

English With An Accent Language Ideology And Discrimination In The United States Pdf Pdf

The book's strength is in its rigorous research standards. Strongly recommended. -- CHOICE A valuable resource and a rare, qualitative presentation.

English with an Accent 1997 Rosina Lippi In English with an Accent Rosina Lippi-Green examines American attitudes towards language, exposing the way in which language is used to maintain and perpetuate social structures.

English with an Accent 2012-03-15 Rosina Lippi-Green Since its initial publication, English with an Accent has provoked debate and controversy within classrooms through its in-depth scrutiny of American attitudes towards language. Rosina Lippi-Green discusses the ways in which discrimination based on accent functions to support and perpetuate social structures and unequal power relations. This second edition has been reorganized and revised to include: new dedicated chapters on Latino English and Asian American English discussion questions, further reading, and suggested classroom exercises, updated examples from the classroom, the judicial system, the media, and corporate culture a discussion of the long-term implications of the Ebonics debate a brand-new companion website with a glossary of key terms and links to audio, video, and images relevant to the each chapter's content. English with an Accent is essential reading for students with interests in attitudes and discrimination towards language.

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an Accent', Rosina Lippi-Green scrutinises American attitudes towards language. Using examples drawn from a variety of contexts, she exposes the way in which language is used to maintain and perpetuate certain social structures.

English with an Accent 2012 Rosina Lippi-Green Since its initial publication, English with an Accent has provoked debate and controversy within classrooms through its in-depth scrutiny of American attitudes towards language. This second edition remains essential reading.

English with an Accent 2022-11-30 Rusty Barrett Since its original publication in 1997, English with an Accent has inspired generations of scholars to investigate linguistic discrimination, social categorization, social structures, and power. This new edition is an attempt to retain the spirit of the original while enriching and expanding it to reflect the greater understanding of linguistic discrimination that it has helped create. This third edition has been substantially reworked to include: An updated concept of social categories, how they are constructed in interaction, and how they can be invoked and perceived through linguistic cues or language ideologies Refreshed accounts of the countless social and structural factors that go into linguistic discrimination Expanded attention to specific linguistic structures, language groups, and social domains that go beyond those provided in earlier editions New dedicated chapter on

American Sign Language and its history of discrimination QR codes linking to external media, stories, and other forms of engagement beyond the text A revamped website with additional material English with an Accent remains a book that forces us to acknowledge and understand the ways language is used as an excuse for discrimination. The book will help readers to better understand issues of cross-cultural communication, to develop strategies for successful interactions across social difference, to recognize patterns of language that reflect implicit bias, and to gain awareness of how mistaken beliefs about language create and nurture prejudice and discrimination.

Review of "English with an Accent: Language, Ideology, and Discrimination in the United States" by Lippi-Green 2017-07-13
Laura Gotz Literature Review from the year 2016 in the subject American Studies - Linguistics, grade: 1,3, University of Potsdam, course: English in the U.S., language: English, abstract: This research paper is a review of Lippi-Green's book on American Accents. It simultaneously covers geographical accents as well as social and cultural accents within the United States. It finishes with a theoretical position and points of critique by the author.

Teaching and Learning in a Multilingual School 2003-01-30 Tara Goldstein Teaching and Learning in a Multilingual School: Choices, Risks, and Dilemmas is for teachers and teacher educators working in communities that educate children who do not speak English as a first language. At the center of the book are findings from a four-year critical ethnographic case study of a Canadian high school with a large number of emigrant students from Hong Kong and rich descriptions of the multitude of ways teachers and students thought about, responded to, and negotiated the issues and dilemmas that arose. The solutions and insights they derived from their experiences of working across linguistic, cultural, and racial differences will be extremely
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valuable to educators in other locales that have become home to large numbers of immigrant families. The book is designed to help readers think about how the issues and dilemmas in the case study manifest themselves in their own communities and how to apply the insights they gain to their own teaching and learning contexts: * Each chapter includes four components: an excerpt from the ethnographic study; an analytic commentary on the ethnographic text drawn from a variety of theoretical perspectives and academic disciplines (including interactionist sociolinguistics, language minority education, English as a Second Language education, critical literacy, anti-racist education, and critical teacher education); a pedagogical discussion; and suggestions for further reflection and discussion. * The book features the use of ethnographic play writing to engage readers with the issues that arise in multicultural/multilingual schools. The author's play Hong Kong, Canada is included in its entirety and is used to stimulate further discussion of the issues raised in each of the chapters. * Although it is organized around two different kinds of schooling dilemmas--dilemmas of speech and silence, and dilemmas of discrimination--everyday dilemmas of curriculum and assessment are also discussed throughout the book. * A methodological discussion of the choices the author made while designing, conducting, and writing up the critical ethnographic case study makes the book useful in qualitative research methodology courses. * A set of strategies and activities is provided for helping students develop English oral presentation skills.

