INTRODUCTION TO VOLUME 9: ECOLOGY OF LANGUAGE

Language ecology may be defined as the study of interactions between any given language and its environment. The true environment of a language is the society that uses it as one of its codes. Language exists only in the minds of its users, and it only functions in relating these users to one another and to nature, i.e., their social and natural environment. Part of its ecology is therefore psychological: its interaction with other languages in the minds of bi- and multilingual speakers. Another part of its ecology is sociological: its interaction with the society in which it functions as a medium of communication. The ecology of a language is determined primarily by the people who learn it, use it, and transmit it to others. (Haugen, 1972, p. 325)

Since Haugen made this statement, the term 'language ecology' has increasingly appeared in the literature, in a range of guises. This literature on language ecology includes discussion related to cognitive development and human interaction, the maintenance and survival of languages, the promotion of linguistic diversity, language policy and planning, language, language acquisition, language evolution, language ideology, the ecology of (multilingual) classroom interaction and the ecologies of literacy, oracies and discourses. Indeed, it has been noted that there is an 'infinite world of possibilities' for language ecology (Barron et al., 2002, p. 10).

This volume collects together chapters concerned with ecologies of language, literacy and learning. The study of language ecology is the study of diversity within specific socio-political settings where the processes of language use create, reflect and challenge particular hierarchies and hegemonies, however transient these might be. It will be at once apparent that all of the themes above (language, literacy and learning) are central to our understanding of education and an ecological perspective demands a particular view of education and classroom practice as situated and localised. However, it also views these schools and classrooms and their interactive practices as part of a bigger and more powerful political state in which ideologies function to reproduce particular balances of power. It is not surprising then that many of the...
chapters in this volume start small and describe big with authors reporting on how an ecological perspective provides researchers and practitioners with the means to argue for political rights and challenge prevailing views of knowledge and patterns of schooling. Many of the chapters in this volume are overtly ‘political’ in arguing for the ‘rearrangement of power’ (López) in support of minority and indigenous groups. This interest in counter hegemony is also apparent in seemingly less political debates such as new and community literacies where we see how people use new technologies and existing resources to create new diversity in their literacy and oral practices.

An ecological approach does more than describe the relationships between situated speakers of different languages. Rather, it is proactive in pulling apart perceived natural language orders. That is, where a particular language and its structure and use becomes so naturalised that it is no longer seen as construing a particular ideological line, an ecological approach attempts to make this transparent. ‘Unnaturalising’ these discourses becomes necessary to make clear ‘what kinds of language practices are valued and considered good, normal, appropriate, or correct’ in particular classrooms and schools, and who are likely to be the winners and losers in the ideological orientations (Heller and Martin-Jones, 2001, p. 2). To take this one step further, Hornberger (2002, p. 30) argues that ‘multilingual language policies are essentially about opening up ideological and implementational space in the environment for as many languages as possible’.

The volume reflects major theoretical debates within language ecology. In particular it discusses the usefulness of the metaphor itself and we see running through the chapters different interpretations of the term ‘ecology of language’ with some claiming its essential place in the human rights agenda and others questioning the metaphor’s fundamental usefulness arguing that the term weakens theoretical accounts of diversity.

For the majority of writers in this volume the metaphor offers a space for creativity and extension through connection to the term biodiversity. Today we are very familiar with the concept of biodiversity and its concern with variety of life. We have a better understanding of biological connectivity and the importance of conserving and maintaining the variety of life forms. Many of the writers in this volume use the metaphor of language ecology to creatively and pragmatically describe languages/literacies and their speakers in particular kinds of relationships to one another. An example of this is the ecological approach to multilingual language policies and the continua of biliteracy (Hornberger). Hornberger states that the language ecology metaphor ‘captures a set of ideological underpinnings for a multilingual language policy’ (Hornberger, 2002, p. 35). In particular, she points to how languages exist and evolve in an ecosystem along with other
languages, and how they [their speakers] ‘interact with their socio-
political, economic and cultural environments’. A further example of
using the ecological metaphor creatively is classroom ecologies
(Creese and Martin, 2003) in which classrooms are described as eco-
logical micro-systems where local interactions are linked to wider
socio-political ideologies.

