural policies through the evolving field of Heritage Language Education.

## Table of Contents

### 45 Chapters:

1. Heritage and Language: Cultural Diversity and Education (*Trifonas, Peter Pericles et al.*).
2. Developing Metacognition and Interculturality in Heritage Language Learners (*Xu, Hui Ling et al.*).
3. Heritage Language Speakers in the University Classroom, Doing Research (*Nagy, Naomi*).
4. Heritage Language Learners in Mixed University Classes: Language Skills, Attitudes, and Implications for Curriculum Development (*Oikonomakou, Marianthi et al.*).
5. Unacknowledged Negotiations: Bilingual Students Report on How They Negotiate Their Languages Within the Monolingual Primary School System in Cyprus (*Fincham-Louis, Katherine*).
6. Cultural, Linguistic Knowledge and Experiences Among Learners of Chinese Origin in Spain (*Mancila, Iulia*).
7. Russian Heritage Learners' Goals and Motivation (*Titus, Julia*).
8. Identity and Motivation Among Heritage Language Learners of Italian in New Zealand: A Social Constructivist Perspective (*Berardi-Wiltshire, Arianna*).
9. Why Should Formal Linguistic Approaches to Heritage Language Acquisition Be Linked to Heritage Language Pedagogies? (*Bayram, Fatih et al.*).
10. Plurilingualism: Vision, Conceptualization, and Practices (*Piccardo, Enrica*).
11. The Multiplicity Framework: Potential Applications for Heritage Language Education and Pedagogy (*Starks, Donna et al.*).
12. Culturally Responsive Pedagogy: Modeling Teachers' Professional Learning to Advance

- Plurilingualism (*Arvanitis, Eugenia*).
13. Professional Development of Heritage Language Instructors: Profiles, Needs, and Course Evaluation (*Aravossitas, Themistoklis et al.*).
  14. Language Teachers' Ideologies in a Complementary Greek School in Montreal: Heteroglossia and Teaching (*Panagiotopoulou, Argyro et al.*).
  15. A Language Contact Perspective on Heritage Languages in the Classroom (*Aalberse, Suzanne Pauline*).
  16. Linguistic and Cultural Diversity in Language Education Through Plurilingualism: Linking the Theory into Practice (*Galante, Angelica*).
  17. Encouraging the Use and Activation of Heritage Languages in the Broader Educational System (*Granger, Lesya Alexandra*).
  18. The National Heritage Language Resource Center: A Locus of Activity in the Field of Heritage Languages in the USA (*Carreira, Maria M. et al.*).
  19. Teaching Hungarian as Heritage Language in North America (*Gardosi, Rita*).
  20. Heritage Language Education in Germany: A Focus on Turkish and Russian from Primary to Higher Education (*Olfert, Helena et al.*).
  21. The Victorian School of Languages as a Model for Heritage Language Education (*Willoughby, Louisa*).
  22. High Stakes Assessment of Heritage Languages: The Case of the Victorian Certificate of Education (*Willoughby, Louisa*).
  23. Languages and Learning in South African Classrooms: Finding Common Ground with North/South Concerns for Linguistic Access, Equity, and Social Justice in Education (*Probyn, Margie*).
  24. A Reconsideration of the Distinctive Role of Heritage Languages in Languages Education in Australia (*Scarino, Angela*).
  25. Turkish Heritage Language Acquisition and Maintenance in Germany (*Bayram, Fatih et al.*).
  26. Heritage Language Development in Interlingual Families (*Guardado, Martin*).
  27. Parents-Schools' Communication and Albanian as a Heritage Language in Greece (*Androulakis, George et al.*).
  28. Bilingualism in Younger Generation of Greek Orthodox Community in Istanbul: The Language Use of Greek and Turkish Languages in Greek Minority Educational Institutions (*Rompopoulou, Maria (Rika)*).
  29. Strengthening Linguistic Bridges Between Home and School: Experiences of Immigrant Children and Parents in Iceland (*Peskova, Renata Emilsson et al.*).
  30. Building Empowering Multilingual Learning Communities in Icelandic Schools (*Ragnarsdóttir, Hanna*).
  31. So Many Languages to Choose from: Heritage Languages and the African Diaspora (*Kigamwa, James*).
  32. Twice a Foreigner in a Foreign Land: Dispute and Identity Assertion Among Expatriate Students in Germany, Based on Language and Origin (*Babalís, Thomas K. et al.*).
  33. Linguistic Foundations of Heritage Language Development from the Perspective of Romance Languages in Germany (*Flores, Cristina et al.*).
  34. Ideological Framing of Heritage Language Education in the United States (*Bale, Jeff*).
  35. Transnational Hispanic Identity and Heritage Language Learning: A Canadian Perspective (*Fernández, Ivan*).
  36. Identity, Language, and Language Policies in the Diaspora: Historical-Comparative Approach (*Damanakis, Michael*).
  37. Language and Ethnicity (*Vitopoulos, Michail*).
  38. Heritage Language, Identity, and Education in Europe: Evidence from the UK (*Salvo, Margherita*).
  39. Critical Approaches to Heritage Language Learning: From Linguistic Survival to Resistance and Action (*Correa, Maite*).
  40. Sustainability of French Heritage Language Education in the United States (*Ross, Jane F. et al.*).
  41. Barriers in d/Deaf Pedagogy in the North Eastern States in India (*Wallang, Melissa G.*).
  42. Revitalizing Indigenous Languages: A Call for Community Action to Address Systemic Discrimination (*Bourgeois, Laura French et al.*).
  43. Revitalization of the Bora Language (*Napuri, Andrés*).
  44. Revitalizing Malacca Portuguese Creole (*Pillai, Stefanie et al.*).
  45. Preserving Heritage Languages Through Schooling in India (*Kalra, Mani Bhasin*).

