

## Standard English The Widening Debate Wordpress Com

The basic claim of this book is that for 2000 years and more the western tradition has relied on two very dubious assumptions about human communication: that each national language is a unique code and that linguistic communication consists in the utilization of such codes to transfer messages from mind to mind.

Contributors explore a range of sociolinguistic topics, including language variation, language ideologies, bi/multilingualism, language policy, linguistic landscapes, and multimodality. Each chapter provides a critical overview of the limitations of modernist positivist perspectives, replacing them with novel, up-to-date ways of theorizing and researching. [Publisher]

Language Myths and the History of English deconstructs common myths about the historical development of English and looks at the ideological reasons for their existence.

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.

A semantic, pragmatic and cultural interpretation of Singapore English, offering a fascinating glimpse of Singaporean life.

Sociolinguistics provides a powerful instrument by which we can interpret the contemporary and near-contemporary use of language in relation to the society in which speakers live. Almost since the beginning of the discipline, however, attempts have been made to extrapolate backwards and interpret past linguistic change sociolinguistically. Some of these findings have influenced the discussion of the history of the English language as portrayed in the many textbooks for undergraduate courses. A consistent application of sociolinguistic theory and findings has rarely been attempted, however, despite the specialist literature which demonstrates this connection at specific points in the language's development. This textbook provides students with a means by which a previously existing knowledge of a linear, narrative, history of English can be deepened by a more profound understanding of the sociolinguistic forces which initiate or encourage language change. Uniquely, it discusses not only the central variationist tendencies present in language change and their analysis but also the macrosociolinguistic forces which act upon all speakers and their language. Chapters investigate the political, cultural and economic forces which affect a society's use of and views on language; language contact, language standardisation and linguistic attrition are also covered. Discussion is illustrated

throughout by apposite examples from the history of English. The volume enables students to develop a deeper understanding of both sociolinguistics and historical linguistics; it is also be useful as a primer for postgraduate study in the subjects covered.

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Language Planning is a resurgent academic discipline, reflecting the importance of language in issues of migration, globalisation, cultural diversity, nation-building, education and ethnic identity. Written as an advanced introduction, this book engages with all these themes but focuses specifically on language planning as it relates to education, addressing such issues as bilingualism and the education of linguistic minority pupils in North America and Europe, the educational and equity implications of the global spread of English, and the choice of media of instruction in post-colonial societies. Contextualising this discussion, the first two chapters describe the emergence and evolution of language planning as an academic discipline, and introduce key concepts in the practice of language planning. The book is wide-ranging in its coverage, with detailed discussion of the context of language policy in a variety of countries and communities across North America, Europe, Africa and Asia.

This volume is concerned with assessing fictional and non-fictional written texts as linguistic evidence for earlier forms of varieties of English. These range from Scotland to New Zealand, from Canada to South Africa, covering all the major forms of the English language around the world. Central to the volume is the question of how genuine written representations are. Here the emphasis is on the techniques and methodology which can be employed when analysing documents. The vernacular styles found in written documents and the use of these as a window on earlier spoken modes of different varieties represent a focal concern of the book. Studies of language in literature, which were offered in the past, have been revisited and their findings reassessed in the light of recent advances in variationist linguistics.

This volume presents a comparative, socio-historical study of the Germanic standard languages (Afrikaans, Danish, Dutch, English, Faroese, Frisian, German, Icelandic, Low German, Luxemburgish, Norwegian, Scots, Swedish, Yiddish as well as the Caribbean and Pacific Creole languages). Each of the 16 original chapters systematically discusses central aspects of the standardization process, including dialect selection, codification, elaboration and diffusion of the standard norm across the speech community, as well as incipient processes of de-standardization and re-standardization. The strongly comparative orientation of the contributions allow for the identification of broad similarities as well as intriguing differences across a wide range of historically and socially diverse language histories. Two chapters by the editors provide an overview of the theoretical background and rationale of comparative standardization research, and outline directions for further research in the area. The volume will be of interest to language historians as well as sociolinguists in general. This book demonstrates the relevance of an integrational linguistic perspective to a practical, real-world need, namely the learning of languages. Integrational linguistics' shunning of both realist and structuralist theories of language, its commitment to an unwavering attention to the perspective of the language user, and its adherence to a semiology in which signs are the situated products of interactants interpretive behaviour, mean that it radically reconceptualizes language learning and language

teaching. Detractors have implied that IL is so 'philosophical' or 'theoretical' an exercise that it has no useful bearing on the practical problems of language learning. These papers refute that misconception by demonstrating how an IL stance can help disentangle the conflicting considerations and contradictory assumptions that arise in a host of language teaching situations: first, second- and foreign-language classrooms in a diversity of settings (including India, Australia, the United States, and Hong Kong), with different age-groups of students, whether the focus is on speech or writing, and in more informal settings.