Speaking Soviet with an Accent 2012-07-31 Ali Igmen Speaking Soviet with an Accent presents the first English-language study of Soviet culture clubs in Kyrgyzstan. These clubs profoundly influenced the future of Kyrgyz cultural identity and fostered the work of many artists, such as famed novelist Chingiz Aitmatov. Based on extensive oral history and archival research, Ali Igmen

follows the rise of culture clubs beginning in the 1920s, when they were established to inculcate Soviet ideology and create a sedentary lifestyle among the historically nomadic Kyrgyz people. These “Red clubs” are fondly remembered by locals as one of the few places where lively activities and socialization with other members of their ail (village or tribal unit) could be found. Through lectures, readings, books, plays, concerts, operas, visual arts, and cultural Olympiads, locals were exposed to Soviet notions of modernization. But these programs also encouraged the creation of a newfound “Kyrgyzness” that preserved aspects of local traditions and celebrated the achievements of Kyrgyz citizens in the building of a new state. These ideals proved appealing to many Kyrgyz, who, for centuries, had seen riches and power in the hands of a few tribal chieftains and Russian imperialists. This book offers new insights into the formation of modern cultural identity in Central Asia. Here, like their imperial predecessors, the Soviets sought to extend their physical borders and political influence. But Igmen also reveals the remarkable agency of the Kyrgyz people, who employed available resources to meld their own heritage with Soviet and Russian ideologies and form artistic expressions that continue to influence Kyrgyzstan today.

Language in Immigrant America 2017-10-12 Dominika Baran
Machine generated contents note: Introduction; 1. Whose America?; 2. The alien specter then and now; 3. Hyphenated identity; 4. Foreign accents and immigrant Englishes; 5. Multilingual practices; 6. Immigrant children and language; 7. American becomings

Attitudes to Language 2010-04-08 Peter Garrett Just about everyone seems to have views about language. Language attitudes and language ideologies permeate our daily lives. Our competence, intelligence, friendliness, trustworthiness, social
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status, group memberships, and so on, are often judged from the way we communicate. Even the speed at which we speak can evoke reactions. And we often try to anticipate such judgements as we communicate. In this lively introduction, Peter Garrett draws upon research carried out over recent decades in order to discuss such attitudes and the implications they have for our use of language, for social advantage or discrimination, and for social identity. Using a range of examples that includes punctuation, words, grammar, pronunciation, accents, dialects and languages, this book explores the intricate and fascinating ways in which language influences our everyday thoughts, feelings and behaviour.

Linguistic Human Rights 2010-12-16 Tove Skutnabb-Kangas
CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

Language and Linguistic Diversity in the US 2014-12-02 Susan Tamasi This highly engaging textbook presents a linguistic view of the history, society, and culture of the United States. It discusses the many languages and forms of language that have been used in the US - including standard and nonstandard forms of English, creoles, Native American languages, and immigrant languages from across the globe - and shows how this distribution and diversity of languages has helped shape and

define America as well as an American identity. The volume introduces the basic concepts of sociolinguistics and the politics of language through cohesive, up-to-date and accessible coverage of such key topics as dialectal development and the role of English as the majority language, controversies concerning language use in society, languages other than English used in the US, and the policies that have directly or indirectly influenced language use. These topics are presented in such a way that students can examine the inherent diversity of the communicative systems used in the United States as both a form of cultural enrichment and as the basis for socio-political conflict. The author team outlines the different viewpoints on contemporary issues surrounding language in the US and contextualizes these issues within linguistic facts, to help students think critically and formulate logical discussions. To provide opportunities for further examination and debate, chapters are organized around key misconceptions or questions ("I don't have an accent" or "Immigrants don't want to learn English"), bringing them to the forefront for readers to address directly. Language and Linguistic Diversity in the US is a fresh and unique take on a widely taught topic. It is ideal for students from a variety of disciplines or with no prior knowledge of the field, and a useful text for introductory courses on language in the US, American English, language variation, language ideology, and sociolinguistics.