## About the Editors

**Peter Pericles Trifonas** is Professor at the Ontario Institute for Studies in Education/University of Toronto. His areas of interest include converging literacies, ethics, philosophy of education, cultural

studies, and technology. Among his books are *Deconstructing the Machine* (with Jacques Derrida); *International Handbook of Semiotics*; *CounterTexts: Reading Culture*; *Revolutionary Pedagogies: Cultural Politics, Instituting Education, and the Discourse of Theory*; *The Ethics of Writing: Derrida, Deconstruction, and Pedagogy*; *Institutions, Education, and the Right to Philosophy* (with Jacques Derrida); *Roland Barthes and the Empire of Signs*; *Umberto Eco & Football*; *Pedagogies of Difference*.

**Themistoklis Aravossitas** teaches Modern Greek language and culture at the Centre for European, Russian and Eurasian Studies of the Munk School of Global Affairs, at the University of Toronto and at the Department of Languages, Literatures and Linguistics of York University. He holds a bachelor of education from the University of Athens, an M.A. and a Ph.D. from the Department of Curriculum Teaching and Learning of the Ontario Institute for Studies in Education, University of Toronto. He specializes in teacher education, heritage languages and knowledge media design. Having served as a school teacher in Europe and Canada, he is currently investigating the status of heritage language programs and community languages in Ontario. As a SSHRC-Canada post-doctoral research fellow at the University of the Aegean, Themistoklis is designing a portal and online learning tools for heritage language learners. His research interests include teacher education, language, culture and pedagogy, multilingual education and knowledge media. He has co-edited the book *Rethinking Heritage Language Education*.

---

## 関連書ご案内

### 2. Educating Chinese–Heritage Students in the Global–Local Nexus

Identities, Challenges, and Opportunities

Edited by Guofang Li, & Wen Ma

Aug 2017, 272 pages, Hardback (Routledge)

ISBN 9781138227842 ¥21,850

Weaving together a richly diverse range of student voices, perspectives, and insights, this collection of studies from around the world offers the educational community a better understanding of K-12 and adult Chinese–heritage students' languages, cultures, identities, motivations, achievements, and challenges in various cross-cultural settings outside North America. Specifically, it addresses these overarching questions:

What are Chinese–heritage students' experiences in language and education in and outside schools? How do they make sense of their multiple ethnic and sociocultural identities?