#### Publisher Description

This volume presents 16 original studies of variation in languages representing the three main European language families, as well as in varieties of Greek and Hungarian. The studies concern variation in or across dialects or dialect groups, in standard varieties or in emerging regional varieties of the standard. Several studies investigate a specific linguistic element or structure, while others focus on areas of tension between variation and prescriptive standard norms, on regional standard varieties and regiolects, on problems of linguistic classification (from folk linguistic or dialect geographical perspectives) and the classification of speakers. Language acquisition plays a main role in three studies. The studies in this volume represent a range of methods, including ethnographic and 'interpretative' approaches, conversation analysis, analyses of the internal and geographical distribution of dialect features, the classification and quantitative analyses of socio-demographic speaker background data, quantitative analyses of both diachronic and synchronic language data, phonetic measurements, as well as (quasi-)experimental perception studies. The volume thus offers a microcosmic reflection of the macrocosmos of world-wide research on variability in (originally) European languages at the beginning of the 21st century and the linguistic expression of cultural diversity.

Leading researchers shed new light on the history of the standardisation of English. Over the past 300 years, attempts have been made to prescribe how we should and should not use the English language. The efforts have been institutionalized in places such as usage guides, dictionaries, and school curricula. Such authorities have aspired to 'fix' the language, sometimes by keeping English exactly where it is, but also by trying to improve the current state of the language. Anne Curzan demonstrates the important role prescriptivism plays in the history of the English language, as a sociolinguistic factor in language change and as a vital meta-discourse about language. Starting with a pioneering new definition of prescriptivism as a linguistic phenomenon, she highlights the significant role played by Microsoft's grammar checker, debates about 'real words', non-sexist language reform, and efforts to reappropriate stigmatized terms. Essential reading for anyone interested in the regulation of language, the book is a fascinating re-examination of how we tell language history.

To what extent do our accents determine the way we are perceived by others? Is a foreign accent inevitably associated with social stigma? Accent is a matter of great public interest given the impact of migration on national and global affairs, but until now, applied linguistics research has treated accent largely as a theoretical puzzle. In this fascinating account, Alene Moyer examines the social, psychological, educational and legal ramifications of sounding 'foreign'. She explores how accent operates contextually through analysis of issues such as: the neuro-cognitive constraints on phonological

acquisition, individual factors that contribute to the 'intractability' of accent, foreign accent as a criterion for workplace discrimination, and the efficacy of instruction for improving pronunciation. This holistic treatment of second language accent is an essential resource for graduate students and researchers interested in applied linguistics, bilingualism and foreign language education.

This study examines the effect of race-consciousness upon the pronunciation of American English and upon the ideology of standardization in the twentieth century. It shows how the discourses of prescriptivist pronunciation, the xenophobic reaction against immigration to the eastern metropolises- especially New York - and the closing of the western frontier together constructed an image of the American West and Midwest as the locus of proper speech and ethnicity. This study is of interest to scholars and students in linguistics, American studies, cultural studies, Jewish studies, and studies in race, class, and gender.

Examines different conceptions of English as an international language, looking at world Englishes, native-speakers and 'standard' English. This book also covers the pedagogical implications of English as an international language; and addresses key questions with regard to the teaching of English.

The theme of this collection is a discussion of the notions of 'norms' and 'standards', which are studied from various different angles, but always in relation to the English language. These terms are to be understood in a very wide sense, allowing discussions of topics such as the norms we orient to in social interaction, the benchmark employed in teaching, or the development of English dialects and varieties over time and space and their relation to the standard language. The collection is organized into three parts, each of which covers an important research field for the study of norms and standards. Part 1 is entitled "English over time and space" and is further divided into three thematic subgroups: standard and non-standard features in English varieties and dialects; research on English standardization processes; and issues of standards and norms in oral production. Part 2 deals with "English usage in non-native contexts," and Part 3 is dedicated to "Issues on politeness and impoliteness." The notions of standards and norms are equally important concepts for historical linguists, sociolinguists with a variationist background, applied linguists, pragmaticians, and discourse analysts.

Trends in Linguistics is a series of books that publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighboring fields such as neuroscience and cognitive science. The series considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. Bonfiglio examines the ideological legacy of the metaphors "mother tongue" and "native speaker" by

historicizing their linguistic development. The early nation states constructed the ideology of ethnolinguistic nationalism, a composite of language, identity, geography, and ethnicity that configured the national language as originating in the mother-infant relationship, as well as in local organic nature. These insular protectionist strategies generated the philologies of (early) modernity and their genetic and arboreal "families" of languages, and continue today to evoke folkloric notions that configure language ethnically. Scholarly recognition of the biological metaphors that racialize language will help to illuminate persisting gestures of ethnolinguistic discrimination.

