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THE MULTILINGUAL TURN

Implications for SLA, TESOL
and Bilingual Education

Edited by **Stephen May**



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From Routledge : The Multilingual Turn: Implications for SLA, TESOL, and Bilingual Education before purchasing it in order to gage whether or not it would be worth my time, and all praised The Multilingual Turn: Implications for SLA, TESOL, and Bilingual Education:

4 of 4 people found the following review helpful. upends what it means to be a multilingualBy Joan KingNo longer are multilinguals meant to be monolinguals in more than two languages. The latest research shows that people are

mixing and matching their languages into combinations of whatever feels right. They switch back and forth, go sideways and upside down! It's fun. It's a relaxed, eclectic, and highly creative approach to communication. And most of all, speaking a language is once again enjoyable. Only a fuddy-duddy would be so hung up on correctness. After all, what is the purpose of speaking but to communicate, to share a joke, to laugh and to cry over a story well told. By viewing bi-/multilingualism as a continuum rather than a hierarchy, the field of linguistics is freed from the stultifying binaries of native speaker/language learner to examine how real world speakers live with and use languages.² of 2 people found the following review helpful. important reading for anyone teaching SLA By elgreat book. hopefully this time these voices won't be ignored again. a must read for anyone in SLA and also interested in language education

Drawing on the latest developments in bilingual and multilingual research, *The Multilingual Turn* offers a critique of, and alternative to, still-dominant monolingual theories, pedagogies and practices in SLA, TESOL, and bilingual education. Critics of the monolingual bias argue that notions such as the idealized native speaker, and related concepts of interlanguage, language competence, and fossilization, have framed these fields inextricably in relation to monolingual speaker norms. In contrast, these critics advocate an approach that emphasizes the multiple competencies of bi/multilingual learners as the basis for successful language teaching and learning. This volume takes a big step forward in re-situating the issue of multilingualism more centrally in applied linguistics and, in so doing, making more permeable its key sub-disciplinary boundaries particularly, those between SLA, TESOL, and bilingual education. It addresses this issue head on, bringing together key international scholars in SLA, TESOL, and bilingual education to explore from cutting-edge interdisciplinary perspectives what a more critical multilingual perspective might mean for theory, pedagogy, and practice in each of these fields.

This important contribution to educational linguistics adds a much-needed social perspective to the theory of SLA, English language teaching, and bilingual education. It takes a useful and needed step in moving beyond the monolingual and psycholinguistic biases of researchers in SLA and TESOL. Bernard Spolsky, Bar-Ilan University, Israel "Boundary-breaking, with wonderful width as well as originality, this book is at the cutting edge. The star-studded list of chapter authors are THE experts in their fields of study. Colin Baker, Bangor University, UK The critical approach to SLA, TESOL, bi- and multilingual education raises much needed questions about the usefulness of subject-bounded approaches to second language teaching. The case for multidisciplinary frameworks is well-made. Naz Rassool, The University of Reading, UK About the Author Stephen May is Professor of Education in Te Puna Wananga, and Deputy Dean Research in the Faculty of Education, University of Auckland, New Zealand. He is editor of the interdisciplinary journal, *Ethnicities* and Associate Editor of the journal *Language Policy*.