What unique educational challenges and difficulties do they encounter as they acculturate, socialize, and integrate in their host country? What are their common struggles and coping strategies?

What are the instructional practices that work for these learners in their specific contexts? What educational implications can be drawn to inform their teachers, fellow students, parents, and their educational communities in a global context?

Individual chapters employ different theoretical frameworks and methodological instruments to wrestle with these questions and critical issues faced by Chinese–heritage learners.

### 3. The Handbook of Bilingual and Multilingual Education

(Series: Blackwell Handbooks in Linguistics)

by Wayne E. Wright, Sovicheth Boun, & Ofelia Garc a

June 2015, 688 pages, Hardcover (Wiley-Blackwell)

ISBN 9781118533499 ¥36,010

The Handbook of Bilingual and Multilingual Education is the

first comprehensive reference work to address the policies, pedagogical practices, and educational theories related to the dynamic interdisciplinary field of bilingual and multilingual education, in a truly international way. The editors have drawn together a stellar team of established and emerging scholars from across the globe to address the theoretical foundations of bilingual and multilingual education and explore issues of pedagogy (including language assessment and teacher support) and special populations (from early childhood to adulthood, including learners with specific language impairments, and language learning outside the classroom). The Handbook examines specific regions from around the world, exploring issues of policy and perception in contexts as diverse as Japan, South Africa, Mexico, and Cambodia. Sixteen robust case studies, paired with the theoretical and pedagogical foundations, combine to make this Handbook a vital resource for students and educators alike engaging in this critical and vibrant field.

### 4. Multilingualism in the Chinese Diaspora Worldwide

Transnational Connections and Local Social Realities

Edited by Li Wei

Nov 2015, 324 pages, Hardback (Routledge)

ISBN 9781138794245 ¥27,320

In this volume, Li Wei brings together contributions from well-known and emerging scholars in socio- and anthropological linguistics working on different linguistic and communicative aspects of the Chinese diaspora. The project examines the Chinese diasporic experience from a global, comparative perspective, with a particular focus on transnational links, and local social and multilingual realities. Contributors address the emergence of new forms of Chinese in multilingual contexts, family language policy and practice, language socialization and identity development, multilingual creativity, linguistic attitudes and ideologies, and heritage language maintenance, loss, learning and re-learning.

The studies are based on empirical observations and investigations in Chinese communities across the globe, including well-researched (from a sociolinguistic perspective) areas such as North America, Western Europe and Australia, as well as under-explored and under-represented areas such as Africa, Latin America, Central Asia, and the Middle East; the volume also includes detailed ethnographic accounts

representing regions with a high concentration of Chinese migration such as Southeast Asia. This volume not only will allow sociolinguists to investigate the link between linguistic phenomena in specific communities and wider socio-cultural processes, but also invites an open dialogue with researchers from other disciplines who are working on migration, diaspora and identity, and those studying other language-based diasporic communities such as the Russian diaspora, the Spanish diaspora, the Portuguese diaspora, and the Arabic diaspora.

## 5. Promoting Heritage Language in Northwest Russia

By Laura Siragusa

Oct 2017, 246 pages, Hardback (Routledge)

ISBN 9781138082564 ¥28,560

This volume illustrates how language revival movements in Russia and elsewhere have often followed a specific pattern of literacy bias in the promotion of a minority's heritage language, partly neglecting the social and relational aspects of orality. Using the Vepsian Renaissance as an example, this volume brings to the surface a literacy-orality dualism new to the discussion around revival movements. In addition to the more-theoretically oriented scopes, this book addresses all the actors involved in revival movements including activists, scholars and policy-makers, and opens a discussion on literacy and orality, and power and agency in the multiple relational aspects of written and oral practices. This study addresses issues common to language revival movements worldwide and will appeal to researchers of linguistic anthropology, sociolinguistics, education and language policy, and culture studies.

