



Urban Schools and English Language Education in Late Modern China: A Critical Sociolinguistic Ethnography (Routledge Critical Studies in Multilingualism)

Miguel Pérez-Milans

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Shortlisted for the 2014 BAAL Book Prize

This book explores the meaning of modernization in contemporary Chinese education. It examines the implications of the implementation of reforms in English language education for experimental-urban schools in the People's Republic of China.

Pérez-Milans sheds light on how national, linguistic, and cultural ideologies linked to modernization are being institutionally (re)produced, legitimated, and inter-personally negotiated through everyday practice in the current context of Chinese educational reforms. He places special emphasis on those reforms regarding English language education, with respect to the economic processes of globalization that are shaping (and being shaped by) the contemporary Chinese nation-state. In particular, the book analyzes the processes of institutional categorization of the "good experimental school", the "good student", and the "appropriate knowledge" that emerge from the daily discursive organization of those schools, with special attention to the related contradictions, uncertainties and dilemmas. Thus, it provides an account of the on-going cultural processes of change faced by contemporary Chinese educational institutions under conditions of late modernity.

Winner of The University of Hong Kong's Faculty Early Career Research Output Award for outstanding book publication, by the Faculty of Education

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