The volume is made up of five sections. The chapters in Section
One, Historical and Theoretical Perspectives, reflect on some of the
major themes in language ecology which have emerged since Haugen
first introduced the term in 1972, and they demonstrate how the discus-
sion of the ecology of language has evolved since Haugen’s seminal
work. In the first chapter, Skutnabb-Kangas and Phillipson provide a
human rights perspective on language ecology. The authors stress the
need for language rights in the present world context where many
languages are becoming endangered. Using examples from a range of
contexts, Skutnabb-Kangas and Phillipson show how the subtractive
learning of dominant languages may violate linguistic human rights
and contribute to what they refer to as ‘linguistic genocide’. In the sec-
ond chapter, Edwards argues for a broader ecological sensitivity but, at
the same time, cautions against the ‘new’ ecology of language and its
concern with linguistic human rights, particularly the way it is used
in educational contexts. His chapter problematises some of the issues
associated with linguistic rights in the new ecology of language.

In the third chapter, Blackledge argues that language ecologies can
be better understood if they are linked with a discussion of language
ideologies. This is particularly salient as language ecology relates to
the inter-relationships between speakers of languages, and these rela-
tionships are seen in the way in which languages are used, and in the
speakers’ attitudes to and beliefs about language. Kaplan and Baldauf,
in Chapter Four, provide an ecology perspective on language planning.
In their review they emphasise the usefulness of the ecology metaphor,
and how it allows for a move away from the traditionally narrow way
in which language policy and planning have been seen. Using the
Japanese context as an example, Kaplan and Baldauf illustrate the rela-
tionships between language ecology and language planning. The final
chapter in Section One, by van Lier, explores the ecology of language
learning and sociocultural theory. He notes the prominence of sociocul-
tural theory in language education in recent decades, much of it
emerging from the work of Vygotsky. In this review, van Lier takes for-
ward the work of Vygotsky by discussing it from within an ecological
worldview, placing key ecological themes within a sociocultural theory
perspective.

Section Two consists of reviews of the Language Ecologies of
Selected Countries and Regions. Each review focuses on some aspect
of the linguistic ecology of the country or region, with specific links to important educational issues. Some reviews focus on the ‘whole’ language ecology of the country or region while others describe a particular ethno-linguistic group within the wider language ecology of the country or region. Kipp’s chapter considers the language ecology of Australia’s community languages, focusing on the complexity of the multilingual history of the country, and steps that have been taken to ensure the maintenance of these languages. The review makes particular reference to the position of these languages in the education systems in the country. Chebanne discusses the language ecology of marginalised ethno-linguistic groups in Botswana, Namibia and South Africa within the framework of language diversity as a problem and as a resource. In reviewing the language ecology of these groups, Chebanne illustrates the various difficulties faced by the groups, and the role that education plays for these groups.

Fraser Gupta focuses on the language ecology of Singapore and the way that this has been shaped by educational policy. An important aspect of the language ecology of Singapore is language shift, which according to Fraser Gupta, is motivated by pragmatism and linked to educational policy, which is in turn linked to the politics of race. Tosi reports on the language ecology of multilingual Italy, focusing specifically on the issues of language survival and language death. The chapter provides an historical review of the linguistic transformations in Italy since 1861, including the spread of Italian and the impact of education on the survival and maintenance of languages in the country. Suleiman reviews the language ecology of Jordan as a case study from the Arabic-speaking part of the Middle East. The review concentrates on the dialectal varieties of Arabic with reference to the standard form of the language used in education. In the final chapter in this section, López reports on indigenous contributions to an ecology of language learning in Latin America. He notes the lack of study on indigenous views of language in Latin America and points to the important insights, which would have major benefits for more situated and meaningful language teaching practices in the region.