Re-positioning Accent Attitude in the Global Englishes Paradigm
2019-11-26 Fan (Gabriel) Fang This book revisits the issue of China English as a developing variety of English and scrutinises students' and teachers' attitudes towards their own and other English accents from the critical phenomenological perspective of Global Englishes (GE) in the Chinese context. The research contributes to the field of GE by proposing a model of pronunciation teaching called ToPIC (Teaching of Pronunciation for Intercultural Communication) informed by interculturally
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responsive language pedagogy. Combining theory and empirical data, the book presents ground-breaking research on accent attitudes in the Chinese context within the GE paradigm and raises issues and concerns regarding teaching English, particularly speaking and pronunciation, from the GE perspective. Unpacking attitudes towards English accents from a critical perspective, this book will both show policy makers the need to consider the impacts of GE and help practitioners and language learners re-evaluate the goals and needs of English learning. The ToPIC approach also has significance for curriculum reform as it readdresses various issues in language policy and practice. The ToPIC approach is recommended for those interested in teaching and learning English in the expanding circle context and those seeking to learn more about learning and using English across the world.

English as a Lingua Franca: Attitude and Identity 2007-07-26
Jennifer Jenkins From the perspective of the speakers themselves, this is the first book to explore attitudes towards ELF in general and ELF accents in particular, their effects on ELF speakers' identities, and ways in which the problems can be addressed in teacher education, English language testing, and ELT materials.

American English 2015-10-19 Walt Wolfram The new edition of this classic text chronicles recent breakthrough developments in the field of American English, covering regional, ethnic, and gender-based differences. Now accompanied by a companion website with an extensive array of sound files, video clips, and other online materials to enhance and illustrate discussions in the text Features brand new chapters that cover the very latest topics, such as Levels of Dialect, Regional Varieties of English, Gender and Language Variation, The Application of Dialect Study, and Dialect Awareness: Extending Application, as well as new exercises with online answers Updated to contain dialect samples

from a wider array of US regions Written for students taking courses in dialect studies, variationist sociolinguistics, and linguistic anthropology, and requires no pre-knowledge of linguistics Includes a glossary and extensive appendix of the pronunciation, grammatical, and lexical features of American English dialects

The Language of Gaming 2017-09-16 Astrid Ensslin This innovative text examines videogames and gaming from the point of view of discourse analysis. In particular, it studies two major aspects of videogame-related communication: the ways in which videogames and their makers convey meanings to their audiences, and the ways in which gamers, industry professionals, journalists and other stakeholders talk about games. In doing so, the book offers systematic analyses of games as artefacts and activities, and the discourses surrounding them. Focal areas explored in this book include: - Aspects of videogame textuality and how games relate to other texts - the formation of lexical terms and use of metaphor in the language of gaming - Gamer slang and 'buddylects' - The construction of game worlds and their rules, of gamer identities and communities - Dominant discourse patterns among gamers and how they relate to the nature of gaming - The multimodal language of games and gaming - The ways in which ideologies of race, gender, media effects and language are constructed Informed by the very latest scholarship and illustrated with topical examples throughout, The Language of Gaming is ideal for students of applied linguistics, videogame studies and media studies who are seeking a wide-ranging introduction to the field.

