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*Sociolinguistics And
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Sociolinguistics applies
its theory to
linguistically diverse
educational settings and
communities. It has its
approaches to
bilingualism, second
language learning, and
language maintenance.
Sociolinguistics course
could raise awareness

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among teachers, policy-makers and community members on the role of minority languages in schools.

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*Sociolinguistics and
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(New Perspectives ...*

Sociolinguistics is
concerned with the

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relationship between language use and social variables. One of the major debates in the field of sociolinguistics is whether to take social or linguistic factors as primary in investigating this relationship. As evidence of this debate, Wardhaugh (1992) and others make a distinction between sociolinguistics and the

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sociology of language.

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*Sociolinguistics and
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Summary. 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

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include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power.

*Sociolinguistics and
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Multilingual Matters,
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Jun 17, 2010- Language Arts & Disciplines- 600 pages. 2Reviews. This book, addressed to experienced and novice language educators, provides an up-to-date overview of...

*Sociolinguistics and
Language Education -
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Research on language
education has sought

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Answers to the question of how the development of spoken and written language can be fostered, from their origins in early infancy to their mastery as systems of representation for communication with others and for the inner control of thinking and feeling. Thanks to the input of sociolinguistics

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And language research,
the ways in which social
equality can be
enhanced through
education have also
received attention.

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found here"International
Journal
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*Sociolinguistics And
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In this paper, the
position and
significance of
sociolinguistics in
foreign language
education is examined
along three dimensions:
attitudes towards
learning a foreign

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language, inclusion of
culture in foreign
language lessons, and
the contribution

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24. *Sociolinguistics and Education* 24.

Sociolinguistics and ...

This made second language specialists look to sociolinguistic research for developing teaching methodologies

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and enlarging the area of objectives of language education [1] [2] . Language education involves not only the elaboration of a grammatical system, but also the ability to use language as an instrument for learning and the ability to use language appropriately in varying contexts.

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*Sociolinguistics in
Language Learning and
Language Teaching*

The author next

describes three major
strands of investigation
in sociolinguistics:

language variation,
language contact, and
language change. Work
in the area of language
variation is based
largely on the
groundbreaking work of

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William Labov, whose findings have been challenged by current research on language hybridity.

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Buy [(Sociolinguistics
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Nancy H. Hornberger]
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2010) by Nancy H.
Hornberger (ISBN:)
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on eligible orders.

*[(Sociolinguistics and
Language Education)]*

[Author: Nancy ...

Sociolinguistics and
Language Education

This text provides an up-
to-date overview of

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sociolinguistics,
including topics of
nationalism and popular
culture, style and
identity, creole
languages, critical
language awareness,
multimodal literacies,
classroom discourse,
ideologies and power

*Sociolinguistics and
Language Education*

The basic premise of

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Sociolinguistics is that language is variable and ever-changing. As a result, language is not uniform or constant.

Rather, it is varied and inconsistent for both the individual user and within and among groups of speakers who use the same language. People adjust the way they talk to their social situation.

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*Sociolinguistics -
Language, Dialects and
Society*

Sociolinguistics and
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brings together the most
authoritative voices in
the field to explore the
intersections of
language and education
in contexts around the
world.

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Nancy H. Hornberger,
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*Sociolinguistics and
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This book provides an
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including topics of
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culture, style and
identity, creole
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languages, critical
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language awareness,
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multimodal literacies,
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classroom discourse,
ideologies and power,
across language
education contexts
ranging from the
teaching of English as
an international
language to Indigenous
language revitalization.

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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

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Sociolinguistics

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

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Implications of current theory and research in sociolinguistics. The book will also be of interest to any teachers with students from linguistically diverse backgrounds.

Sociolinguistics and Second Language Acquisition is a comprehensive textbook that bridges the gap

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And Language fields of sociolinguistics and second language acquisition, exploring the variety of ways in which social context influences the acquisition of a second language. It reviews basic principles of sociolinguistics, provides a unified account of the multiple theoretical approaches

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And social factors in second languages, summarizes the growing body of empirical research, including examples of findings from a wide range of second languages, and discusses the application of sociolinguistics to the second language classroom. Written for an audience that extends beyond specialists in the

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field, complete with summary tables, additional readings, discussion questions, and application activities throughout, this volume will serve as the ideal textbook for advanced undergraduate or graduate students of second language acquisition and instruction, and will also be of interest to

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researchers in the fields of second language acquisition, second language instruction and sociolinguistics.