How did English become a global language? What exactly is Standard English? What do slips of the tongue reveal about language? Studying the English Language answers these questions and many more. Organised into eighteen thematic chapters, each of which can be read at one sitting, this is a clear and lively introduction to the diversity and history of English, and to relevant contemporary and classic work in linguistics. Thoroughly updated and revised, this second edition contains three new chapters, on the story of American English, the spread of English across the world and the work of Noam Chomsky. Wide ranging and easy to use, other topics include the effects of dialect and accent on identity, swearing and offensive names in English, language and gender, language planning and theories about the origin of language. Full of entertaining examples, illustrations and useful guides to further reading, this is the ideal companion for all those new to the study of the English language, and essential reading for anyone with a general interest in the subject.

Bilingualism and Language Pedagogy brings an understanding of language as a social practice and bilingualism as the study of bidirectional transitioning to the examination of bilingual settings in the US, Europe, and the developing countries. Focusing both on bilingual linguistic competence and educational politics and practice, the volume provides valuable practical proposals and models for developing sociocultural and linguistic competencies among bilingual practitioners and students.

Standard English draws together the leading international scholars in the field, who confront the debates surrounding 'Standard English', grammar and correctness head-on. These debates are as intense today as ever and extend far beyond an academic context. Current debates about the teaching of English in the school curriculum and concerns about declining standards of English are placed in a historical, social and international context. Standard English: \* explores the definitions of 'Standard English', with particular attention to distinctions between spoken and written English \* traces the idea of 'Standard English' from its roots in the late seventeenth century through to the present day. This is an accessible, seminal work which clarifies an increasingly confused topic. It includes contributions from: Ronald Carter, Jenny Cheshire, Tony Crowley, James Milroy, Lesley Milroy and Peter Trudgill.

"This book describes and evaluates recent Language Planning and Policy in the

British Isles. Issues including minority language rights, language resources for the state and the citizen, and problems such as the standard English battle and policy for Welsh and Gaelic are analysed against the background of detailed study of contemporary British society and politics. "

This volume describes the development of Standard English from Middle English onwards.

The first book-length exploration of 'standard Englishes' with contributions by the leading experts on each major variety of English discussed.

What is the English language like, why is it like that and what do we need to know in order to study it? This wide ranging introductory textbook not only presents the English language from multiple perspectives, but provides the reader with the necessary grounding in linguistics to investigate it for themselves.

Style, Identity and Literacy: English in Singapore is a qualitative study of the literacy practices of a group of Singaporean adolescents, relating their patterns of interaction – both inside and outside the classroom – to the different levels of social organization in Singaporean society (home, peer group and school).

Combining field data gathered through a series of detailed interviews with available classroom observations, the study focuses on six adolescents from different ethnic and social backgrounds as they negotiate the learning of English against the backdrop of multilingual Singapore. This book provides social explanations for the difficulties and challenges these adolescents face by drawing on current developments in sociolinguistics, literacy studies, English language teaching and language policy.

This book explores the beliefs and approaches to the history of English showing how the standard English dialect is to the detriment of those which are non-standard or from other areas of the world.

Dialects are constantly changing, and due to increased mobility in more recent years, European dialects have 'levelled', making it difficult to distinguish a native of Reading from a native of London, or a native of Bonn from a native of Cologne.

This comprehensive study brings together a team of leading scholars to explore all aspects of recent dialect change, in particular dialect convergence and divergence. Drawing on examples from a wide range of European countries - as well as areas where European languages have been transplanted - they examine a range of issues relating to dialect contact and isolation, and show how sociolinguistic conditions differ hugely between and within European countries.

Each specially commissioned chapter is based on original research, giving an overview of work on that particular area and presenting case studies to illustrate the issues discussed. Dialect Change will be welcomed by all those interested in sociolinguistics, dialectology, the relevance of language variation to formal linguistic theories, and European languages.

English in Singapore provides an up-to-date, detailed and comprehensive investigation into the various issues surrounding the sociolinguistics of English in Singapore. Rather than attempting to cover the usual topics in an overview of a

variety of English in a particular country, the essays in this volume are important for identifying some of the most significant issues pertaining to the state and status of English in Singapore in modern times, and for doing so in a treatment that involves a critical evaluation of work in the field and new and thought-provoking angles for reviewing such issues in the context of Singapore in the twenty-first century. The contributions address the historical trajectory of English (past, present and possible future), its position in relation to language policy and multiculturalism, the relationship between the standard and colloquial varieties, and how English can and should be taught. This book is thus essential reading for scholars and students concerned with how the dynamics of the English language are played out and managed in a modern society such as Singapore. It will also interest readers who have a more general interest in Asian studies, the sociology of language, and World Englishes.

