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# **Sociolinguistic Perspectives On The Education Of Deaf**

**An anthology of articles on ethnic bilingualism and**

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**bilingual  
education from a  
sociolinguistic  
perspective. It  
covers  
theoretical  
paradigms  
(primarily structu  
ral-functionalism  
and group  
conflict theory  
and the problem**

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**formulations in  
BE typical of the  
paradigms),  
practical  
research  
methodology and  
a number of  
exemplificatory  
case studies.  
Present-day  
globalization,  
migration, and**

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**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**

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**because English  
is an  
international  
language,  
effective  
pedagogical  
decisions cannot  
be made without  
giving special  
attention to the  
many varied  
contexts in which**

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**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**

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**specifically  
designed for  
language  
teachers,  
providing explicit  
links between  
sociolinguistic  
concepts and  
language  
pedagogy.  
International  
English in Its**

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**Sociolinguistic  
Contexts: fully  
recognizes the  
relationship  
between social  
context and  
language  
teaching  
describes the  
social and  
sociolinguistic  
factors that affect**



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**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**

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**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**

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**contexts**  
Directed to a  
wide TESOL and  
applied  
linguistics  
professional  
readership, this  
text will be  
particularly  
useful and  
effective for pre-  
service and in-

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**service  
professional  
development in  
TESOL for K-12  
and higher  
education levels.  
Descriptions of  
new varieties of  
European  
languages in  
postcolonial  
contexts have**

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**focused  
exceedingly on  
system-based  
indigenisation  
and variation.  
This  
volume—while  
further  
illustrating  
processes and  
instantiations of  
indigenisation at**

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**this level—incorporates investigations of sociolinguistic and pragmatic phenomena in daily social interaction—e.g. politeness, respect, compliment response,**

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**naming and  
address forms,  
and  
gender–through  
innovative  
analytic  
frameworks that  
view  
indigenisation  
from emic  
perspectives.  
Focusing on**

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**postcolonial  
Cameroon and  
using natural and  
questionnaire  
data, the book  
assesses the  
salience of  
linguistic and  
sociocultural  
hybridisation  
triggered by  
colonialism and,**



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**recently,  
globalisation in  
interaction in and  
across  
languages and  
cultures. The  
authors illustrate  
how the  
multilingual  
nature of the  
society and  
individuals'**

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**multilingual  
repertoires  
shape patterns in  
the  
indigenisation  
and evolution of  
the ex-colonial  
languages,  
English and  
French, and  
Pidgin English.  
Stancetaking-or**

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**speaker**  
The Education Of  
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**positioning-is**  
**central to**

**communication.**

**This collected  
volume explores  
stancetaking as a  
sociolinguistic  
phenomenon,  
looking at how  
speakers use  
language to**

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Perspectives On  
**position**  
**themselves and**  
**others and**  
**exploring how**  
**speakers and**  
**writers make use**  
**of and**  
**sometimes**  
**transform the**  
**meaning of**  
**sociolinguistic**  
**variables in their**

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**acts of stance.**  
The Education Of  
**Sociolinguistic**  
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**perspectives on**  
**the context of**  
**schooling in**  
**Ireland**  
**Pedagogical and**  
**Sociolinguistic**  
**Perspectives on**  
**the Teaching of**  
**Spanish to**  
**Hispanic**

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**Bilingual College  
Students in  
South Florida  
Teaching and  
Learning in  
Multilingual  
Contexts  
Towards a  
Socially  
Sensitive EIL  
Pedagogy  
Psycholinguistic**

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**and**  
The Education Of  
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Deaf  
**Perspectives**  
**Studies in Honor**  
**of Waldemar**  
**Marton**  
**Sociolinguistic**  
**Perspectives**

When talk circulates  
through technological  
media - through  
television or radio

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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



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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

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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

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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,

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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.

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The globalised world is already massively mediatised - 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

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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

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and timely account of how style, media and change need to be integrated further to advance the discipline of sociolinguistics. Making pragmatics accessible to a wide range of students and instructors without dumbing down the content of the field, this text for language

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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



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"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

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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

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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

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real life observations  
and experiment to  
make doing

pragmatics a  
nonjudgmental  
everyday practice.