Dialect Diversity in America 2012-12-17 William Labov The sociolinguist William Labov has worked for decades on change in progress in American dialects and on African American Vernacular English (AAVE). In *Dialect Diversity in America*, Labov *English With An Accent Language Ideology And Discrimination In The United States Pdf Pdf upload Dona t Murray*

examines the diversity among American dialects and presents the counterintuitive finding that geographically localized dialects of North American English are increasingly diverging from one another over time. Contrary to the general expectation that mass culture would diminish regional differences, the dialects of Los Angeles, Dallas, Chicago, Birmingham, Buffalo, Philadelphia, and New York are now more different from each other than they were a hundred years ago. Equally significant is Labov's finding that AAVE does not map with the geography and timing of changes in other dialects. The home dialect of most African American speakers has developed a grammar that is more and more different from that of the white mainstream dialects in the major cities studied and yet highly homogeneous throughout the United States. Labov describes the political forces that drive these ongoing changes, as well as the political consequences in public debate. The author also considers the recent geographical reversal of political parties in the Blue States and the Red States and the parallels between dialect differences and the results of recent presidential elections. Finally, in attempting to account for the history and geography of linguistic change among whites, Labov highlights fascinating correlations between patterns of linguistic divergence and the politics of race and slavery, going back to the antebellum United States. Complemented by an online collection of audio files that illustrate key dialectical nuances, *Dialect Diversity in America* offers an unparalleled sociolinguistic study from a preeminent scholar in the field.

English as a Global Language 2012-03-29 David Crystal Written in a detailed and fascinating manner, this book is ideal for general readers interested in the English language.

How We Talk about Language 2020-09-24 Betsy Rymes With examples of conversation, this book is a lively account of social and intellectual import of everyday talk about language.

Writing in Nonstandard English 2000-02-15 Irma Taavitsainen
This book investigates linguistic variation as a complex continuum of language use from standard to nonstandard. In our view, these notions can only be established through mutual definition, and they cannot exist without the opposite pole. What is considered standard English changes according to the approach at hand, and the nonstandard changes accordingly. This book offers an interdisciplinary and multifaceted approach to this central theme of wide interest. The articles approach writing in nonstandard language through various disciplines and methodologies: sociolinguistics, pragmatics, historical linguistics, dialectology, corpus linguistics, and ideological and political points of view. The theories and methods from these fields are applied to material that ranges from nonliterary writing to canonized authors. Dialects, regional varieties and worldwide Englishes are also addressed.

Standards of English 2012-12-06 Raymond Hickey
The first book-length exploration of 'standard Englishes' with contributions by the leading experts on each major variety of English discussed.

Affirming Students' Right to Their Own Language 2009-06-02
Jerrie Cobb Scott A Co-publication of the National Council of Teachers of English and Routledge. How can teachers make sound pedagogical decisions and advocate for educational policies that best serve the needs of students in today's diverse classrooms? What is the pedagogical value of providing culturally and linguistically diverse students greater access to their own language and cultural orientations? This landmark volume responds to the call to attend to the unfinished pedagogical business of the NCTE Conference on College Composition and Communication 1974 Students' Right to Their Own Language resolution. Chronicling the interplay between legislated/litigated education policies and language and literacy teaching in diverse
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classrooms, it presents exemplary research-based practices that maximize students' learning by utilizing their home-based cultural, language, and literacy practices to help them meet school expectations. Pre-service teachers, practicing teachers, and teacher educators need both resources and knowledge, including global perspectives, about language variation in PreK-12 classrooms and hands-on strategies that enable teachers to promote students' use of their own language in the classroom while also addressing mandated content and performance standards. This book meets that need. Visit <http://www.ncte.org> for more information about NCTE books, membership, and other services.

The Pronunciation of English by Speakers of Other Languages 2018-06-11 Radek Skarnitzl
This book focuses on an increasingly attractive, yet controversial topic of non-native accentedness in speech. The contributors here are aware of the fact that the mechanisms and effects of pronunciation are far too complex to allow for strong and definite claims of any sort, but present research leading to useful answers to relevant questions. The book contributes to the deeper understanding of many aspects of foreign-accented English with reference to clearly described empirical evidence. The volume brings together fourteen chapters organized into four subdivisions, covering conceptual and perceptual issues, questions of segmental and suprasegmental pronunciation features, and methodological and didactic recommendations. As such, it provides a cross-sectional view of the current phonetic and didactic empirical research into the pronunciation of non-native English.

