

Sociolinguistic Perspectives On The Education Of Deaf

Bringing together sociolinguistic, linguistic, and educational perspectives, this cutting-edge overview of codeswitching examines language mixing in teaching and learning in bilingual classrooms. As interest in pedagogical applications of bilingual language mixing increases, so too does a need for a thorough discussion of the topic. This volume serves that need by providing an original and wide-ranging discussion of theoretical, pedagogical, and policy-related issues and obstacles in classroom settings—the pedagogical consequences of codeswitching for teaching and learning of language and content in one-way and two-way bilingual classrooms. Part I provides an introduction to (socio)linguistic and pedagogical contributions to scholarship in the field, both historical and contemporary. Part II focuses on codeswitching in teaching and learning, and addresses a range of pedagogical challenges to language mixing in a variety of contexts, such as literacy and mathematics instruction. Part III looks at language ideology and language policy to explore how students navigate educational spaces and negotiate their identities in the face of competing language ideologies and assumptions. This volume breaks new ground and serves as an important contribution on codeswitching for scholars, researchers, and teacher educators of language education, multilingualism, and applied linguistics. When talk circulates through technological media - through television or radio and through the activities they support, like the dissemination of news, product advertising or entertainment - it takes on distinctive characteristics, functions and styles. The talking media have developed their own ways of styling individuals (often as celebrities of different types, but also as 'ordinary people'), and ways of styling relationships (such as constructing informality or trust or authority). Media also style their own ways of communicating (how to read the news, how to conduct interviews, how to entertain or educate others, and so on). Media invest heavily in style and styling, drawing on semiotic modes well beyond speech itself. 'Style' therefore needs to be theorised carefully in sociolinguistics and neighbouring disciplines. Episodes and fragments of mediated styles commonly take on new lives when they are re-circulated via interactive 'new' media platforms. Style therefore points to both stability, where ways of speaking and ways of being have become culturally familiar, and to instability, in the talking media's persistent dynamic reworking of stylistic norms. This book explores a wide range of normative structures and creative media processes of this sort, in many different national contexts and in different languages. The globalised world is already massively mediated - what we know about language, people and society is necessarily shaped through our engagement with media. But talking media are caught up in wider currents of rapid change too. Creative innovations in media styling can heighten our reflexive awareness, but they can also unsettle our existing understandings of language-society relations. In reporting new investigations by expert researchers, situated in relation to relevant theory, the book gives an original and timely account of how style, media and change need to be integrated further to advance the discipline of sociolinguistics.

This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and models are influenced by different populations and different social and historical contexts. International comparisons can shed interesting light on the issues. Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy. This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.

This text provides an introduction to the field of sociolinguistics for second and foreign language teachers. This book provides an introduction to the field of sociolinguistics for second and foreign language teachers. Chapters cover the basic areas of sociolinguistics, including regional and social variations in dialects, language and gender, World English, and intercultural communication. Each chapter has been specially written for this collection by an individual who has done extensive research on the topic explored. This is the first introductory text to address explicitly the pedagogical implications of current theory and research in sociolinguistics. The book will also be of interest to any teachers with students from linguistically diverse backgrounds.

Current Issues in Bilingualism

Demographic, Sociolinguistic, and Educational Perspectives

A Sociolinguistic Perspective

Linguistic Perspectives on Language and Education

Theories, Research, and Critiques

Sociolinguistic Perspectives on Talking Media

Broadening the Sociolinguistics Perspectives

This volume focuses on research in bilingual and multilingual education. It discusses the results of research conducted in different multilingual educational contexts and particularly in Basque schools and universities where Basque, Spanish and English are used as subjects and as languages of instruction.

This book highlights the need to develop new educational perspectives in which multilingualism is valorised and strategically used in settings and contexts of instruction and learning. Situated in the current educational debate about multilingualism and ethno-linguistic minorities, chapter authors examine the polarised response to heightened linguistic diversity and how the debate is very much premised on binary views of monolingualism and multi- or bilingualism. Contributors argue that the diverse linguistic backgrounds of immigrant and minority students should be considered an asset, instead of being regarded as a barrier to teaching and learning. From its title through to its conclusion, this book underlines the current perspective of multilingualism as possessing cutting edge potential for transforming diverse classrooms into more inhabitable, more equitable and more efficiently organised spaces for learning. This book will be of interest to scholars and researchers in educational linguistics, applied linguistics, sociolinguistics, anthropological linguistics, pedagogics, educational studies, and educational anthropology.