Sociolinguistic  
Perspectives on  
Bilingual Education  
Multilingual Matters  
This collection brings  
together cutting-edge  
research and

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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

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Perspectives On  
in the Global South.  
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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

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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

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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



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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,

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and applied  
linguistics.  
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Codeswitching in the  
Classroom

Style, Mediation, and  
Change

The Multilingual  
Edge of Education

Sociolinguistic  
Perspectives on the  
Acquisition of  
Literacy

Critical Perspectives

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and Voices from the  
The Education Of  
Field

On Multilingualism  
and Language  
Evolution

Sociolinguistics and  
TESOL

The book concerns  
theoretical,  
interdisciplinary  
and methodological  
issues in L2  
acquisition

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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

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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

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processes of second  
and foreign  
language learning.

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

Language issues are  
intrinsically part of  
every classroom  
setting. Therefore,  
there is a need to

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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

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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



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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

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encourage them to bring their own expertise to the discussion.

This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and

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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

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scholars and  
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

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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.

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Encyclopedia of  
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Bilingual Education  
Stance

Applied Linguistics  
Perspectives on  
CLIL

Sociolinguistics and  
Language Education  
Sociolinguistic and  
Educational

Perspectives  
Perspectives on  
Applied

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Critical Perspectives  
On Teaching,  
Learning, Policy,  
and Ideology

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

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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.

The volume provides a state-of-the-art overview of key issues in second language learning and teaching, adopting as a



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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

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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

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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,

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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-

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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

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current trends, this volume integrates linguistics, sociology, education, cognitive science, and neuroscience.

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

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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

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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



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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

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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

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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.

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

Broadening the  
Sociolinguistics  
Perspectives

Sociolinguistics in  
African Contexts

Towards Multilingual  
Education

Language Education in  
Multilingual Colombia

Pragmatics for

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Language Educators  
The Education Of  
International

Perspectives on  
Bilingual Education

This book is  
about how  
language is  
used in the  
context of  
schooling. It  
demonstrates  
that the  
variety of

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English  
expected at  
school differs  
from the  
interactional  
language that  
students use  
for social  
purposes  
outside of  
school, and  
provides a  
linguistic

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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

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exposure to  
academic  
language  
outside of  
schools. The  
Language of  
Schooling: A  
Functional  
Linguistics  
Perspective  
builds on  
current  
sociolinguistic



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and discourse-  
The Education Of  
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analytic  
studies of  
language in  
school, but  
adds a new  
dimension--the  
framework of  
functional  
linguistic  
analysis. This  
framework  
focuses not

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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

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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

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texts students  
are expected to  
read and write  
at school;

\*relates

research from  
other  
sociolinguistic  
and language  
development  
perspectives to  
research from  
the systemic

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functional  
linguistics

perspective;

\*focuses on the  
increasing

linguistic

demands of

contexts of

advanced

literacy

(middle school

through

college);

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\*analyzes the genres typically encountered at school, with extensive description of the grammatical features of the expository essay, a gatekeeping genre for

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secondary  
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school  
graduates;

\*reviews the  
grammatical  
features of  
disciplinary  
genres in  
science and  
history; and  
\*argues for  
more explicit  
attention to

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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



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language in  
education to  
recognize how  
the grammatical  
and discourse  
features of the  
language of  
schooling  
construct the  
content areas,  
role  
relationships,  
and purposes

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and  
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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

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structures and  
institutions,  
and to apply  
these  
understandings  
to creating  
classroom  
environments  
that build on  
the strengths  
students bring  
to school.

This book

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highlights the  
need to develop  
new educational  
perspectives in  
which  
multilingualism  
is valorised  
and  
strategically  
used in  
settings and  
contexts of  
instruction and

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learning.  
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Situated in the current educational debate about multilingualism and ethno-linguistic minorities, chapter authors examine the polarised response to

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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

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linguistic  
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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

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through to its  
conclusion,  
this book  
underlines the  
current  
perspective of  
multilingualism  
as possessing  
cutting edge  
potential for  
transforming  
diverse  
classrooms into



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more  
inhabitable,  
more equitable  
and more  
efficiently  
organised  
spaces for  
learning. This  
book will be of  
interest to  
scholars and  
researchers in  
educational

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linguistics,  
applied

linguistics, so  
ciolinguistics,  
anthropological  
linguistics,  
pedagogics,  
educational  
studies, and  
educational  
anthropology.