Like several other Asian countries, Malaysia uses English for a variety of official, professional and everyday purposes. Many Malaysians use English alongside their first language, typically Malay, Chinese or Tamil, but have a particular need for English if they are to succeed in their careers. What is special about this book is that it looks under the surface of the use of English, and shows how the teaching of English is tailored to bring this language situation about, by applying recent developments in the study of English and of English Language Teaching. It deals with questions such as the use of corpora in language teaching, and investigates some of the obstacles young Malaysians face in acquiring the necessary command of English. Issues investigated include the link between lack of proficiency and lack of motivation, the effect of examinations and the 'washback' effect, and the problems of academic writing. Other chapters deal with English in the workplace, including doctor-patient communication, the communication challenges facing tour guides, and gender-based differences in the learning of computer skills. The book will be of great value to anyone professionally involved with global English, 'glocalisation' or language contact, including teachers, publishers and language planners, especially those concerned with the use of global English in Asia.

This edited volume addresses perspectives and prospects of English as a lingua franca (ELF) in connection with other areas of linguistics. It is the first volume that brings together ELF scholars and experts from a wide range of areas in linguistics (such as corpus linguistics, sociolinguistics, historical linguistics, language pedagogy, language policy, intercultural communication) in order to explore how ELF relates to these fields.

Historical Sociolinguistics: Language Change in Tudor and Stuart England is the seminal text in the field of historical sociolinguistics. Demonstrating the real-world application of sociolinguistic research methodologies, this book examines the social factors which promoted linguistic changes in English, laying the foundation for Modern Standard English. This revised edition of Nevalainen and Raumolin-Brunberg's ground-breaking work: discusses the grammatical developments that

shaped English in the early modern period; presents the sociolinguistic factors affecting linguistic change in Tudor and Stuart English, including gender, social status, and regional variation; showcases the authors' research into personal letters from the people who were the driving force behind these changes; and demonstrates how historical linguists can make use of social and demographic history to analyse linguistic variation over an extended period of time. With brand new chapters on language change and the individual, and on newly developed sociolinguistic research methods, *Historical Sociolinguistics* is essential reading for all students and researchers in this area.

This textbook, designed for courses in first-and-second language education, provides a "big picture" view of basic linguistics through readings organized in 3 thematic units-"What is Language and How is it Acquired?"; "How Does Language Change?"; and "What is Literacy?" Pedagogical Activities included. This ground-breaking work is a detailed account of an innovative and in-depth study of the attitudes of in excess of 500 Japanese learners towards a number of standard and non-standard as well as native and non-native varieties of English speech. The research conducted refines the investigation of learner attitudes by employing a range of pioneering techniques of attitude measurement. These methods are largely incorporated from the strong traditions that exist in the fields of social psychology and second language acquisition and utilize both direct and indirect techniques of attitude measurement. The author locates the findings in the context of the wealth of literature on native speaker evaluations of languages and language varieties. The study is unique in that the results provide clear evidence of both attitude change and high levels of linguistic awareness among the informants of social and geographical diversity within the English language. These findings are analyzed in detail in relation to the global spread of English as well as in terms of the pedagogical implications for the choice of linguistic model employed in English language classrooms both inside and outside Japan. The issues examined are of particular interest to educators, researchers and students in the fields of applied linguistics, TESOL, second language acquisition, social psychology of language and sociolinguistics. The pedagogical and language policy implications of the findings obtained make essential reading for those with a specific focus on the role of the English language and English language teaching, both in Japan and beyond.

The recent multilingual turn involves various different implicit and explicit language policies, urging pressure and resistance with regard to the spread of English and its dominant relationships with other national languages. As such, this book considers the social value of communication as the basis of multilingualism and of the evolution of language systems. The data presented here show English as being in the middle of the double "listening" of cultural mediation and the imperfect "magnifying" glass of translation, with worldwide Standard English being but one of the many other related varieties which enjoy prestige on a large scale. These varieties may be identified according to different

features which make the plural “world Englishes” an umbrella term with blurred edges. New approaches to dialects study have been developed in recent decades, and cartographic mapping has overlapped with the emergence of a new dialectology which deals with the description of language phenomena as complex concepts, where “complexity” provides a challenging framework for investigation and research of languages as dynamic systems made up of variables which mutually influence each other. Thus, dialectometry, dialectology and standardization become interesting tools for measuring linguistic differences, establishing language typologies and endorsing the systemic characteristics which can be formalized. Comprehensive and well-informed, this volume will appeal to anyone interested in the spread of English, from researchers and teachers to students, providing them with a greater understanding of some examples of world Englishes analysed under the light of complexity as a product of global society.

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