As populations become more mobile, so interest grows in bi- and multilingualism, particularly in the context of education. This volume focuses on the singular situation in Israel, whose

complex multiculturalism has Hebrew and Arabic as official languages, English as an academic and political language, and tongues such as Russian and Amharic spoken by immigrants. Presenting research on bi- and trilingualism in Israel from a multitude of perspectives, the book focuses on four aspects of multilingualism and literacy in Israel: Arabic-Hebrew bilingual education and Arabic literacy development; second-language Hebrew literacy among immigrant children; literacy in English as a second/third language; and adult bilingualism. Chapters dissect findings on immigrant youth education, language impairment in bilinguals, and neurocognitive features of bilingual language processing. Reflecting current trends, this volume integrates linguistics, sociology, education, cognitive science, and neuroscience.

The book offers demographic, sociolinguistic, and educational perspectives on the status of both regional and immigrant languages in Europe and in a wider international context. From a cross-national point of view, empirical evidence on the status of these other languages of multicultural Europe is brought together in a combined frame of reference.

Sociolinguistic and Educational Perspectives

Studies in Honor of Waldemar Marton

Perspectives

Sociolinguistic Perspectives on the Acquisition of Literacy

Teaching and Learning in Multilingual Contexts

From the Language Medium of Education to the Semiotic Language of the Media

Learning to Read in China

The book is arranged alphabetically from Academic English to Zelasko, Nancy.

It is clearly illogical to search for one good, universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers, and by attitudes towards multilingualism and 'otherness'. The studies in this volume seek to investigate not only whether certain solutions and practices are 'good', but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts, and uncovers common themes and practices, shared aims and preoccupations, and often similar solutions, within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1-Ln terminology when discussing complex multilingual realities, and looks at how the age factor works in classroom settings.

Making pragmatics accessible to a wide range of students and instructors without dumbing down the content of the field, this text for language professionals: raises awareness and increases knowledge and understanding of how human beings use language in real situations to engage in social action fosters the ability to think critically about language data and use helps readers develop the ability to "do pragmatics" The book features careful explanations of topics and concepts that are often difficult for uninitiated readers, a wealth of examples, mostly of natural speech from collected data sources, and attention to the needs of readers who are non-native speakers of English, with non-Western perspectives offered when possible. Suggested Readings, Tasks, Discussion Questions, and Data Analysis sections involve readers in extending and applying what they are reading. The exercises push readers to recall and synthesize the content, elicit relevant personal experiences and other sources of information, and engage in changing their own interactional strategies. The activities go beyond a predictable framework to invite readers to carry out real life observations and experiment to make doing pragmatics a nonjudgmental everyday practice.

An anthology of articles on ethnic bilingualism and bilingual education from a sociolinguistic perspective. It covers theoretical paradigms (primarily structural-functionalism and group conflict theory and the problem formulations in BE typical of the paradigms), practical research methodology and a number of exemplificatory case studies.

Style, Mediation, and Change

Psycholinguistic and Sociolinguistic Perspectives

Structural and Sociolinguistic Perspectives on Indigenisation

'Talking Posh' Sociolinguistic Perspectives on the Context of Schooling in Ireland

From Difference to Disadvantage

Investigating Second Language Acquisition

Sociolinguistic Perspectives on Bilingual Education

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language

revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative repertoire for students.

Language issues are intrinsically part of every classroom setting. Therefore, there is a need to present the linguistic perspective to all teachers and teachers-in-training. This perspective assumes that people internally organize language at different levels, each with its own set of organizing principles, and proposes that this complex system is learned by children at an early age and with little conscious instruction. It recognizes that languages change over time and that variation, based on region, ethnic identity, gender, social class, and social context, is inherent to language. Focusing more on the practical than the theoretical, Barry aims to engage teachers and education students in discussion of the relevance of linguistics to teaching and to encourage them to bring their own expertise to the discussion.

Stancetaking-or speaker positioning-is central to communication. This collected volume explores stancetaking as a sociolinguistic phenomenon, looking at how speakers use language to position themselves and others and exploring how speakers and writers make use of and sometimes transform the meaning of sociolinguistic variables in their acts of stance.

Suitable for experienced and novice language educators, this title provides an overview of sociolinguistics, reflecting changes in the global situation and the evolution of the field and its relevance to language education around the world. It covers such topics as nationalism and popular culture, style and identity, and creole languages.