Making Sense of "Bad English" 2019-10-17 Elizabeth Peterson
Why is it that some ways of using English are considered "good" and others are considered "bad"? Why are certain forms of language termed elegant, eloquent or refined, whereas others are

deemed uneducated, coarse, or inappropriate? Making Sense of "Bad English" is an accessible introduction to attitudes and ideologies towards the use of English in different settings around the world. Outlining how perceptions about what constitutes "good" and "bad" English have been shaped, this book shows how these principles are based on social factors rather than linguistic issues and highlights some of the real-life consequences of these perceptions. Features include: an overview of attitudes towards English and how they came about, as well as real-life consequences and benefits of using "bad" English; explicit links between different English language systems, including child's English, English as a lingua franca, African American English, Singlish, and New Delhi English; examples taken from classic names in the field of sociolinguistics, including Labov, Trudgill, Baugh, and Lambert, as well as rising stars and more recent cutting-edge research; links to relevant social parallels, including cultural outputs such as holiday myths, to help readers engage in a new way with the notion of Standard English; supporting online material for students which features worksheets, links to audio and news files, further examples and discussion questions, and background on key issues from the book. Making Sense of "Bad English" provides an engaging and thought-provoking overview of this topic and is essential reading for any student studying sociolinguistics within a global setting.

A History of the Work Concept 2013-11-19 Agamenon R. E. Oliveira This book traces the history of the concept of work from its earliest stages and shows that its further formalization leads to equilibrium principle and to the principle of virtual works, and so pointing the way ahead for future research and applications. The idea that something remains constant in a machine operation is very old and has been expressed by many mathematicians and philosophers such as, for instance, Aristotle. Thus, a concept of energy developed. Another important idea in machine operation
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is Archimedes' lever principle. In modern times the concept of work is analyzed in the context of applied mechanics mainly in Lazare Carnot mechanics and the mechanics of the new generation of polytechnical engineers like Navier, Coriolis and Poncelet. In this context the word "work" is finally adopted. These engineers are also responsible for the incorporation of the concept of work into the discipline of economics when they endeavoured to combine the study of the work of machines and men together.

Ethics 2012-04-05 Robin Attfield A major new introduction to ethics, designed specifically to meet the needs of undergraduate students.

African-American English 2021-09-30 Salikoko S. Mufwene This book was the first to provide a comprehensive survey of linguistic research into African-American English and is widely recognised as a classic in the field. It covers both the main linguistic features, in particular the grammar, phonology, and lexicon as well as the sociological, political and educational issues connected with African-American English. The editors have played key roles in the development of African-American English and Black Linguistics as overlapping academic fields of study. Along with other leading figures, notably Geneva Smitherman, William Labov and Walt Wolfram, they provide an authoritative diverse guide to these vitally important subject areas. Drawing on key moments of cultural significance from the Ebonics controversy to the rap of Ice-T, the contributors cover the state of the art in scholarship on African-American English, and actively dispel misconceptions, address new questions and explore new approaches. This classic edition has a new foreword by Sonja Lanehart, setting the book in context and celebrating its influence. This is an essential text for courses on African-American English, key reading for Varieties of English and World

Englishes modules and an important reference for students of linguistics, black studies and anthropology at both undergraduate and postgraduate level.

Methods for Assessing Children's Syntax 1998 Dana McDaniel
Designed in part as a handbook to assist in the choice and use of methods for investigating children's grammar, this volume presents a selection of methods and pointers for designing and conducting experimental studies and for evaluating research.

We Do Language 2013-12-13 Anne H. Charity-Hudley
We Do Language builds on the authors' highly acclaimed first collaboration, *Understanding English Language Variation in U.S. Schools*, and examines the need to integrate linguistically informed teaching into the secondary English classroom. The book meets three critical goals for preparing English educators to ensure the academic success of their students. First, the book helps educators acquire a greater knowledge of language variation so they may teach their students to analyze the social, cultural, and linguistic dimensions of the texts they read in class. Second, the chapters provide specific information about language varieties that students bring with them to school so that educators can better assist students in developing the literacy skills necessary for the Common Core State Standards. Third, the text empowers educators to build their linguistic awareness so they may more fully understand, respect, and meet the needs of culturally and linguistically diverse students. *We Do Language* features concrete strategies, models, and vignettes, as well as classroom materials developed by English educators for English educators. It is essential reading for anyone interested in learning about the role that language plays in the experiences of students, both in secondary and postsecondary environments. "Full of advice and support for walking hand-in-hand with students into imaginative ways of understanding the realities of language

