Sociolinguistic Perspectives On The Education Of Deaf

What does it mean to young people to be multilingual? What do multilingual speakers' linguistic resources mean to them? Are they happy to discard their languages, and assimilate to English, or are there other issues at stake? Do communities set out to ensure that their languages are maintained and passed on to the next generation, and if so, how, and why? What if speakers appropriate and make use of linguistic resources not typically associated with their 'ethnic' or 'heritage' group? Is there consensus about the role and value of particular sets of linguistic resources, or is this contested, and negotiated? How do negotiations about linguistic resources and identities play out in institutional contexts, and what language practices are used in these negotiations? Adrian Blackledge and Angela Creese address these questions, taking a critical perspective to examine issues such as nationalism, heritage, culture, identity negotiation, ideology and power. They offer responses from their detailed investigations of the language practices of multilingual young people and their teaching experiences in complementary schools in four cities in England. As a comprehensive examination of the issues surrounding multilingualism, it will be essential reading for advanced students and researchers of sociolinguistics and multilingualism.

This book brings together leading academics and practitioners working in the area of language, gender, sexuality and education, consolidating recent developments and moving the field forward in a contemporary context. This unique and timely volume captures current themes, debates, theories and methods in the field, and will be of interest to scholars and practitioners working around the world in the areas of Applied Linguistics, Teaching English as a Foreign Language, Education, Sociology and Discourse Studies.

The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as innovation'.

The cultural diversity of the Asia-Pacific region is reflected in a multitude of linguistic ecologies of languages of lesser power, i.e., of indigenous and immigrant languages whose speakers lack collective linguistic power, especially in education. This volume looks at a representative sampling of such communities. Some receive strong government support, while others receive none. For some indigenous languages, the same government schools that once tried to stamp out indigenous languages are now the vehicles of language revival. As the various chapters in this book show, some parents strongly support the use of languages other than the national language in education, while others are actively against it, and perhaps a majority have ambivalent feelings. The overall meta-theme that emerges from the collection is the need to view the teaching and learning of these languages in relation to the different needs of the speakers within a sociolinguistics of mobility.

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.

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.

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.

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.
Critical Perspectives on Teaching, Learning, Policy, and Ideology
A Sociolinguistic Perspective
Sociolinguistics and Language Teaching
Sociolinguistics in Language Teaching Perspectives
Bilingualism for All?

**Stance**

Inherent to language. Focusing more on the practical than the theoretical, Barry aims to engage teachers and education students in discussion of organizing principles, and proposes that this complex system is learned by children at an early age and with little conscious instruction. It and teachers-in-training. This perspective assumes that people internally organize language at different levels, each with its own set of

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

This book investigations the sociolinguistic dimension of the internationalization of higher education, examining the linguistic tensions and ambiguities experienced by universities around the world, particularly in non-anglophone contexts. Joining current debates within discursive

The book offers demographic, sociolinguistic, and educational perspectives on the status of both regional and immigrant languages in Europe

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A Sociolinguistic Perspective
Sociolinguistics and Language Teaching
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Bilingualism for All?
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.

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.

Although the notion of Global Englishes (GE) has been widely discussed in the literature, few books consider how GE can be translated into educational practice. This book addresses the incorporation of GE into language policy and curriculum, pedagogy and assessment practices, and focuses on a wide range of geographical and language contexts. Incorporating GE into language curriculum, pedagogy and assessment practices calls for a reframing of our pedagogical practices that take into account the use of Englishes in intercultural and multicultural encounters where people have different first languages and cultural backgrounds. This book will be of interest to policymakers, curriculum developers and practitioner-researchers in the area of English language education.

In today's world—characterised by globalisation, transnationalism, transmigration and super-diversity—there exists an urgent need to critically examine language in education, language policies, the role of English and linguistic diversity. This volume explores language issues in the linguistically-diverse settings of Commonwealth countries, alongside supporting reports into the way these issues have been addressed in the United States. Countries within the Commonwealth provide some of the most instructive instances of language use as instruments of empowerment and oppression, cultural liberation, religious evangelism, and as a tool to unify, isolate and/or separate ethnic groups.

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. 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?