This volume  
focuses on

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research in  
bilingual and  
multilingual  
education. It  
discusses the  
results of  
research  
conducted in  
different  
multilingual  
educational  
contexts and  
particularly in

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Basque schools  
and The Education Of  
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universities

where Basque,  
Spanish and  
English are  
used as  
subjects and as  
languages of  
instruction.

This book  
represents the  
first

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collection of  
studies on  
Content and  
Language  
Integrated  
Learning (CLIL)  
which brings  
together a  
range of  
perspectives  
through which  
CLIL has been  
investigated

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within Applied  
The Education Of  
Linguistics.

The book aims  
to show how the  
four  
perspectives of  
Second Language  
Acquisition  
(SLA), Systemic  
Functional  
Linguistics  
(SFL),  
Discourse

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Analysis, and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book

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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



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aspects of CLIL  
seen from this  
perspective.

Topics covered  
include  
motivation, the  
use of tasks,  
pragmatic  
development,  
speech  
functions in  
spoken  
interaction,

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the use of  
evaluative  
language in  
expressing  
content  
knowledge in  
writing,  
multimodal  
interaction,  
assessment for  
learning, L1  
use in the  
classroom,

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English-medium  
instruction in  
universities,  
and CLIL  
teachers'  
professional  
identities.

International  
English in Its  
Sociolinguistic  
Contexts

Current Issues  
in Bilingualism

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perceptions

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Perspectives on

the Context of

Schooling in

Ireland

Sociolinguistic

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The Other  
Languages of  
Europe

It is clearly  
illogical to  
search for one  
good, universal  
solution for  
multilingual  
education when

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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

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attitudes  
towards  
multilingualism  
and 'otherness'.  
The studies in  
this volume seek  
to investigate  
not only  
whether certain  
solutions and  
practices are  
'good', but also

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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



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preoccupations,  
and often similar  
solutions, within  
seemingly  
diverse  
contexts. In  
addition to  
chapters based  
on empirical  
data, this book  
offers  
theoretical

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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

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in classroom  
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settings.

This book  
presents policies  
in language and  
education, and  
implementation  
in specific  
settings. It  
describes the  
historical  
background that

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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,

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involving daily observation in two different elementary schools and one kindergarten in Nanjing, China, this study describes the literacy acquisition process for

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Chinese children  
today. This  
study is  
recommended  
for Chinese  
language  
teachers,  
English as a  
second language  
instructors,  
linguists,  
students of

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comparative  
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education, and  
sociologists.

This edited  
collection  
explores the  
immense  
potential of  
translanguaging  
in educational  
settings and  
highlights

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teachers and  
students  
negotiating  
language  
ideologies in  
their everyday  
communicative  
practices. It  
makes a  
significant  
contribution to  
scholarship on



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translanguaging and considers the need for pedagogy to reflect and embrace diversity. The chapters provide rich empirical research and document translanguaging

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in varied educational contexts, with studies from pre-school to adult education in different, mainly European, countries, where English is not the dominant language.

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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

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researchers,  
especially in  
education,  
language  
education and  
applied  
linguistics, as  
well as to  
professionals  
and  
policymakers.  
Bringing

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together  
sociolinguistic,  
linguistic, and  
educational  
perspectives,  
this cutting-edge  
overview of  
codeswitching  
examines  
language mixing  
in teaching and  
learning in

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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

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volume serves  
that need by  
providing an  
original and  
wide-ranging  
discussion of  
theoretical,  
pedagogical,  
and  
policy-related  
issues and  
obstacles in

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settings—the  
pedagogical  
consequences of  
codeswitching  
for teaching and  
learning of  
language and  
content in  
one-way and  
two-way  
bilingual



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classrooms. Part  
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I provides an  
introduction to  
(socio)linguistic  
and pedagogical  
contributions to  
scholarship in  
the field, both  
historical and  
contemporary.  
Part II focuses  
on

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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

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instruction. Part  
III looks at  
language  
ideology and  
language policy  
to explore how  
students  
navigate  
educational  
spaces and  
negotiate their  
identities in the

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face of  
competing  
language  
ideologies and  
assumptions.  
This volume  
breaks new  
ground and  
serves as an  
important  
contribution on  
codeswitching

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for scholars,  
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researchers, and  
teacher

educators of  
language  
education,  
multilingualism,  
and applied  
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the Speech of  
the  
"disadvantaged"  
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new perspective on  
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Africa. Eschewing  
the traditional  
approach which  
looks at the

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interaction between  
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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



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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

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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

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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

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and linguistics, and those interested in southern theory or ‘sociolinguistics in the margins’.