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variation, this book is pure joy for teachers and college counselors. Even more important is the guarantee that when these educators embrace the humanity and philosophy so touchingly illustrated by the authors, the intrigue of thinking deeply about speaking, writing, and reading is sure to follow for students." —Shirley Brice Heath, Margery Bailey Professor of English & Dramatic Literature and Professor of Linguistics, Emerita, Stanford University "We Do Language is an enabling tool for helping teachers and those who prepare them to face—perhaps better than we ever have—the challenge of schooling in the English/language arts for the 21st century." —From the Foreword by Jacqueline Jones Royster, Ivan Allen Chair in Liberal Arts and Technology and Dean, Ivan Allen College of Liberal Arts, Georgia Institute of Technology "Long overdue and much needed. African American English is here to stay, and this book affirms and supports educators and African American students, their language, and their culture. I can't thank the authors enough for writing this powerful, thought provoking, and critical analysis of language variation." —Donna Ford, Harvie Branscomb Distinguished Professor of Special Education and Teaching and Learning, Peabody College of Education, Vanderbilt University Anne H. Charity Hudley is associate professor of education, English, linguistics, and Africana studies at the College of William & Mary in Williamsburg, Virginia. Christine Mallinson is associate professor in the Language, Literacy, and Culture Program and affiliate associate professor in the Gender and Women's Studies Program at the University of Maryland-Baltimore County (UMBC).

The Brothers Karamazov 2016-03-24 Fyodor Dostoyevsky
The Brothers Karamazov, also translated as *The Karamazov Brothers*, is the final novel by the Russian author Fyodor Dostoyevsky. Dostoyevsky spent nearly two years writing *The Brothers Karamazov*, which was published as a serial in *The Russian*

Messenger and completed in November 1880. The author died less than four months after its publication. The Brothers Karamazov is a passionate philosophical novel set in 19th century Russia, that enters deeply into the ethical debates of God, free will, and morality. It is a spiritual drama of moral struggles concerning faith, doubt, judgement, and reason, set against a modernizing Russia, with a plot which revolves around the subject of patricide. Dostoyevsky composed much of the novel in Staraya Russa, which inspired the main setting. Since its publication, it has been acclaimed as one of the supreme achievements in world literature.

Do You Speak American? 2007-12-18 Robert Macneil Is American English in decline? Are regional dialects dying out? Is there a difference between men and women in how they adapt to linguistic variations? These questions, and more, about our language catapulted Robert MacNeil and William Cran—the authors (with Robert McCrum) of the language classic The Story of English—across the country in search of the answers. Do You Speak American? is the tale of their discoveries, which provocatively show how the standard for American English—if a standard exists—is changing quickly and dramatically. On a journey that takes them from the Northeast, through Appalachia and the Deep South, and west to California, the authors observe everyday verbal interactions and in a host of interviews with native speakers glean the linguistic quirks and traditions characteristic of each area. While examining the histories and controversies surrounding both written and spoken American English, they address anxieties and assumptions that, when explored, are highly emotional, such as the growing influence of Spanish as a threat to American English and the special treatment of African-American vernacular English. And, challenging the purists who think grammatical standards are in serious deterioration and that media saturation of our culture is

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homogenizing our speech, they surprise us with unpredictable responses. With insight and wit, MacNeil and Cran bring us a compelling book that is at once a celebration and a potent study of our singular language. Each wave of immigration has brought new words to enrich the American language. Do you recognize the origin of 1. blunderbuss, sleigh, stoop, coleslaw, boss, waffle? Or 2. dumb, ouch, shyster, check, kaput, scram, bumper? Or 3. phooey, pastrami, glitch, kibbitz, schnozzle? Or 4. broccoli, espresso, pizza, pasta, macaroni, radio? Or 5. smithereens, lollapalooza, speakeasy, hooligan? Or 6. vamoose, chaps, stampede, mustang, ranch, corral? 1. Dutch 2. German 3. Yiddish 4. Italian 5. Irish 6. Spanish

Talking Proper 2003 Lynda Mugglestone Talking Proper is a history of the rise and fall of the English accent as a badge of cultural, social, and class identity. Lynda Mugglestone traces the origins of the phenomenon in late eighteenth-century London, follows its history through the nineteenth and twentieth centuries, and charts its downfall during the era of New Labor. This is a witty, readable account of a fascinating subject, liberally spiced with quotations from English speech and writing over the past 250 years.