Sociolinguistics and Language Education

Multilingual Matters

This volume discusses several facets of English in today's multilingual Europe. It emphasizes the interdependence between cultures, languages and situations that influence its use. This interdependence is particularly relevant to European settings where English is being learned as a second language. Such learning situations constitute the core focus of the book. The volume is unique in bringing together empirical studies examining factors that promote the learning of English in Europe. Rather than assuming that English is a threat to linguistic diversity and cultural independence, these studies discuss psycholinguistic factors such as the input, and sociolinguistic factors such as the type of English that is targeted in learning. The contributing authors are well-established specialists who have worked on multilingualism, English as a Lingua Franca and second language acquisition. The book will be of interest to applied linguists, sociolinguists and teachers of English as a foreign language.

Theories, Research, and Critiques

Cognitive and Socio-linguistic Perspectives
Pathways to Multilingualism
The Sociolinguistics of Higher Education
Policy, Practice, and Controversy
Language in Late Modernity
Multilingualism and Language in Education
International English in Its Sociolinguistic Contexts
Sociolinguistic perspectives on the context of schooling in Ireland
Sociolinguistic and Pedagogical Perspectives from Commonwealth Countries
Demographic, Sociolinguistic, and Educational Perspectives
Language and Learning in the International University
Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching
Sociolinguistics and Language Education
Living with Languages

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. Many universities around the world are actively engaged in the process of the internationalization of their higher education systems, trying to become more competitive in all possible respects, especially in the areas of research and teaching. Language, naturally, plays a central role in this process, but this is not always explicitly recognized as such. As a result, key sociolinguistic challenges emerge for both individuals and groups of people. Most prominently, the question of whether English constitutes an opportunity or a threat to other national languages in academic domains is a controversial one and remains unresolved. The analysis featured in this book aims at addressing this question by looking at language policy developments in the context of Estonian higher education. Adopting a discourse approach, the book emphasises the centrality of language not only as a site of struggle, but as a tool and a resource that agents in a give field utilize to orient themselves in certain positions. The book will be of interest to language policy scholars, linguistic anthropologists, and critical sociolinguists. Education scholars interested in discourse studies will also find it useful. Provides a sociolinguistic account of classroom interaction, based on research in an inner-city high school.
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 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, 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. Presenting a range of data obtained from secondary schools in the UK and US, this path-breaking book explores the role played by language in constructing sexual identities. Analysing the often complex ways in which homophobia, heterosexism and heteronormativity are enacted within school contexts, it shows that by analysing language, we can discover much about how educators and students experience sexual diversity in their schools, how sexual identities are constructed through language, and how different statuses are ascribed to different sexual identities.

Anna Odrowąż-Coates shows that English, as a language of European integration and communication, has become an element of social status. In privileged social groups, its position has changed from a foreign language to a second language, which demonstrates a linguistic shift with long-term consequences. Socio-educational Factors and Soft Power of Language critically examines the cultural and individual implications of this phenomenon in the context of field study in Poland and Portugal. Odrowąż-Coates uses institutional ethnography with a combination of theoretical constructs, including “soft power” and “positioning theory,” to examine evidence of English as a new tool for social stratification and its effect on language policies as well as the ways in which it impacts people’s lives and their opportunities. Whilst critical of the neoliberal, neo-colonial, and imperialistic dimensions of English language hegemony, Odrowąż-Coates argues for a gendered perspective of English as...
a language of opportunity, inclusion, and empowerment. She focuses on discourses that are shown to be products of and the makers of the material aspects of language. Using an ethical imperative not only to question, but also to participate in the existing power structures in order to change the power dynamic, Odrowąż-Coates argues that language choices are not necessarily individually driven but are instead institutionally driven.

**English in Europe Today**

**Educational Administration and Leadership Identity Formation**

**Towards a Socially Sensitive EIL Pedagogy**

**Language Policy and Internationalisation in Catalonia**

**Multilingualism**

**International Theories, Problems and Challenges**

**Teaching and Learning in Multilingual Contexts**

**Critical Perspectives on Global Englishes in Asia**

**From English Uniformity to Diversity and Hybridity**

**International Perspectives on Bilingual Education**

**Sociolinguistic and Educational Perspectives**

**Evolving Perspectives on Immersion Education**

**Interaction in an Urban School**

**Current Issues in Bilingualism**

**A Focus on Estonian Higher Education**

**Applied Linguistics Perspectives on CLIL**

**Basque Educational Research from an International Perspective**

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

**Making pragmatics accessible to a wide range of students and instructors without dumbing down the content, this text for...**

...raises awareness and increases knowledge and understanding of how human beings use language in real situations and sometimes transform the meaning of sociolinguistic variables in their acts of stance.

Stancetaking—or speaker positioning—is central to communication. This collected volume explores stancetaking as a sociolinguistic...