International Perspectives on Bilingual Education

English around the World

Encyclopedia of Bilingual Education

The Other Languages of Europe

Pragmatics for Language Educators

Pedagogical and Sociolinguistic Perspectives on the Teaching of Spanish to Hispanic Bilingual College Students in South Florida

Sociolinguistic perspectives on the context of schooling in Ireland

Only a few centuries ago the English language consisted of a collection of dialects spoken mainly by monolinguals and only within the shores of a small island. Now the English language includes such typologically distinct varieties as pidgins and creoles, 'new' Englishes, and a range of different standard and nonstandard varieties that are spoken on a regular basis in many different countries throughout the world. English is also, of course, the main language used for communication at an international level. The use of English in such a diverse range of social contexts around the world provides us with a unique opportunity to analyse and document the linguistic variation and change that is occurring within a single language, on a far greater scale - as far as we know - than has ever happened in the world's linguistic history before. This volume is intended to give a comprehensive account of our current knowledge of variation in the use of the English language around the world. Overview papers, written by specialist authors, survey the social context in which English is spoken in those parts of the world where it is widely used. Case study papers then provide representative examples of the empirical research that has been carried out into the English that is spoken in that part of the world. The volume therefore contributes both to our understanding of the English language worldwide and to a more general understanding of language as it is used in its social context. It assesses the extent of our current knowledge of variation in the English language and points to gaps in our understanding which future research might set out to remedy.

This collection brings together cutting-edge research and theoretical discussions on the linguistic, cultural, and political forces that shape multilingual Colombia, highlighting the country's unique sociolinguistic landscape and offering new insights into multilingualism in the Global South. The volume outlines the changing dynamics of multilingualism in Colombia, where Spanish, Spanish-based and English-based Creoles, the linguistic and cultural heritages of Indigenous communities and migrant groups, and the prevalence of English in language education policy intersect. The chapters explore the implications of policy making on language policy discourse and especially on language teacher education for those working on the margins in urban and rural areas. They also explore existing understandings of interculturality and the work of academics and local communities in minority language revitalization efforts. Problematizing essentialized views of language and culture and raising awareness around the complex relationship between language, identity, and interculturality in the Global South, this book will be of interest to scholars in multilingualism, sociolinguistics, language education, teacher education, and applied linguistics.

This book represents the first collection of studies on Content and Language Integrated Learning (CLIL) which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics. The book aims to show how the four perspectives of Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis, and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field, and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective. Topics covered include motivation, the use of tasks, pragmatic development, speech functions in spoken interaction, the use of evaluative language in expressing content knowledge in writing, multimodal interaction, assessment for learning, L1 use in the classroom, English-medium instruction in universities, and CLIL

teachers' professional identities.

This edited collection explores the immense potential of translanguaging in educational settings and highlights teachers and students negotiating language ideologies in their everyday communicative practices. It makes a significant contribution to scholarship on translanguaging and considers the need for pedagogy to reflect and embrace diversity. The chapters provide rich empirical research and document translanguaging in varied educational contexts, with studies from pre-school to adult education in different, mainly European, countries, where English is not the dominant language. Together they expand our understanding of translanguaging and how it can be applied to a variety of settings. This book will be of interest to students and researchers, especially in education, language education and applied linguistics, as well as to professionals and policymakers.

Policy, Practice, and Controversy

The Multilingual Edge of Education

Critical Perspectives on Teaching, Learning, Policy, and Ideology

Sociolinguistics and Language Teaching

Linguistic Landscapes and Educational Spaces

Applied Linguistics Perspectives on CLIL

Sociolinguistics and TESOL

Present-day globalization, migration, and the spread of English have resulted in a great diversity of social and educational contexts in which English learning is taking place. A basic assumption of this book is that because English is an international language, effective pedagogical decisions cannot be made without giving special attention to the many varied contexts in which English is taught and learned. Its unique value is the combination of three strands – globalization, sociolinguistics, and English as an international language – in one focused volume specifically designed for language teachers, providing explicit links between sociolinguistic concepts and language pedagogy. International English in Its Sociolinguistic Contexts: fully recognizes the relationship between social context and language teaching describes the social and sociolinguistic factors that affect the teaching and learning of English examines how the social context is influential in determining which languages are promoted in schools and society and how these languages are taught is unique in directly relating basic constructs in sociolinguistics to English language teaching features case studies that illustrate the diversity of English teaching contexts Directed to a wide TESOL and applied linguistics professional readership, this text will be particularly useful and effective for pre-service and in-service professional development in TESOL for K-12 and higher education levels.