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A language teacher's role is not only critical in teaching a language, but also in teaching the cultures and societies that surround the language.

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Language Teaching
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looks at the relationship
between language and
society and the pivotal
part teachers play in
shaping student
perceptions of the
language.

Routledge English
Language

Introductions cover core
areas of language study
and are one-stop

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Assuming no prior knowledge, books in the series offer an

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sections, enabling the
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on the knowledge
gained. Sociolinguistics:
provides a
comprehensive

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introduction to
sociolinguistics draws
on a wide range of real
texts, from an interview
with Madonna to
articles in international
newspapers and
classroom discourse ·
uses real studies
designed and conducted
by students provides
classic readings by the
key names in the
discipline from Milroy

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and Holmes to
Fairclough and
Cameron. Written by an
experienced teacher and
author, this accessible
textbook is an essential
resource for all students
of English Language
and Linguistics.

Making pragmatics
accessible to a wide
range of students and
instructors without

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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

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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,

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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

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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.

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This edited volume presents an empirical account of how neoliberal ideas are adopted on the ground by different actors in different educational settings, from bilingual education in the US, to migrant work programmes in Italy, to minority language teaching in Mexico. It examines language and

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education as objects of neoliberalization and as powerful tools and sites through which

ideological principles underpinning neoliberal societies and economies are (re)produced and maintained (and with that, inequality and exclusion). This book aims to produce a complex understanding of how neoliberal

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rationalities are articulated within locally anchored and historical regimes of knowledge on language, education and society.

"... focuses on issues at the forefront of heritage language teaching and research. Its state-of-the-art presentation will make this volume a standard reference book

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for investigators,
teachers, and students. It
will also generate
further research and
discussion, thereby
advancing the field."

María Carreira,
California State
University – Long
Beach, United States "In
our multilingual and
multicultural society
there is an undeniable
need to address issues of

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bilingualism, language maintenance, literacy development, and language policy. The subject of this book is timely.... It has potential to make a truly significant contribution to the field." María Cecilia Colombi, University of California – Davis, United States

This volume presents a multidisciplinary

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perspective on teaching heritage language learners. Contributors from theoretical and applied linguistics, sociolinguistics, psychology, educational policy, and pedagogy specialists explore policy and societal issues, present linguistic case studies, and discuss curricular issues, offering both research

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and hands-on
innovation. - The term
"heritage language
speaker" refers to an
individual exposed to a
language spoken at
home but who is
educated primarily in
English. Research and
curriculum design in
heritage language
education is just
beginning. Heritage
language pedagogy,

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including research associated with the attrition, maintenance, and growth of heritage language proficiency, is rapidly becoming a field in its own right within foreign language education. This book fills a current gap in both theory and pedagogy in this emerging field. It is a significant contribution

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And the goals of
formulating theory,
developing informed
classroom practices, and
creating enlightened
programs for students
who bring home-
language knowledge
into the classroom.

Heritage Language
Education: A New Field
Emerging is dedicated
to Professor Russell
Campbell (1927-2003),

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who was instrumental in advocating for the creation of the field of heritage language education.

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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

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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 –

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globalization,
sociolinguistics, and
Education A
English as an
Festschrift For
international language –
in one focused volume
specifically designed for
Pattanyak
language teachers,
providing explicit links
between sociolinguistic
concepts and language
pedagogy. International
English in Its
Sociolinguistic
Contexts: fully

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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

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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

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and effective for pre-service and in-service professional development in TESOL for K-12 and higher education levels.

Educational linguistics is transcultural, with research in the field adopting an international scope. Educational systems, on the contrary, are culture-

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bound. As a consequence, actual teaching differs across countries, and sometimes even among provinces, local educational authorities, and schools. However, a globalized world needs to share the various meanings of “knowing a language” and “teaching a language”, as language is the main

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factor of both cultural identity and national and international interaction.

The framework offered here is built on eight “hypotheses”, logical models that provide the potential common core of a non-culture-bound theory of language education and of language teaching. The book thus suggests a common terminology,

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And common
principles, and a basic
paradigm to be shared in
both theoretical and
practical research in edu-
linguistics, consequently
going beyond the
borders implied by such
titles as European
framework, American
standards, and Chinese
guidelines.

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