Section Three, on Language Ecologies of Dispersed and Diasporic Communities, comprises four chapters, which focus on the language ecologies of four communities with specific reference to the dominant language(s) of education in these contexts. The chapter by Collins considers language ecologies in the Malay world, with reference to the languages of education in the area, Malay and Indonesian. He reports on the diversity of language in the Malay/Indonesian world, as well as the myriad varieties of Malay and Indonesian, many of which have never been studied. Wang explores the ecology of the Chinese languages in the USA. She reviews the assimilationist ideologies and
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policies in the USA, and the role of Chinese heritage language schools and their contribution to the maintenance of Chinese. Sercombe reports on the language ecology of the Penan, a formerly nomadic group, in northern Borneo (Sarawak in Malaysia and Brunei). The chapter reviews the changing ecology of the Penan, from nomadism to sedentism, and links this to a discussion of educational issues and language shift. The final paper in the section is Nortier’s review of the language ecology of the Moroccan communities in the Netherlands. Nortier considers how these communities settled in the Netherlands in the 1960s and 1970s, and the languages that they brought with them. The chapter reviews the history of Moroccan mother tongue teaching and what support has been provided.

Section Four provides five reviews of Classroom Language Ecologies in a range of multilingual contexts. The chapters in this section describe bi/multilingual classroom contexts in which ‘concurrent’ linguistic practices such as code-switching are usual and language separation strategies are often seen as problematic. Probyn reviews the language ecologies of South African classrooms, with particular emphasis on the issues of policy, practice and power. It is noted how the linguistic ecologies of classrooms in South Africa are embedded in complex local, national and global ecologies, and how this has major implications for access and equity in education. Jaffe reports on classrooms in Corsica in the context of the bilingual education system which is explicitly intended to change the language ecology of the island. The paper reviews the bilingual school practices and ideologies related to regional dialectal diversity of Corsican, and to diversity resulting from language contact, domination and shift. Kanno’s focus is language minority education in Japan, with specific reference to the education of non-Japanese speaking children in public schools. She reports on the building of an infrastructure for the education of these children and on the many issues which emerge in these children’s education. Saxena reports on the sultanate of Brunei Darussalam and, in particular, on the ideology, policy and practice in bilingual classrooms in the country. The final chapter, by Creese and Martin, provides a case study of the multilingual experiences in one complementary (‘community’) school in England, where the community language taught is Gujarati.

Section Five explores the Language Ecology of Literacies, Oracies and Discourses.

The chapters in this section explore how the literacy/oracy distinction has evolved and has resulted in an understanding of their connectedness through the local production of discourses. The contexts reported on in these chapters range widely both geographically and temporally. Hornberger’s chapter reviews the conceptual origins and practical applications of the continua of biliteracy, an ecological framework in which
to situate research, teaching and language planning in linguistically diverse settings. We see the continua applied in the following two chapters in this section. Lin explores the ecology of literacy in Hong Kong, and begins to unpack youth sub-cultural literacies and the educational potential of these informal youth literacies. She speaks of the need to build bridges between school literacies and the everyday new media literacies of young people. This focus on everyday practice is also taken up in the next chapter, which also speaks of the heuristic importance of the continua of biliteracy. Pahl looks at the ecology of literacy and language, focusing on discourses, identities and practices in homes, schools and communities. She shows how the ecology metaphor provides a lens to reveal webs and connections in social relationships and texts in wider social practice. The final chapter, by Tusting, provides an ecological perspective on new literacies (mainly within the paradigm of New Literacy Studies) and the implications of these new literacies for education. Tusting shows how ‘literacy’ has extended its meaning in the digital age to encompass the understanding of information presented in many different ways and goes on to outline the debate within the social ecology of education.

In putting together this new volume in the Encyclopedia of Language and Education, we hope that the chapters that appear here will provide some indication of how far the study of the ecology of language has moved forward since Haugen used the term in 1972. The volume contains chapters which cover the historical and theoretical perspectives of language ecology, including areas traditionally associated with language ecology and areas such as the language ecologies of literacies, oracies and discourses, which have not normally been the focus of language ecology studies. In addition, the volume provides accounts of communities and geographical areas which are not traditionally covered in the literature on language and education. We believe that the chapters in the volume will contribute to the on-going debate on the ecology of language and its interconnectedness with education and lead to further critical reflection.

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REFERENCES


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