Buku ini merupakan kumpulan penelitian dari 31 penelitian tentang Sociolinguistik. Berbagai permasalahan bahasa dikemukakan secara teoretis dengan mempertahankan permasalahan-permasalahan lokal sebagai sumber utama. Kajian-kajian yang disampaikan bersifat terbuka kritik dan saran, sehingga dikemudian hari dapat menjadi pijakan dan bahkan pengembangan penelitian yang lebih komprehensif.

This integrated and cutting-edge overview of codeswitching from sociolinguistic, linguistic, and educational perspectives examines language mixing in teaching and learning contexts from a variety of theoretical perspectives. The focus is on classroom settings; the pedagogical consequences of codeswitching for teaching and learning of language and content in one-way and two-way bilingual classrooms. The theme of the book responds to a recent surge of interest in pedagogical applications of bilingual language mixing, and engages related topics from theoretical, pedagogical, and policy-related perspectives. Part I provides an introduction to (socio)linguistic and pedagogical contributions to scholarship in the field, both historical and contemporary. Part II focuses on codeswitching in teaching and learning contexts, include literacy education, mathematics education, second language teaching, linguistic and academic outcomes for children in codeswitching families, and the development of multilingual pedagogical language knowledge through a variety of school and community resources. Part III looks at language ideology and language policy.

The book concerns theoretical, interdisciplinary and methodological issues in L2 acquisition research. It gives an accurate and up-to-date overview of high quality work currently in progress in research methodology, processing, principles and parameters theory, phonology, the bilingual lexicon, input and instruction. The volume will have the purpose of a handbook for teachers, students and researchers in the area of second language acquisition. The aim is to provide the reader with an acquisition perspective on processes of second and foreign language learning.

Towards a Socially Sensitive EIL Pedagogy

Cognitive and Socio-linguistic Perspectives

International English in Its Sociolinguistic Contexts

The Language of Schooling

Critical Perspectives on Codeswitching in Classroom Settings

Sociolinguistic Perspectives

New Perspectives on Translanguaging and Education

The volume provides a state-of-the-art overview of key issues in second language learning and teaching, adopting as a point of reference both psycholinguistic and sociolinguistic perspectives. The papers included in the collection, which have been contributed by leading specialists in the field from Poland and abroad, touch upon important theoretical issues, report latest research findings and offer guidelines for classroom practice. The range of topics covered and the inclusion of concrete pedagogic proposals ensures that the book will be of interest to a wide audience, not only SLA specialists, but also methodologists, material designers, undergraduate and graduate students, and practitioners

Prior to the central theme of the discussion on sociolinguistics, it is important for us to clarify some of the definitions and terms related to the subject matter. First of all, let us have a look at 'sociolinguistics'. What is sociolinguistics? What does it deal with? What issues are probably relevant to the study of language teaching as this textbook is primarily designed for the students majoring in English language education?

This book presents policies in language and education, and implementation in specific settings. It describes the historical background that led to the development of these policies, and presents the institutional context of the schools where reading is taught. Based on a study conducted over four years, involving daily observation in two different elementary schools and one kindergarten in Nanjing, China, this study

describes the literacy acquisition process for Chinese children today. This study is recommended for Chinese language teachers, English as a second language instructors, linguists, students of comparative education, and sociologists.

How do written and other signs shape our educational spaces and practices; and how, in turn, are these written and other signs shaped by the educational spaces and practices they inhabit? Building on enquiries into the linguistic landscapes of public spaces, this volume addresses these questions and thereby further advances the educational turn in linguistic and semiotic landscapes studies. Prompted by social changes associated with migration and superdiversity, as well as imperatives to promote pluri- and multilingualism, the studies collected here speak to the interest of researchers and practitioners in educational linguistics and educational sciences. They confirm the value of combining empirical analyses of linguistic and semiotic educational landscapes with action research on mobilising linguistic landscapes as pedagogical resources to promote multilingual equality.

Critical Perspectives and Voices from the Field

On Multilingualism and Language Evolution

A Functional Linguistics Perspective

Sociolinguistics in African Contexts

Sociolinguistics in Language Teaching Perspectives

Stance

Perspectives on Applied Sociolinguistics

This volume develops a theoretical and critical foundation for understanding "maladministration"—the phenomena of harmful administrative and organisational behaviours in educational systems. Chapter authors provide theoretical and practice-based perspectives across international contexts regarding common destructive practices that occur in educational organisations, such as negligence and mistreatment of people, professional dishonesty, fraud and embezzlement, abuse of power, and corrupt organisational cultures. *International Perspectives on Maladministration in Education* shines a light on this complex topic by examining various practices at individual, group, organisational, and system levels; the contexts and influences that give rise to them; and potential remedies to ensure more accountable, just, and safe institutions.