Spanish as a Heritage Language in the United States 2012-11-13 Sara M. Beaudrie There is growing interest in heritage language learners—individuals who have a personal or familial connection to a nonmajority language. Spanish learners represent the largest segment of this population in the United States. In this comprehensive volume, experts offer an interdisciplinary overview of research on Spanish as a heritage language in the United States. They also address the central role of education within the field. Contributors offer a wealth of resources for teachers while proposing future directions for scholarship.

Linguistic Diversity and Social Justice 2016-02-18 Ingrid Piller
Understanding and addressing linguistic disadvantage must be a central facet of the social justice agenda of our time. This book explores the ways in which linguistic diversity mediates social justice in liberal democracies undergoing rapid change due to high levels of migration and economic globalization. Focusing on the linguistic dimensions of economic inequality, cultural domination and imparity of political participation, Linguistic Diversity and Social Justice employs a case-study approach to real-world instances of linguistic injustice. Linguistic diversity is a universal characteristic of human language but linguistic diversity is rarely neutral; rather it is accompanied by linguistic stratification and linguistic subordination. Domains critical to social justice include employment, education, and community participation. The book offers a detailed examination of the connection between linguistic diversity and inequality in these specific contexts within nation states that are organized as liberal democracies. Inequalities exist not only between individuals and groups within a state but also between states. Therefore, the book also explores the role of linguistic diversity in global injustice with a particular focus on the spread of English as a global language. While much of the analysis in this book focuses on language as a means of exclusion, discrimination and disadvantage, the concluding chapter asks what the content of linguistic justice might be.

Dialects in Schools and Communities 2014-05-22 Carolyn Temple Adger
This book describes dialect differences in American English and their impact on education and everyday life. It explores some of the major issues that confront educational practitioners and suggests what practitioners can do to recognize students' language abilities, support their language development, and expand their knowledge about dialects. Topics addressed include: *popular concerns about the nature of language
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variation; *characteristic structures of different dialects; *various interactive patterns characteristic of social groups; *the school impacts of dialect differences in speaking, writing, and reading, including questions about teaching Standard English; and *the value of dialect education in schools to enable students to understand dialects as natural and normal language phenomena. Changes in the Second Edition: In this edition the authors reconsider and expand their discussion of many of the issues addressed in the first edition and in other of their earlier works, taking into account especially the research on dialects and publications for audiences beyond linguistics that have appeared since the first edition. This edition is offered as an updated report on the state of language variation and education in the United States. Dialects in Schools and Communities is rooted in questions that have arisen in workshops, surveys, classes, discussion groups, and conversations with practitioners and teacher educators. It is thus intended to address important needs in a range of educational and related service fields. As an overview of current empirical research, it synthesizes current understandings and provides key references—in this sense it is a kind of translation and interpretation in which the authors' goal is to bring together the practical concerns of educators and the vantage point of sociolinguistics. No background in linguistics or sociolinguistics is assumed on the part of the reader. This volume is intended for teacher interns and practicing teachers in elementary and secondary schools; early childhood specialists; specialists in reading and writing; speech/language pathologists; special education teachers; and students in various language specialties.

Language is Power 1997-01-01 John Honey
Across the English-speaking world there is a liberal orthodoxy which opposes the use of standard English in schools and in society at large. But does this truly protect the underprivileged, or has it inflicted lasting

educational damage on a generation of children? Is Steven Pinker, best-selling author of *The Language Instinct*, right to claim that all languages and dialects are equal? Professor John Honey refutes the arguments that for the past three decades have been put forward against standard English, and shows how apparently egalitarian notions of 'Black English' and other dialects can effectively limit access to standard English and hence power for disadvantaged or minority groups. He discusses the charge that the worldwide teaching of English amounts to 'linguistic imperialism', and examines whether British English will inevitably lose out to American.