## 6. The Routledge Handbook of Heritage Language Education From Innovation to Program Building

Edited by Olga E. Kagan, Maria M. Carreira, & Claire Hitchens Chik

Feb 2017, 486 pages, hardback (Routledge)

ISBN 9781138845787 ¥40,250

The Routledge Handbook of Heritage Language Education provides the rapidly growing and globalizing field of heritage language (HL) education with a cohesive overview of HL programs and practices relating to language maintenance and development, setting the stage for future work in the field. Driving this effort is the belief that if research and pedagogical advances in the HL field are to have the greatest impact, HL programs need to become firmly rooted in educational systems. Against a background of cultural and linguistic diversity that characterizes the twenty-first century, the volume

outlines key issues in the design and implementation of HL programs across a range of educational sectors, institutional settings, sociolinguistic conditions, and geographical locations, specifically: North and Latin America, Europe, Israel, Australia, New Zealand, Japan, and Cambodia. All levels of schooling are included as the teaching of the following languages are discussed: Albanian, Arabic, Armenian (Eastern and Western), Bengali, Brazilian Portuguese, Chinese, Czech, French, Hindi-Urdu, Japanese, Khmer, Korean, Pasifika languages, Persian, Russian, Spanish, Turkish, Vietnamese, and Yiddish. These discussions contribute to the development and establishment of HL instructional paradigms through the experiences of "actors on the ground" as they respond to local conditions, instantiate current research and pedagogical findings, and seek solutions that are workable from an organizational standpoint. The Routledge Handbook of Heritage Language Education is an ideal resource for researchers and graduate students interested in heritage language education at home or abroad.

## 7. The Routledge Handbook of Language and Humor

Edited by Salvatore Attardo

Feb 2017, 540 pages, Hardback (Routledge)

ISBN 9781138843066 ¥43,470

The Routledge Handbook of Language and Humor presents the first ever comprehensive, in-depth treatment of all the sub-fields of the linguistics of humor, broadly conceived as the intersection of the study of language and humor. The reader will find a thorough historical, terminological, and theoretical introduction to the field, as well as detailed treatments of the various approaches to language and humor. Deliberately comprehensive and wide-ranging, the handbook includes chapter-long treatments on the traditional topics covered by language and humor (e.g., teasing, laughter, irony, psycholinguistics, discourse analysis, the major linguistic theories of humor, translation) but also cutting-edge treatments of internet humor, cognitive linguistics, relevance theoretic, and corpus-assisted models of language and humor. Some chapters, such as the variationist sociolinguistics, stylistics, and politeness are the first-ever syntheses of that particular subfield. Clusters of related chapters, such as conversation analysis, discourse analysis and corpus-assisted analysis allow multiple perspectives on complex trans-disciplinary phenomena. This handbook is an indispensable reference work for all researchers interested in the interplay of language and humor, within linguistics, broadly conceived, but also in neighboring disciplines such as literary studies, psychology, sociology, anthropology, etc. The authors are among the most distinguished scholars in their fields.



有限会社 ブックマン

〒113-0033

東京都文京区本郷3丁目4-8-501

Tel 03-5684-0561 Fax 03-5684-0562

E-Mail : [sales@e-bookman.co.jp](mailto:sales@e-bookman.co.jp)

ホームページ : <http://e-bookman.co.jp/>

ご注文・お問い合わせは下記へお申し  
込み下さい。

(有)ブックマン

関西・中部・東海統括事務所

Tel 052-740-1829

Fax 052-782-4771

[chubu@e-bookman.co.jp](mailto:chubu@e-bookman.co.jp) / [kansai@e-bookman.co.jp](mailto:kansai@e-bookman.co.jp)

広島海外株

Tel 082-236-3522

Fax 082-236-3530

[books@dear.ne.jp](mailto:books@dear.ne.jp)

福岡海外株

Tel 092-741-2685

Fax 092-741-8418

[fkaigai@lime.ocn.ne.jp](mailto:fkaigai@lime.ocn.ne.jp)