This book is about how language is used in the context of schooling. It demonstrates that the variety of English expected at school differs from the interactional language that students use for social purposes outside of school, and provides a linguistic analysis of the challenges of the school curriculum, particularly for non-native speakers of English, speakers of non-standard dialects, and students who have little exposure to academic language outside of schools. *The Language of Schooling: A Functional Linguistics Perspective* builds on current sociolinguistic and discourse-analytic studies of language in school, but adds a new dimension--the framework of functional linguistic analysis. This framework focuses not just on the structure of words and sentences, but on how texts are constructed--how particular grammatical choices create meanings in the different kinds of texts students are asked to read and write at school. *The Language of Schooling: A Functional Linguistics Perspective* *provides a functional description of the kinds of texts students are expected to read and write at school; *relates research from other sociolinguistic and language development perspectives to research from the systemic functional linguistics perspective; *focuses on the increasing linguistic demands of contexts of advanced literacy (middle school through college); *analyzes the genres typically encountered at school, with extensive description of the grammatical features of the expository essay, a gatekeeping genre for secondary school graduates; *reviews the grammatical features of disciplinary genres in science and history; and *argues for more explicit attention to language in teaching all subjects, with a particular focus on what is needed for the development of critical literacy.

This book will enable researchers and students of language in education to recognize how the grammatical and discourse features of the language of schooling construct the content areas, role relationships, and purposes and expectations of schools. It also will enable them to better understand the nature of language itself and how it emerges from and helps to maintain social structures and institutions, and to apply these understandings to creating classroom environments that build on the strengths students bring to school.

This book examines the topic of communication strategies, the ways in which people seek to express themselves or understand what someone else is saying or writing. Typically, the term has referred to the strategies that non-native speakers use to address the linguistic and pragmatic problems encountered in interactions with native and non-native speakers of the language in question. Studies adopting a psycholinguistic perspective are well represented and updated in this volume. Other chapters re-examine communication strategies from a sociolinguistic perspective, exploring the strategies non-native speakers and their conversational partners use to create shared meanings in ongoing discourse. These studies reveal how communication strategies can serve to construct participants' identities and social relationships. Finally, the book incorporates a number of chapters which cover strategy-like behaviour in other related areas, such as language pathology, child bilingualism, normal native adult interaction, and mother tongue education. These studies add fresh dimensions to the study of communication strategies, showing how the concept can usefully be extended beyond the realm of second language acquisition and use, and pointing out the commonalities in many domains of language behaviour.

Descriptions of new varieties of European languages in postcolonial contexts have focused exceedingly on system-based indigenisation and variation. This volume--while further illustrating processes and instantiations of indigenisation at this level--incorporates investigations of sociolinguistic and pragmatic phenomena in daily social interaction--e.g. politeness, respect, compliment response, naming and address forms, and gender--through innovative analytic frameworks that view indigenisation from emic perspectives. Focusing on postcolonial Cameroon and using natural and questionnaire data, the

book assesses the salience of linguistic and sociocultural hybridisation triggered by colonialism and, recently, globalisation in interaction in and across languages and cultures. The authors illustrate how the multilingual nature of the society and individuals' multilingual repertoires shape patterns in the indigenisation and evolution of the ex-colonial languages, English and French, and Pidgin English.

Language Education in Multilingual Colombia

Basque Educational Research from an International Perspective

Constructions of Language Competence

Codeswitching in the Classroom

Parent perceptions

Towards Multilingual Education

Perspectives and Challenges

This volume offers a new perspective on sociolinguistics in Africa. Eschewing the traditional approach which looks at the interaction between European and African languages in the wake of colonialism, this book turns its focus to the social dynamics of African languages and African societies. Divided into two sections, the book offers insight into the crucial topics such as: language vitality and endangerment, the birth of 'new languages', a sociolinguistics of the city, language contact and language politics. It spans the continent from Algeria to South Africa, Guinea-Bissau to Kenya and addresses the following broad themes: Language variation, contact and changeThe dynamics of urban, rural and youth languagesPolicy and practice This book provides an alternative to the Eurocentric view of sociolinguistic dynamics in Africa, and will make an ideal read or supplemental textbook for scholars and students in the field/disciplines of African languages and linguistics, and those interested in southern theory or 'sociolinguistics in the margins'.

Sociolinguistic Perspectives on Assessing Second Language Interactions in Basic Adult Education

Sociolinguistic Perspectives on the Speech of the "disadvantaged"

Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching

International Perspectives on Maladministration in Education

Communication Strategies

Sociolinguistics and Language Education