How do written and other signs shape our educational spaces and practices; and how, in turn, are these written and other signs shaped by

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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

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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

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interest of  
researchers and  
practitioners in  
educational  
linguistics and  
educational sciences.  
They confirm the  
value of combining  
empirical analyses of  
linguistic and  
semiotic  
educationscapes with

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action research on  
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mobilising linguistic  
landscapes as  
pedagogical  
resources to promote  
multilingual equality.  
This book examines  
the topic of  
communication  
strategies, the ways  
in which people seek  
to express



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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

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interactions with  
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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

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communication  
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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

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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,

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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

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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. This volume develops a theoretical and

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critical foundation  
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for understanding "m  
administration"—t  
he phenomena of  
harmful  
administrative and  
organisational  
behaviours in  
educational systems.  
Chapter authors  
provide theoretical  
and practice-based

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perspectives across  
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international  
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contexts regarding  
common destructive  
practices that occur  
in educational  
organisations, such  
as negligence and  
mistreatment of  
people, professional  
dishonesty, fraud and  
embezzlement, abuse



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of power, and  
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corrupt  
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organisational  
cultures.

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Maladministration in  
Education shines a  
light on this complex  
topic by examining  
various practices at  
individual, group,

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organisations, and  
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system levels; the  
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contexts and  
influences that give  
rise to them; and  
potential remedies to  
ensure more  
accountable, just,  
and safe institutions.  
Basque Educational  
Research from an  
International

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Language  
Acquisition  
A Functional  
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Educational Spaces  
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Language and  
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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

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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

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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

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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,



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mathematics  
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education, second  
language teaching,  
linguistic and  
academic outcomes  
for children in  
codeswitching  
families, and the  
development of  
multilingual  
pedagogical  
language  
knowledge through

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a variety of school and community resources. Part III looks at language ideology and language policy. This book, addressed to experienced and novice language educators, provides an up-to-date overview of

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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,

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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

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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

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teacher practices  
that open up spaces  
of awareness and  
acceptance of --and  
access to--the  
widest possible  
communicative  
repertoire for  
students.

Buku ini merupakan  
kumpulan penelitian  
dari 31 penelitian  
tentang

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Sosiolinguistik.  
Berbagai  
permasalahan  
bahasa  
dikemukakan  
secara teoretis  
dengan  
mempertahanlan pe  
rmasalahan-  
permasalahan lokal  
sebagai sumber  
utama. Kajian-kajian  
yang disampaikan

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bersifat terbuka  
kritik dan saran,  
sehingga  
dikemudian hari  
dapat menjadi  
 pijakan dan bahkan  
 pengembangan  
 penelitian yang lebih  
 komprehensif.

Prior to the central  
theme of the  
discussion on  
sociolinguistics, it is



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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

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relevant to the study  
of language  
teaching as this  
textbook is primarily  
designed for the  
students majoring in  
English language  
education?

New Perspectives  
on Translanguaging  
and Education  
Constructions of  
Language

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English around the  
World

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Suitable for

experienced and  
novice language  
educators, this title  
provides an  
overview of  
sociolinguistics,  
reflecting changes  
in the global  
situation and the

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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.

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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.

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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

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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



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current theory and  
research in  
sociolinguistics.

The book will also  
be of interest to any  
teachers with  
students from  
linguistically  
diverse  
backgrounds.

Demographic,  
Sociolinguistic, and

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Strategies  
A Sociolinguistic  
Perspective  
International  
Perspectives on  
Maladministration  
in Education  
Critical  
Perspectives on

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Classroom Settings  
The Language of  
Schooling