Language in the USA 2004-06-24 Charles Albert Ferguson
Publisher Description

Raciolinguistics 2016-09-30 H. Samy Alim Raciolinguistics reveals the central role that language plays in shaping our ideas about race and vice versa. The book brings together a team of leading scholars-working both within and beyond the United States-to share powerful, much-needed research that helps us understand the increasingly vexed relationships between race, ethnicity, and language in our rapidly changing world. Combining the innovative, cutting-edge approaches of race and ethnic studies with fine-grained linguistic analyses, authors cover a wide range of topics including the struggle over the very term "African American," the racialized language education debates within the increasing number of "majority-minority" immigrant communities in the U.S., the dangers of multicultural education in a Europe that is struggling to meet the needs of new migrants, and the sociopolitical and cultural meanings of linguistic styles used in Brazilian favelas, South African townships, Mexican and Puerto Rican barrios in Chicago, and Korean American "cram schools" in New York City, among other sites. Taking into account rapidly changing demographics in the U.S and shifting cultural and

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media trends across the globe--from Hip Hop cultures, to transnational Mexican popular and street cultures, to Israeli reality TV, to new immigration trends across Africa and Europe--Raciolinguistics shapes the future of scholarship on race, ethnicity, and language. By taking a comparative look across a diverse range of language and literacy contexts, the volume seeks not only to set the research agenda in this burgeoning area of study, but also to help resolve pressing educational and political problems in some of the most contested raciolinguistic contexts in the world.

The Oxford Handbook of World Englishes 2017-02-14 Markku Filppula As the most widely documented language in human history, English holds a unique key to unlocking some of the mysteries of the uniquely human endowment of language. Yet the field of World Englishes has remained somewhat marginal in linguistic theory. This collection heralds a more direct and mutually constructive engagement with current linguistic theories, questions, and methodologies. It achieves this through areal overviews, theoretical chapters, and case studies. The 36 articles are divided between four themes: Foundations, World Englishes and Linguistic Theory, Areal Profiles, and Case Studies. Part I sets out the complex history of the global spread of English. This is followed, in Part II, by chapters addressing the mutual relevance and importance of World Englishes and numerous theoretical subfields of Linguistics. Part III offers detailed accounts of the structure and social histories of specific varieties of English spoken across the globe, highlighting points of theoretical interest. The collection closes with a set of case studies that exemplify the type of analysis encouraged by the volume. As attention is focused on innovative work at the interface of dialect description and theoretical explanation, the book is more succinct in its treatment of applied themes, which are given complementary coverage in other works.

Sociolinguistics in Deaf Communities 1995 Ceil Lucas The book's strength is in its rigorous research standards. Strongly recommended. -- CHOICEA valuable resource and a rare, qualitative presentation. -- Academic Library Book Review The first volume in the new Sociolinguistics in Deaf Communities series presents a rich collection of essays on fingerspelling in Langue des Signes Quebécoise (LSQ) in Quebec, Canada; language used by a Navajo family with deaf children; language, policy, classroom practice, and multiculturalism in deaf education; aspects of American Sign Language (ASL) and Filipino sign language discourse; and the role of rhetorical language in Deaf social movements. Contributors are Dominique Machabee, Arlene Blumenthal-Kelly, Jeffrey Davis, Melanie Met-ger, Samuel Supalla, Barbara Gerner de Garcia, Liza B. Martinez, Kathy Jankowski, and also Ceil Lucas. Sociolinguistics in Deaf Communities affords an invaluable opportunity to assess up-to-date information on sign language linguistics worldwide and its impact on policy and planning in education, interaction with spoken languages, interpreting, and the issues of empowerment.

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Contentment is one of the most pursued and elusive goals of human existence. We all desire to be content, but how do we achieve it? What are the factors that influence our contentment? How can we assess it? How can we improve it? This book aims to answer these questions, by showcasing the science of happiness. It will introduce the main models of happiness, the approaches and instruments of evaluating and judging happiness, the findings and findings of contentment research, and the applications and interventions of joy promotion. It will also offer useful tips and recommendations for users, on how to enhance their joy and well-being, founded on academic proof and principles.

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